

CHAPTER II

REVIEW OF RELATE LITERATURE

This chapter explained about relate theories used in this Research, those were reading comprehension, teaching reading, problem in teaching reading, small group discussion, recount text, reading aloud and previous study.

A. Reading Comprehension

According to Nuttal in Murniati (2008:6) reading comprehension was a multifaceted process involving word recognition, comprehension, fluency, and motivation. The combination of these aspects is explained to the reader so that the text makes sense. Reading is defined as the ability to recognize symbols and understand their meaning. Abdullah (2008 :7) Reading was an important self-study skill required in all fields of study. In general, no basic reading curriculum or language arts practice can adequately build and improve a student's ability to read texts in all areas.

Reading comprehension was the ability to understand and interpret information contained in a text. According to Stoller (2002:17), reading was the active process of comprehending the content of written documents in order to obtain information. Comprehending reading content can be a difficult task for students. Unless the student's vocabulary is severely restricted, the student may have difficulty understanding the content of the leader. Students need to concentrate to understand what they are reading.

B. Teaching Reading

According to Alyousef (2005), Teaching was the act of guiding and supporting student learning. Teaching reading comprehension was a process that helped, facilitated, and guided students in understanding the text and provided many opportunities for students to practice it.

One of the methods that can be used in teaching reading, which I hope will help students to be proactive, is to use different techniques to change the teaching and learning process. Teachers can use several methods to teach reading so that students can enjoy learning English, especially reading comprehension. One of them was the use of small group discussions.

According to Brown (2001) Teaching is the activity of showing someone to learn, helping, directing, guiding learning, imparting knowledge, imparting knowledge, understanding knowledge, imparting new knowledge. Reading instruction can therefore be defined as activities that help students achieve their reading goals by guiding them, giving them direction, and providing them with knowledge on how to read comprehensively increase.

C. Problem in Teaching Reading

In secondary school, these situations and problems lead teachers to reconsider classroom reading practices. Teachers are trying to find other ways to teach this concept to their students. Faced with this challenge, teachers must make a breakthrough. As a result, teachers need to be more innovative to motivate students to learn. A number of mediums have been adopted to facilitate a comfortable

understanding of English, especially reading. Reading comprehension in a second or foreign language has long been recognized in science. (Brantmeier, 2002); (Akyel A, 2002) reading comprehension tactics separate passive, unskilled readers from enthusiastic readers. Experienced readers don't just read. you interact with the material.

D. Small Group Discussion

According to Walton (1997:459) Small group discussion was a technique for supporting good conversations between the group leader and the participants as well as inside the group itself. The group leader might take full advantage of the knowledge and attitude gaps that occur as a result of participant interactions.

According to McCrorie (2006:4) The purpose of group work was to create individual activities that underlie the interaction between all members. The reasoning process results in learners concentrating on completing specific tasks assigned to the group. group was formed. A group was any number of individuals involved with each other. Most classes or lecture audiences are not groups, there are many different groups, some of which meet randomly outside the class. This kind of group formation can improve students under certain conditions.

Students working in small groups can complete assignments in language classes. More students actively participated, more students spoke, teachers spoke less, students supported each other, and morphemes contributed to a more relaxed and effective language learning.

For certain objectives, Arends, (1997: 200) The method chosen was the small group method. It can also be a worthy choice to give the education system the flexibility it needs. When applied to real-world situations, these techniques have helped motivate students by encouraging greater engagement and participation, even possible.

Despite of these benefit, small group activities were not used mostly to their full ability. One explanation might be that the approaches' adaptability and very simple control can provide the impression that they were feedback. Like other instructional techniques, the effectiveness of small group strategies was greatly influenced by the situation for which they were created and applied. For this reason, it was crucial to make a number of points on how to apply the techniques in the most effective way.

E. Recount Text

1. Definition of Recount Text

The recount text is one of the texts that grade 9 learns in school. Storytelling itself was the activity of telling people about things that happened in our lives, maybe about what we did over the weekend or on our last vacation.

