

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the review of related literature. It covers five major sections. There are General concepts of reading, general concept of reading comprehension, Cooperative learning strategy, and some previous study.

A. General concepts of reading

1. Definition reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. Generally reading is a process of getting information from written words. The writer tries to convey, to present his or her messages through letters, words, phrases and their relationship, while the reader tries to get the messages from the written verbal symbols. As stated by Patel and Jain (2008: 113) reading means to understand the meaning of printed words i.e. written symbols. So, we can define reading as the process of recognition various written symbol with existing knowledge.

In relation to teaching learning of English at schools, reading skill is very important. Reading is an essential skill for learners of English as a second language since it can ensure success not only in learning English but also in any content class where reading in English is required (Nunan, 2003:69). The students need to get more exercise and training in order to have a good reading skill. Through reading students can get many vocabularies they need to be applied in speaking and writing. Reading also helps students to understand many types of word and sentence which can improve their ability.

At the point, reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Reader should practice their reading more and more, so that their reading experience will be improved. Reading is much needed for us, whereas we in school or in societies environment. Harmer (2007:99) states that reading is useful for language acquisition. Reading should give to children since in children. We have to guide them if reading is very useful in life. As teaching and learning English we should try the best way to get read come habit.

2. Types of Reading

According Patel and Jain (2008: 117 – 122) there are four types of reading.

a. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. Intensive reading is related to further progress in language learning under the teacher's guidance. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also how the meaning is produced. For example, student read a text and spending an hour to analyze grammar point and difficult vocabularies. In this activity, the teacher and the student work together to explain the meaning of the text and to analyze words and grammatical, sentence by sentence.

b. Extensive Reading

Extensive reading is the highest level of reading series program which must be faced by the students to accomplish their reading program. Extensive reading is the reading for pleasure. The readers want to know about something. The

reader does not care about specific or important information after reading. Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base words pronunciation. The most important of reading aloud is oral matter including pronunciation, tone, speed and pause. Other activity that improved reading aloud is conversation. Geoffrey Broughton et al. (2003: 91)

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper.

3. Definition of reading comprehension

The essence of reading act is comprehension; it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written text book. Cahyono (2011:59) stated that comprehension is the understanding of the representation of the printed words. In reading comprehension, reader must be able to get a deeper understanding of information that

presented in a text. Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). In short, reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text.

In reading activity, the students do not only read but also comprehend the text in order to catch some ideas from the text. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. It's mean that reading comprehension as an active cognitive process in which one will interact with the written symbols and interpret them to get the meaning or idea. The essence of reading comprehension is understands all information delivered by the author.

At the point, reading comprehension is a process reading by which the reader tries to understand meaning of the text totally. Comprehension activity is important because to avoid some misunderstanding information that given, when we did not get the meaning, it's mean we have some mistake information or we cannot comprehend the text. Their prior knowledge and basic reading are needed. Some people who have familiar with the topic will get an easy to understand.

B. Teaching reading comprehension

1. Definition of teaching reading

Kimby and Garnezy in Brown (2000:7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge. Brown (2000:7) also says that

“teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning”. We can define teaching as helping, facilitating, and give instructions how to learn and get information or knowledge. Teacher as an important role to manage the student in process teaching and learning. In teaching reading, the teacher has to concern about the material that is used. The topic and type of reading texts are worth considering too. The topic and reading texts should depend on who students are. If the students are junior high school students, reading descriptive text maybe a priority.

2. Strategies in teaching reading comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2001: 306-311), there are ten strategies which can be applied in the teaching reading comprehension in the classroom:

a. Identifying the purpose in reading.

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts.

b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners).

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words

with final silent “e” such as (late, time, bite, etc). Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels). In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

c. Skimming the text for the main ideas.

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

d. Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

e. Using semantic mapping or clustering.

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2000: 308).

f. Guessing when you are not certain

Brown (2000: 309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

- 1) Guess the meaning of a word,
- 2) Guess grammatical relationship (e.g., a pronoun reference),
- 3) Guess a discourse relationship,
- 4) Infer implied meaning (“between the lines”),
- 5) Guess about a cultural reference, and
- 6) Guess content messages,

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

3. The Principles of Teaching Reading

According to Richards and Renandya (2002:16), there are ten teaching principles that may be appropriate in teaching reading that is summarized below.

a. Lowering Inhibitions

In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

b. Encouraging risk-taking

When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using fluency exercises where errors are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c. Building students' self confidence.

Teacher need to build the students' confident in studying English because self confident is one of important factor which influents the students' success in studying English. To do that, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job. Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course.

d. Helping students develop intrinsic motivation.

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

e. Promoting cooperative learning.

In studying English in the classroom, teacher needs explain that cooperative learning in the class is more important than competition between the students. Some activities can be done in cooperative learning are directing students to

share their knowledge in a group, asking the students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it.

f. Encouraging students to use right-brain processing.

In studying English, teacher should insist that learning is not only doing exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.

g. Promoting ambiguity tolerance.

