

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses about review of related literature. This chapter presents reading, reading comprehension, teaching reading comprehension, problem in teaching reading, recount text, small group discussion strategy, fishbowl strategy, previous study.

#### **A. Reading**

This section discusses about definition, characteristics of good reader and types of reading.

##### **1. Definition of Reading**

Reading is an ability that has an essential role for students. Pustika (2019) believes that Indonesian students need to learn English so they can read texts that have meaning for their career or study. Since reading has become an integral aspect of our everyday lives, it is now considered one of the essential abilities that learners must acquire when studying English as a foreign language. Besides, through reading activity, students can improve their language, experience, reading skills, and their minds (Ayu, Diem, & Vianty, 2017). Another definition comes from Abame et al (2017) who said that reading refers to the ability to process written symbols into logical meanings which become information, and then the information is analyzed in one's sense to comprehend the writer's message.

Through reading, we can escape into different worlds, explore new ideas, and broaden our perspectives, all while improving our critical thinking and

analytical skills. Pranata (2019) stated that reading is the act of extracting knowledge from written material. Reading in English is a multifaceted activity that encompasses more than simply recognizing written words. It is an active engagement between the reader and the material, which includes understanding, interpreting, and analyzing critically. It is a gate way to knowledge, providing access to a vast trove of information, ideas, and perspectives. Beyond its practical function, reading serves as a means of intellectual enrichment, promoting empathy, creativity, and cultural awareness. Additionally, reading in English provides a platform for language development, improving vocabulary, grammar, and fluency. It allows people to express themselves successfully, in both spoken and written forms, across a variety of situations and disciplines.

From literature to science, philosophy to technology, English skills open doors to academic and professional opportunities and enable individuals to navigate an increasingly interconnected global society. However, reading is not a passive activity, but one where you actively engage with ideas and concepts. This is a skill that can be honed through practice, reflection, and engagement with a variety of texts. So, reading in English transcends language boundaries and serves as a catalyst for personal growth, intellectual exploration, and intercultural dialogue in an ever-changing world.

## **2. Characteristics of Good Reader**

According to Pressley (2002) in Bölükbaş (2013) there are six characteristics of good reader those are follow

- a. Readers who actively engage with the content understand its meaning.
- b. As students read, try to predict or be curious about what will happen next.
- c. To be able to get important data, always try to comprehend every word.
- d. Make a connection between the material has learned and what currently knows.
- e. Organize the facts to provide the appropriate meaning.
- f. Think of reading as a productive activity.

## **3. Types of Reading**

This section discusses about there are 2 types of reading as the following:

### **A. Extensive Reading**

According to Brown (2001), this method allows readers to engage with texts without the need for detailed comprehension of every word, focusing instead on grasping the overall meaning. The goal of extensive reading, a useful method for language learning, is to progress a basic comprehension of a subject by reading longer texts, such as novels, articles, and essays. Patel and Jain (2008) further describe several significant characteristics of extensive reading, highlighting its role in developing an active vocabulary, enriching students' knowledge, and fostering good reading habits. Reading extensively not only improves language

skills but also develops a good attitude toward reading as a way of life by encouraging students to choose books that catch their interest and read for enjoyment. Students who use this approach eventually develop better reading comprehension and greater respect for literature.

### **B. Intensive Reading**

Intensive reading is a systematic and focused strategy to reading short content in order to develop a comprehensive understanding of the topic content. In contrast to this method, extensive reading involves reading long content for enjoyment and general comprehension. In order to understand a written text's literal meaning, implications, rhetorical relationships, and other elements, students who engage in deep reading, there should be a greater emphasis on grammar structures, discourse indicators, and other superficial elements, structural aspects (Brown, 2001). The process of intensive reading is more complex and focused than extensive reading which is more relaxed just to get a general understanding. Patel & Jain (2008) describes several characteristics of intensive reading, including: the goal of this reading is to use language actively; the teacher is involved; linguistic items are developed; the goal is to develop an active vocabulary; Reading aloud is an intensive way to develop the habit of reading speech whose emphasis, accent, intonation, and rhythm can be improved.

### **4. Assessing Reading Skills**

Mariotti & Homan (2005:2) said that reading assessment is gathering of information to determine a student's developmental reading progress. Furthermore, evaluation methods offer insights into the students' understanding,

sound recognition, reading skills, word knowledge, reading speed, preferences, outlook, and communication abilities. Caldwell (2008:4) stated that reading assessment is assessing a student's reading performances is no different. In this approach, by posing a query regarding a student's writing, choose relevant examples to address the question, assess the student's abilities and requirements, and implement teaching methods.

