CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in this study. The review of related literature has a goal of providing previous studies and information concerned with the research problems, including overviews of the definition of reading comprehension, reading motivation, teaching reading, reading assessment, collaborative strategy, and description of Athlete class.

A. Definition of Reading

Reading is activity to gets some informations from the books, letter, magazine, articles, journal, etc. We can know about the information if we read some. Reading becomes the important things because according in Jeremy Harmer's book he said, "Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing".[1] From his statement above, we can conclude that reading not only has a function to gets the information but also it serves the others useful knowledge to the reader and it is a skill of language to bring information by written text. Different to reading, reading comprehension is more than reading.

Sometimes, reading comprehension called deep reading, because the reader not only reading, but also they have to understand what is contain of the text. Reading comprehension is the activity to analyze the next to get the

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[1] Jeremy Harmer, *How To Teach English* (England: Pearson Education Limited, 2007), 99.

information from the text. Word comprehension refers to the process of perceiving how written symbols correspond to spoken language and comprehension refers to the process of making sense of words, sentences, and connected text. It is the reason that reading comprehension is important, because the students can make a sense of sentence by themselves. After the students do reading comprehension, they also develop their vocabulary, because when they read deeply, they will find some new vocabulary from the text, and when they apply the vocabulary in their speaking, automatically they speaking will develop. According to Nunan, he said that "the goal of reading is comprehension".[2] Students who have strong comprehension are able to draw conclusion about what they read are important, all contains of the text will be mastery.

According to Nur's thesis entitle *Improving Student's Reading Ability by Using Printed Media Mass*, she states that 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 and purpose.[3]

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[2] David Nunan, *Practice English Language Teaching* (New York: Mc.Grow-Hill Company, 2003), 68
[3] Nur Hikmah Laila, *Improving Student's Reading Ability by Using Printed Media Mass*(Surakarta: Sebelas Maret University, 2009),13.

B. Reading Motivation

"Motivation is the characteristic of individuals that reflects how motivated they areto learn the language".[4] Reading motivation is the desire/ enthusiasm of the students to read more. But many students have not experiences that make them love reading. Some of them hate reading because when they read the text, they feel sleepy, boring, and tired. From that reason the researcher wants to improve their motivation in reading, because reading is one of the important skills when they do the national examination. That is the reason why the motivation in reading is important. According to Zoltan statement in his book, "Without sufficient motivation,even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enoughon their own to ensure student achievement".[5] It means that the students without motivation, they will not achieve what they want, about their academic, their dreams, or they future. That because, to increase the motivation for the students is important to their good learning, especially for reading.

C. Teaching Reading

There are many reasons why getting students to read English text is important part to achieve in their studies. Because in the future, it becomes a point to get the job, especially from reading the people get some knowledge

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[4]Mercè Bernaus, et. al.,,Teachers' motivation, classroom strategy use,students' *motivation and second languageachievement*(Barceona:Porta Linguarum,,2009). Pp.25-36, 30.

[5]Zoltán Dörnyei, *The Psychology Of The Language LearnerIndividual Differences In Second LanguageAcquisition* (New Jersey :Lawrence Erlbaum Associates, Inc,2005), 65

from the book that they read, reading give us the contains of world by written language, the important thing is we have to know what the world contain is.

For some students, reading activity is boring. It means that students do not like reading very much. The big problem is the difficult vocabulary. Vocabulary is the main problems when the students will read something. They feel difficult because they do not know the meaning. To find the meaning in dictionary they are lazy, they said that when they read the dictionary their eyes is getting dizzy. Therefore, as a teacher, we have to know how to teach reading fun. We have to create or adopt the method or strategy to teach the reading material, in order they can follow our lesson well.

According to Harmer, there are several there are several factors why reading is very important for the students.

> "First, reading is a way to gain information, for example, information from newspaper or magazines. Even, news that is broadcasted on TV sometimes need to read. Second, he also takes the other statement, according to Richard J. Smith and Dole Johnson that the purpose of reading is to find several facts to support an agreement to learn the major step in laboratory experiment to understand a match problem and analyze an authors' view point about text. Besides, sometimes we read in order to interpret and sometimes we read in order to transfer the information to another medium".[6]

To teach reading fun, the teacher have to some strategies used in their teaching learning, furthermore the researcher will use the strategies to her observation. She uses the collaborative strategies, which strategies are used because in her pre-research she applies the strategy and she takes good

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[6] Jeremy Harmer, *The Practice English Language Teaching*(New York: Longman, 1991), 18

result and respond. The students, especially in athlete class like the collaborative strategy because they have good cooperative in daily activities. The researcher hopes that for this research the result will be same with her pre-research.

Jeremy Harmer said in his book, he said that "reading have six principles".[7] First, encourage students to read as often and as much as possible. It means that to the more students read, it better. Teacher do should encourage them to read extensively. It is a good idea to discuss this principle with students to increase their motivation in reading comprehension.

Second, students need to be engaged with what they are reading. When students are reading extensively, they should be involved in joyful reading; teacher should try to help them get as much pleasure from it as possible. But during lessons, too, teacher will do their best to ensure that they are engaged with the topic of a reading text .

Third, encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. Teacher must give students a chance to respond to that message in some way.

Fourth, prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we

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[7] Jeremy Harmer, *How To Teach English (*England: Pearson Education Limited, 2007), 101

actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word.

Fifth, match the task to the topic when using intensive reading texts. The most useful and interesting text can be undermined by boring and inappropriate tasks; the most common place passage can be made really exciting with imaginative and challenging activities, especially if the **level of challenge** (i.e. how easy it is for students to complete a task) is exactly right for the class.