Making the classroom is enjoyable and comfortable is a good way to make students feel relax in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning.

h. Helping students use their intuition.

Making the students not depend to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing not always give explanation of errors, letting a correction suffice and correcting only selected errors.

- i. Getting students to make their mistakes work for them.

Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self learning activities is the good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own.

- j. Getting students to set their own goals.

the students' own goals are good way to improve their study. The activities are asking them to make list of what they will achieve on their own particular week, getting students to make specific time commitments at home to study the language, and giving "extra credit" work.

These are the ten principles which can be implemented in the teaching reading in the classroom. Teacher can select one or two appropriate principles as the need of the students because the appropriate principle influences the students' achievement.

C. Cooperative learning strategy

1. The understanding of cooperative learning

Classroom is a place where students and their classmates study together in a room. Most of the Indonesia school, the number of students in a class is big-approximately 35 to 40 students. This fact is one of the challenges in teaching today. Teachers are expected to teach in a way that enables students to learn materials in the classroom cooperatively. Cooperative learning is an approach to

teaching that required activities in pairs and small groups of learners in the classroom.

Cooperative learning is defined as students work together in pairs and groups, they share information and come to each others' to get helps (Brown, 2001:47). They are a "team" whose players must work together in order to achieve goals successfully. Cooperative learning model is opposite to individual learning. This method can motivate the students who have poor reading skill because the students who have good reading skill will help them to be better in reading.

Isjoni (2009: 15) also stated that cooperative learning is a model of learning where the system of learning and work in small groups, consist of 4 – 5 people collaboratively which can stimulate students in learning. In completing the task group, each member of the group helps each other to understand the materials. Learning not finished if one of the friends in the group have yet to master the lesson material.

From two definitions above we can conclude that cooperative learning is a model learning that requires students to work together with friends. They work together to help each other construct concepts in solving problems. Students unconsciously learn how to respect, open-minded, responsible to their self or their group itself. The students who don't know the topic, they will know, while students who have understand the topic they can share what they know to their friends.

1.1 Definition GI (Group Investigation) Technique

Group Investigation is one of cooperative learning method which focused on student's participation and activity. According to Slavin (2005:24) Group

Investigation developed by Shlomo and Yael Sharan at the University of Tel-Aviv, is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects (Sharan and Sharan, 1992). The students are taught to work together with their friends. They work together to achieve the goal or the success which has always been desired by them. It will help the students in reading comprehension ability.

Sihombing (2014: 80) also stated that Group Investigation is a learning model that more emphasis on student choice and control than applying techniques in the classroom. It also combines the principles of democratic learning where students are actively involved in learning activities, both from the beginning to the end of the study included students have the freedom to choose the material that will be studied according to the topic being discussed.

The teacher who use this method firstly he/she divides the class into small heterogeneous groups. This group consists of two to six and may form around friendships or around an interest in a particular topic. Students select topics for study, then every group decides what subtopics are to be investigated as well as the goals of their study, and then prepare and present a report in front of class.

Based on the definitions of group investigation above we can conclude that group investigation is kind of cooperative method that required the students work in small group. They do an interaction and discussion with their group to solve the problem in learning process that given by the teacher all of members have same responsible toward their groups.

1.2 The Steps of Group Investigation

In Group Investigation, students' progress through six steps (Slavin, 2005: 218). The steps of using Group Investigation (GI) as follow:

a. Stage I: Grouping

a) In this stage, teacher dividing the student into groups from different academic level, sex and background. Each group consists of two up to six students.

b) Students join the group studying

c) Group composition is based on interest and heterogeneous

d) Teacher assists in information and facilitates organization (giving material to the students)

b. Stage 2: Planning

a) Group planning investigation

b) Students plan together:

What we study?

How do we study? Who does what? (Division of labor)

For what purpose or goals do we investigate this topic?

c. Stage 3: Investigation

Carrying out investigation:

a) Students gather information, analyze the data and reach conclusions

b) Each group member contribute to the group effort

c) Students exchange, discuss, clarify and synthesize ideas

d. Stage 4: Organizing

Preparing a final report:

- a) Group members determine the essential message of their project
 - b) Group members plan what they will report and how they will make their presentation
 - c) Group representatives form a steering committee to coordinate plans for the presentation
- e. Stage 5: Presenting

Presenting the final report:

- a) The presentation is made to the entire class in variety of forms
 - b) Part of the presentation should actively involves the audience
 - c) The audience evaluates the clarity and appeal of presentation according to criteria determined in advance by the whole class
- f. Stage 6: Evaluating
- a) Students share feedback about the topic, about the work they did and about their effective experiences.
 - b) Teachers and students collaborate in evaluating students learning
 - c) Assessment of learning should evaluate higher-level thinking

Observation

Observation is needed to see the whole process in the classroom included teaching and learning process. It has function to see weaknesses of the teacher, technique, students' attitude and students' performance

Reflection

The reflection is based on the test given in the end of teaching learning process and students' response to the technique during the lessons, to know

whether the treatment took the effect or success. The standard of treatment effectiveness should be clear.