Afflerbach (2018:14) states that reading assessment is needed to help us to get strength and needs of a student, to teach and to support their reading development, to help us to determine whether of various reading instruction is reflected in the reading progress as well. An essential element of evaluating reading skills is that educators must be aware that the content of these assessments has been recognized by specialists as crucial. Through extensive reflection and dialogue, teachers have created guidelines to represent this content that they must understand. While intricate responses can be harder to articulate, it is vital for teachers to possess sufficient knowledge about reading assessments to be effective in their roles. Especially, for reading assessment, professional standards describe what teachers must know or do as a result of professional education and development in reading assessment (Bell & McCallum, 2013).

## **B. Reading Comprehension**

This section discusses about definition of reading comprehension, purpose of reading comprehension, the aspect of reading comprehension.

## **1. Definition of Reading Comprehension**

Abidin (2020) stated that reading comprehension is a complex and dynamic process. Reading comprehension involves the process of understanding and creating meaning from written text. Fakhurriana (2023), reading comprehension shows that learners can understand the reading text and they can draw conclusions from what they have read. When understanding written language, people mentally processed the text to generate meaningful knowledge retained in their minds and fresh insights when they read it. Hamidah (2016) said the students can get knowledge from the text that they read. Comprehension is essential for reading to grasp the context and to gain new knowledge from the text. Afriyeni & Masbiran (2021) contend that reading comprehension is a method for comprehending written materials. Reading comprehension was the ability to understand or comprehend the text. Protsenko, U. (2020), reading comprehension is the capacity to analyze literature, comprehend its meaning, and incorporate prior knowledge.

## **2. Purpose of Reading Comprehension**

The main purpose of reading is to understand written text. According to (Grabe & Stoller, 2013), Reading has seven functions: it can be used to find basic information, read rapidly, learn from texts, integrate information, read for writing (or to find information needed for writing), read for broad comprehension, and read to locate simple information. This process includes deciphering the significance of words, phrases, and sections in order to grasp the

writer's intent, central theme, perspective, and evidence. The ability to understand what you read enhances critical thinking abilities as it compels readers to assess, judge, and make sense of the information found in a piece of writing. Nurdiana & Amelia (2017) states that some of the purposes of reading are for pleasure and enjoyment, practical application of what we have learned, to obtain an overview of the written text, to find specific information, to identify the main idea of the theme, to develop detailed and critical understanding. It encourages readers to question, compare and contrast different perspectives and sources.

Through reading, people acquire new knowledge on a variety of topics, from literature and science to history and current events. A topic sentence defines what a paragraph is about (Teguh, Susilawati and Salam, 2014). Reading also helps increase vocabulary, improve language skills, and enhance factual and conceptual understanding. Reading improves communication skills by improving reading fluency, comprehension, and expression. It allows individuals to effectively communicate their thoughts, ideas, and opinions, both orally and in writing. Reading comprehension contributes to problem-solving skills by presenting readers with information, scenarios, and tasks that require analysis, reasoning, and synthesis to solve. According to Ramadhani, Maryansyah and Achmad (2020), reading comprehension is an activity of reading by understanding the meaning of texts through the knowledge they get. Encourages readers to identify problems, gather relevant information, and formulate solutions. Engaging with a variety of texts through reading allows readers to explore different cultures, experiences, and perspectives, promoting empathy and perspective taking. Promote understanding

and appreciation of the perspectives and experiences of others. Overall, reading comprehension is a fundamental skill that plays an important role in education, professional development, and lifelong learning. This enables individuals to engage with texts critically, thoughtfully, and meaningfully, enabling them to navigate and contribute to an increasingly complex and interconnected world.

### **3. The Aspect of Reading Comprehension**

The components of reading comprehension can be employed to assess the way readers comprehend the content that they are reading. In reading comprehension, a variety of aspects need to be given consideration. Hughes (2003) classified the aspect of reading comprehension into:

1. Interpret topic sentences. A topic sentence defines what a paragraph is about (Teguh, Susilawati and Salam, 2014).
2. Outline logical organization of a text. Students must arrange concepts from the general to the specific in order to follow logical organizations. Text organization can facilitate reading comprehension and make it easier to keep sight of what is being read.
3. Identify explicitly the main ideas of the text. The main idea is an important component in the text. The ability to identify the main ideas in text is the main point of reading comprehension (Broek, Lynch, Naslund and Landis, 2003). Successful reading comprehension involves being able to recognize the paragraph's main topic, whether it is stated explicitly or implicitly.
4. Identify implicitly the main ideas of the text. The ability to identify the main idea implicitly or explicitly correctly indicates that the reader has formed



a coherent mental representation of the text (Broek, Lynch, Naslund and Landis, 2003).