Sixth, good teachers exploit reading texts to the full. Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, ofcourse, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

Based on Jeremy statement, we know that to understand the principle of reading is needed by the teacher and the students. If the teacher know about the principle of reading, they will feel easier to convey their material and use their teaching strategies.

D. Reading Assessment

The reading comprehension test is somewhat parallel to the advanced-level auditory comprehension test in which the student is given rather long stretches of the oral language, perhaps in the form of dialogues, from which he must sift out and interpret a multiplicity of phonological, grammatical, and lexical signal occurring simultaneously. [8]

According to Malley "The important to plan time for assessment, involve students in self and peer assessment, develop rubrics or scoring procedures, set standards, select assessment activities and record teacher observations".[9]

To measure the test in reading comprehension the researcher uses discrete-Point. Discrete-Point are those which measure the small bits and pieces of a language s in multiple-choice test made up of question made up of questions constructed to measure the students' knowledge of different structures.[10] Discrete-Point has qualifies which the correct answer have 1 point, and incorrect answer have 0 point. The researcher uses the multiple choice and short answer (based on the text), because it is easy to calculate the score.

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[8] Harris P. David, *Testing English as a Second Language* (USA: McGraw-Hill,1969),60.
[9]J.Michael O' Malley, *Authentic Assesment for English Language Learners* (USA :Addison,1996),107
[10] James Dean Bown, Testing in Language Programs (Singapore: McGraw-Hill,2005), 25

E. Collaborative Strategy

Collaborative strategy is from collaborative learning, collaborative means group. Collaborative strategy is the strategies that consist of some people in a group to discuss/solve the problem. Supported by Ernesto's statement, "A definition of collaborative learning is when learners are encouraged to achieve common learning goals by working together rather than with the teacher and when they demonstrate that they value and respect each other's language input. Then the teacher's role becomes one of facilitating these goals".[11] Collaborative learning assumes that knowledge is socially, rather than individually, constructed by communities of individuals and that the shaping and testing of ideas is a process in which anyone can participate.

Saefurrahman said in his thesis that "collaborative groups provide students with opportunities to practice discovering answers on their own, without being directly instructed by a teacher or a textbook".[12] The researcher agrees with his statement because collaborative learning will help the students who loner can communicate with their friends to discuss the material, and the loner one has opportunity to say her/his argument by helping his/her friends. Collaborative teaching force the learners to work together, it means that they have to unite their mind to solve the problem.

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[11] Ernesto Macaro, *Target Language, Collaborative Learning and Autonomy* (UK:ErnestoMacaro, 1997), 134

[12] Saefurrohman,*Improving Students' Motivation through Collaborative Learning Strategies* (Semarang: UNNES, 2004), 7

The researcher chooses collaborative strategies as her research because she knows their background and they accept this teaching learning in collaborative strategies. They have good cooperative in daily activity, finally the researcher decides that collaborative strategies is the suitable strategies to improve their motivation in reading comprehension. She used some collaborative strategies in her research, they are, reading puzzle, CIRC, cooperative script.

1. Reading Puzzle

Reading puzzle is apart from jigsaw reading, there are many other kinds of puzzle which involve students in motivation reading task. This method will help the students to read comprehend, it requires the students to read deeply and understand the meaning of the text. After they know the meaning, they will arrange the text truly. For example, we can give them texts which have been chopped up so that each paragraph is on different piece of paper. Students have to reassemble the text. We can mix up two stories and students have to praise the apart.

2. CIRC

CIRC (Cooperative Integrated Reading and Composition) is one of collaborative strategy. This strategy is developed by Madden, Slavin and Farnish. This strategy is used to make the students stimulate their reading comprehension, direct instruction and make a conclusion from the text that they read.

CIRC support the students to cooperate in team with their members of group who have different level in reading skill. Read the text each other, and then predict the content, and reading comprehend. They will study together to discuss the text, and make a summary based on the text in individually.

3. Cooperative Script

"Cooperative script is developed by Dansereau".[13] This method requires students be familiar to resume from the text. This method helps the students to express their idea and try to listen their group's argument. The teacher gives the text to the students, and they have to make a resume. After that, the students in group read their resume aloud, another group able to give the comment. The last, the students collect the resume to their teacher.

F. Description of Athlete Class

Athlete class is a part of SMAN 8 Kediri, it called BI class (*Berbakat Istimewa*). BI class is class that all students are athletes. It is different to regular class. In the regular class, the athlete is limited, but in BI class all students are athlete. There are some qualifications to be a student in BI class, and not all students can enter it.There are only the students that have good skill in sport like volley ball, basketball, taekwondo, silat, running, karate, etc. There are 2 classes of BI class in this school, one in the first grade, the

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[13]Warsono and Harianto, *Pembelajaran Aktif* (Surabaya: PT. Remaja Rosdakarya, 2013), 205

other one in the second grade. Therefore, many appreciations were getting SMAN 8 Kediri in sport field. Although the students in athlete class is special for sport field, but actually in academic field they are not interested in.

For athletes' students, sport is their world; it becomes a problem when they are not interested in academic field. Whereas, academic is the important one for the students. In the pre research the researcher knows about their characteristics, and some of students said that they are only interested in sport. They often feel bored when their teacher taught them. And the effect, they become crowd student BI class is famous with the trouble maker class, naughty, and crowded. But, actually what they do have many reasons or factors, because they are different.

For teaching learning in athlete class, it is not different from others. That make different is all students in athlete class are athlete. Giving material in the class is same to others. But, the researcher assumes that for athlete class should have a difference, because their background is different.