1.3 Group Investigation (GI) and Teaching Reading Ability

In this group investigation method there are 3 concepts: enquiry, knowledge, and the dynamic of the learning group. The research here is the dynamic of the learning group. The students give the responses the problems and solve it. The knowledge is the learning experience that has been founded directly or indirectly. And the dynamic of the learning group that shows describing a group of student which has a good interaction and share about their ideas, exchange their experiences, in their opinions. Thing have to do in Group Investigation are: (<http://dudyadityawan.com/education/group-investigation-method-learning>)

a. Grow up the group ability

When they do their homework, every member of group has their own opportunity to show their contribution. In the research, the student will find the information from the inside or outside class. Then, the students collect the information from every member of the group to do the task.

b. Cooperative Planning

All of the students have an investigation for their problem. Which one of the sources is needed, who want to do it and how to presented their project in the Class.

c. The Teachers Roles

The teachers will prepare the source and facilitators. The teachers role their rule among the students groups and they pay their attention to also organize the

students job and help the students to organize their job and help them when they get the trouble of the learning process in their group.

In teaching reading ability can be done with activity of teaching reading aloud, silent reading, reading comprehension and independent reading (Suyanto, 2007 : 43). All of them have own advantage for students in junior high school. Reading aloud will help students to prepare for study in an English speaking country. Then, silent reading will help students in learning how to read with purpose. Reading comprehension will help students understanding written the text and can enlarge students' English vocabulary, because reading comprehension related with word recognition and comprehension of text. While, independent reading is one of the best ways for junior high school students to add new words to their vocabulary, because independent reading depend on their independent consumption and enjoyment.

2. Advantages And disadvantages GI (Group Investigation) Technique

According to Sihombing (2014: 81- 83) there are some advantages and disadvantages of GI (Group Investigation) Technique. The advantages can be mention as the following text below.

a. Personally

- 1) In learning process students work together freely.
- 2) Give spirit for creative and active.
- 3) More confident
- 4) Can learn how to solve the problem in process teaching and learning

b. Socially

- 1) Can increase how to work together with another.

- 2) Study how to communicate well with friends and teachers.
- 3) Study how to communicate systematically.
- 4) Study how to admiring someone opinion.
- 5) Increase participation to make decision.

c. Academically

- 1) Students are trained to take responsibility for the answers given
- 2) Working systematically
- 3) Maternity and train physical skills in various fields
- 4) Implement and organize work
- 5) Check the truth of the answers that they make

There are disadvantages of GI (Group Investigation). As follows:

- a. At least the material presented at the one meeting.
- b. The difficulty of giving out personal assessment.
- c. Discussion groups are usually run less effective.
- d. Students who do not completely understand the material, will have trouble when using this model.

D. Previous study

There two previous studies written by students of English department the first thesis written by Mabruroh conducted a research entitled *The Use Of Group Investigation (Gi) Method To Improve Students' Reading Ability In Descriptive Text*. The research conducted in Classroom Action Research with (CAR). There were two cycles applied in conducting this study. Each cycle consisted of two meetings. The result of the research showed that Group Investigation (GI) technique can improve students' reading achievement in reading comprehension.

The second written by Jismulatif conducted a research entitled *The Use Of Group Investigation To Improve Reading Comprehension Of The Second Year Student At Sman 2 Bangko*. The research conducted in Classroom Action Research with (CAR). This study consisted of one cycle of classroom treatment, in which that cycle consisted of four stages, namely Planning, Action, Observation, and Reflection. The result of the research showed that the research was successful to help the students improving their ability in comprehending reading comprehension by using group investigation.

Based on the previous studies above the writer also conducted a research in teaching reading by using Group Investigation (GI) technique. Although this strategy same but it also have the differences whether on research design and finding result. The first previous study written by Izzatul conducted a research entitled *The Use Of Group Investigation (Gi) Method To Improve Students' Reading Ability In Descriptive Text*. The research conducted in Classroom Action Research with (CAR). There were two cycles applied in conducting this study. Each cycle consisted of two meetings, before conducted the cycle, the researcher gave preliminary test (the researcher got base score students reading comprehension ability) and compared with each cycle after taught using Group Investigation method.

The second written by Jismulatif conducted a research entitled *The Use Of Group Investigation To Improve Reading Comprehension Of The Second Year Student At Sman 2 Bangko*. The research conducted in Classroom Action Research with (CAR). This study consisted of one cycle of classroom treatment, in which that cycle consisted of four stages, namely Planning, Action, Observation, and

Reflection. The proficiency test (Pre- and Post-tests) was used for measurement, and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the Group Investigation strategy applied.

Mean while in this study the writer uses experimental research design using one group pre - test and post- test, and investigates the effectiveness of using Group Investigation (GI) technique to improve student's reading comprehension by comparing the students' score before being taught by using Group Investigation (GI) technique.