5. Distinguish general statements from examples. A general statement offers a wide assertion or claim that summarizes the main idea or issue under discussion. For example, "Regular exercise is beneficial for mental health." This phrase offers an overview without going into detail. By offering specific instances that support the more general claim, examples, on the other hand, help to clarify or illustrate those generalizations.
6. Outline the development of an argument of the text. Argument elaboration teaches how to assess different points of view, examine supporting data, and evaluate research techniques. Arguments teach how to properly convey and explain your ideas.
7. Infer the meaning of an unknown word from the text. The influence of vocabulary in reading is reflected as students read and they keep processing words to interpret meaning (Mauliza, Samad and Erdiana, 2019). A strong basis in a language will help readers in comprehending the content. Readers will struggle to understand the text they read if they lack basic comprehension.
8. Identify pronominal reference. Through the avoidance of repetitive words, this technique facilitates more effortless and clear communication. For instance, in the phrase "Sarah likes her cat." The pronouns "she" and "him" refer back to the nouns "Sarah" and "cat," respectively, in the sentence "She takes him for walks every day." In addition to improving clarity, this also helps the conversation go.

9. Identify what kind of the text is involved. Understanding a text's type is essential for analysis since it impacts our interpretation of its purpose and material. Texts can be divided into a number of genres, including as argumentative, persuasive, expository, descriptive, and narrative.
10. Distinguish fact from opinion. The text contains both opinion and facts. Facts are statements that are always verifiable and fair. The author's opinion or an unprovable fact are not included in facts. On the other hand, an opinion is a statement generated from the viewpoint, attitude, or belief of the writer. The reader needs to identify the difference between the opinions presented in the text and the actual facts to fully understand what they are reading.

### **C. Teaching Reading Comprehension**

According to Brown (2001), Teaching can be defined as demonstrating or assisting someone in learning how to do something, providing guidance or direction, imparting knowledge, or forcing someone to know or understand something. When it comes to helping students improve their reading skills, this comprehensive strategy is essential. Because, with the appropriate approaches, kids can develop reading skills by using reading strategies (Fitriyah, 2021). So it can be seen that the use of the right strategy and often use it is very important to train students' understanding in the reading process (Jannah, 2022). This regular practice is essential because it helps students understand the skills they learn and reinforces what they have learned. Thus, it is clear that a strategic approach to teaching reading is essential for raising the level of literacy since it gives students the skills they need to successfully navigate and understand challenging texts.

Teachers could create an environment that supports long-term reading development and academic success by including these strategies into their regular lessons.

#### **D. Problem in Teaching Reading**

Nanda & Azmy (2020) argued that Indonesian students experience obstacles in studying reading skills. In their study, they found that three factors are hindering the students when learning reading comprehension skills: lack of motivation, low prior knowledge, and low English vocabulary. In addition, Wahyuni, Ritonga, & Anastasya (2019) claimed that students experience difficulties in reading skills such as unfamiliar vocabulary and difficulty in understanding long sentences and their structures. Furthermore, Nanda & Azmy (2020) added that these problems can cause three major effects, those are low learning achievement, low problem-solving skills, and becoming barriers to the students' future in study and careers.

#### **E. Recount Text**

Recount texts are an important type of writing that documents and conveys events in history. Recount text according to Hasanah (2022), are texts that recall certain sequential historical occurrences. On the other hand, recount texts, as defined by Laili & Mufliah (2020), are texts that relate anecdotes from the past, typically describing previous experiences or incidents. This viewpoint emphasizes how subjective recall writings are, with depth and emotional connection coming from the author's personal involvement with the events. Factual retellings, such as newspaper reports or scientific study, and personal recounts, which may resemble journal entries or private letters, are two examples of the different types

of recount text.

According to A. F. Sari et al. (2018), The generic structure of recount text is divided into three that are Orientation, Events, Re- orientation.

### **1. Orientation**

The orientation, the first stage of writing a recount text, presents the reader with the primary themes of the story. This involves establishing the first situation, identifying the characters, and setting the time and place.

### **2. Events**

Writers frequently refer to different events that happen during the story under the more general category of difficulties. These incidents keeping the reader interested and progress the plot.

### **3. Re – orientation**

The final structure is the re-orientation/evaluation phase, which considers the story and confirms its values or themes. This part, which typically comes at the end, highlights the significance of the characters' trip and provides a summary of their experiences.

According to broadman in Saragih et al. (2014) described that the language feature of recount text as follows:

- 1) Using simple past tense
- 2) Using a particular participant
- 3) Using individual participants
- 4) Using action verb
- 5) To order the events, use conjunctions and time connectives.

- 6) Adverbs and adverbial phrases are used to denote time and location.
- 7) Adjectives used to characterize nouns

## **F. Small Group Discussion**

This section discusses about definition of small group discussion, procedures of small group discussion and advantages and disadvantages of small group discussion.

### **1. Definition of small group discussion**

A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz and Greg, 2000:4). The students have the option to collaborate on finding solutions to their challenges, or they can respond to the teacher's questions. Sagala (2008: 20) says that group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily. Small Group Discussion technique was collection three or four students to work together. Then, each student is given orders by the teacher to help each other, discuss, exchange opinions to assess each student understanding of the material given by the teacher (Irawan, 2017). In groups, students can freely talk and discuss solutions to their questions instead of working on the task individually. Therefore, the researcher chose this technique to improve students' reading comprehension. Small group discussions provide valuable opportunities for shared learning and meaningful engagement. In a small, intimate setting, individuals can share perspectives, exchange ideas, and explore complex topics in depth.

## **2. Procedures using Small Group Discussion**

There were some procedures using discussion small group in the classroom (Arisman & Haryanti, 2019). As follows:

- a. First, to begin with, the teachers provides the necessary materials. As a guide, the teacher prepares material for discussion and delivers it to the students before the commencement of class.
- b. Second, teachers facilitate small group discussions among the students. The teacher assisted in the selection of group members. Groups are formed according to small group discussion guidelines, consisting of three to five students each.
- c. Third, educators provide materials on recount texts, and students in each group need to make guesses about it. The teacher not only delivers the content but also assists students in understanding their tasks. For instance, after receiving the material, each group member should guess by first reviewing the title of the text to understand its content. Then, once they have gathered textual details, they are able to discuss the information related to the text.
- d. Fourth, teachers walk around to monitor students who are engaging in discussions within their groups. The teacher should pay attention to each group's discussion process to confirm that every member participates actively in their small group. After the discussions conclude, students can read the text together.
- e. Fifth, each group shares the outcomes of their discussions with the other groups.

- f. Once students have discussed within their groups and gleaned insights from the text, representatives from each group present their discussion findings to the others. Members from other groups are encouraged to offer feedback, question the discussion outcomes, debate points, and share their views.
- g. Sixth, the teacher elaborates on the topics covered to enhance student understanding and provides feedback regarding their learning progress.
- h. Next, every student attempts to respond to the inquiries that are present in the passage.
- i. For the final task, following conversations with their peers and the instructor, every student performs independently to address the questions given by the instructor that pertain to the passage.

### **3. Advantages and Disadvantages of Small Group Discussion**

There were some advantages and disadvantages of discussion small group, as follows:

Advantages of Small Group Discussion is advice students to think broadly, speak, and share their ideas with other students (Rusmiati, 2015). Small-group discussions can help students become better readers by giving them a recall text and assisting them in understanding what they are reading. In the meanwhile, learning and teaching might benefit from a more stimulating learning environment through using these strategies.

On the other side, disadvantages of Small Group Discussion Group in the classroom (Arisman & Haryanti, 2019). Since reserved students may be hesitant to take part in discussions with small groups and require significant motivation to

engage, it is essential for educators to be present in each group to serve as support and guides. For new teachers, this poses a challenge because it gives them more time for sharing knowledge.

## **G. Fishbowl Strategy**

This section discusses about definition of fishbowl strategy, procedures of fishbowl strategy and advantages and disadvantages of fishbowl strategy.

### **1. Definition of Fishbowl Strategy**

Fishbowl is a strategy for organizing medium to large group discussions. Students are separated into an inner and outer circle (Shirley 2019), said that, fishbowl is a strategy used not only in classrooms but also in business meetings and other settings where group dynamics are important. The approach promotes a more comprehensive discussion of varying topics and often contributes to community growth by providing opportunities for communities to enhance their collective efforts. This serves as an illustration of how distinct communities can collaborate to understand a text in literature. In this context, students engage in circles around a text to discuss and compare their own findings with those of their peers, much like in literature circles.

### **2. Procedures of Fishbowl Strategy**

There were some procedures in implementing the fishbowl strategy in the classroom, Brozo (2007) used some steps as follow:

1. Identify a focus for class discussion. Typically, the more controversial and charged the issue, the greater level of engagement on the part of students.
2. Ask students to turn to a neighbor and talk about their ideas and opinions



related to the issue. Tell students to take notes on their discussion.

3. Demonstrate the format and expectations of fishbowl discussion.
4. Get the discussion started by telling the discussants sitting in a cluster to talk among themselves about the ideas and opinions they raised when conversing with a partner.
5. Tell the other students to listen carefully to their classmates while they engage in a small group discussion and take notes or jot down questions share afterward.
6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.
7. When the inner group finishes or is stopped, ask the outer group students to make comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.
8. Gather inner group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.

### **3. Advantages and Disadvantages of Fishbowl Strategy**

There were some advantages and disadvantages of discussion small group, as follows :

Sterling and Tohe (2008, p. 30) state the some advantages of Fishbowl strategy are as follows:

1. Fishbowls are particularly advantageous when engaging with multicultural literature. Similar to K/W/L charts, fishbowl setups provide teachers insight into students' misconceptions, enabling them to address these misunderstandings. They also establish a secure environment where students can witness dynamic conversations about cultural topics. With the inclusion of a follow-up analysis, fishbowl discussions enable cohesive group reflection.
2. Those in the outer circle of a fishbowl setting can watch how particular individuals question, react to, and interpret a text, which can exemplify small-group literature circle dialogues.
3. Fishbowl encourages students to enhance their skills in group discussions.
4. Fishbowl experiences can significantly deepen and broaden students' comprehension of reading material. (Shancez: 2006, p. 144)

According to Wood that cited by Azwan Effendi stated that Fishbowl have three intended (Effendi, 2017) :

- a. It can be useful teaching method for explaining group dynamics.
- b. For involving students or another group in a cross-cultural or complicated issue discussion.
- c. Give students more freedom in class discussion.

#### **H. Comparison Between the Small Group Discussion and Fishbowl Strategy**

While Fishbowl Strategy and Small Group Discussion are both strategy for teaching reading comprehension, they differ significantly in their structure and execution of reading materials. In Small Group Discussion, students are split into small groups, usually with three to five participants, where they work together to

talk about a particular text or subject. This approach promotes active involvement, giving every student a chance to voice their opinions, exchange ideas, and help each other grasp the content. It is a safe environment, and allows for even the most peaceful of students to take part without worrying about being judged by more people.

On the other hand, the Fishbowl Strategy is meant for larger groups and consists of two circles: an inner circle with four students discussing the topic, main idea of the text and identify the tenses an outer circle where thirteen to fourteen students observe and analyze the language features of the text through the discussion the two groups are having. This arrangement allows students who are in the outer circle to listen and gain insights from the conversation happening in the inner circle, improve their understanding through observation and start analyzing the text together. While Fishbowl encourages critical thinking and reflection, this method can limit active engagement for those in the outer circle to understand their analysis at the beginning. While both methods aim to improve reading comprehension, Small Group Discussions often allow for more personalized interactions, while Fishbowl emphasizes the use of observation and analysis through group dynamics as the primary means of learning.

## **I. Previous Study**

Based on previous study, Siregar (2020) examined the effectiveness of small group discussions with high school students. Using two classes, assign samples to her two groups, an experimental group and a control group. The experimental group received treatment, but the control group did not. The results show that the

test group scored significantly higher than the control group. Demonstrate the effectiveness of small group discussion methods for improving student reading comprehension. Such as studies conducted by Sitepu, and Ginting (2021) showed that the use of small group discussion method significantly improved students' reading comprehension skills. Specifically, their study on grade 11 students at SMA TAMANSISWA BINJAI showed that students treated through small group discussion achieved an average score of 85.35, which was significantly higher than the average score of 49.71 achieved by the control group. This suggests that small group discussion is an effective method to improve students' reading comprehension skills.