According to Anderson (2003) "A recount text was a text that told a past event repeatedly, usually in the order in which it happened." Further, Anderson said that if you wanted to tell someone what happened in this event, life happened. He points out that it may have consequences. Talk about what you did over the weekend and

what happened on campus yesterday. Therefore, discussing or writing about such previous incidents is called recounting.

Meanwhile Shinoda (2008) explained that a narration recounted what had happened. Narration serves a purpose of its own because it contains a story involving other people. This means that retelling the text can explain in great detail what happened, who was involved, where, when and why.

From these explanations for the definition of narrative text, the term "recount text" describes an event that happened in the past and relates to telling, writing, or reliving the past experience to others. You can conclude that you mean the text. About what happened, when and in what chronology.

2. The Purpose of Recount Text

When we write, we always have a purpose to achieve. According to Shinoda (2008) "Recount has a social aim," "that is, repeat an event with a purpose to inform or entertain the readers." When writing a recount narrative, the author must have the purpose of entertaining the reader while simultaneously detailing what happened and when it happened.

Another statement about the purpose of recount text, Blake (2013) said that "the purpose of recount text was remind and recreate events, experiences and achievement, from the past time chronologically. Furthermore, according to Wardiman (2008), the purpose of a recount text in society was to inform and amuse readers by describing where, when, and what happened in the past. It implies that recount texts do more than simply record past events; they also educate the reader

about recent events. Additionally, the objective of recount text was also to amuse, which implies that the recount text was anticipated to make the reader laugh about the written language.

Based on the explanation above, the purpose of recount text was to retell and describe past events that happened chronologically, and to entertain the reader by the content of the text

3. The Types of Recount Text

According to Blake (2013) there were several types of recount text: personal, factual recount, imaginative recount, procedural recount, and critical recount. The further explanation as follows:

a. Personal Recount

Personal recount was description of an experience that the author had firsthand. It implies that the author took part in the action directly. A personal retelling should either inform or amuse the listener, or both. This account of a personal experience could be used to convey information or strengthen bonds between the author and the reader. The personal letter, diary, and biography or autobiography were examples of this form of writing.

b. Factual Recount

Factual recount was recording the details of an event by reconstructing some factual event or information. This record of events serves to recount factual events or events. A scientific experiment, a great report, a sports report, an eye witness account, and a speech were examples of factual recounts.

c. Imaginative Recount

Imaginative recount was kinds of recount that telling imaginative story related to the real life. Moreover, it plays a hypothetical role and invents specifics while using genuine information or circumstances to interpret an event or instruct the reader.

d. Procedural Recount

Procedural recount record in an oral or written form, the sequential steps needed to achieve a result. This was written after a procedure was finished. Procedural recounts can be found in how-things-were-made novels, television shows, movies, and informational texts.

e. Critical Recount

Critical recount considers a problem, makes observations, and assesses its drawbacks and strengths. Selected information was presented to support the case, although the chronology of this account may not be accurate.

f. Literary Recount

Literary text reflects and interprets individual and social activities whether the story was real or imaginary. It was done to entertain the audience and might be relevant to people's everyday experiences. Novels, poetry, dramas, epics, and sagas were examples of literary works.

4. Generic Structure of Recount Text

The generic structure of recount text consists of three parts, there are: orientation, event, and re-orientation. The explanation was as follows:

a. Orientation

The first paragraph of the orientation establishes the background details, including the time, location, and who or what was participating. It details who was involved, when the events occurred, what happened, where they occurred, and occasionally why they occurred.

b. Event

After giving the reader with the story's backdrop, the second paragraph followed with a series of occurrences. The sequence of events was described in this section. It provides further facts about the story, including what, who, where, and when. The characters' responses to the difficulty were then described in this section, whether they were in a personal account, factual recount, or imaginative recount. It covers both their actions and sentiments. Use conjunctions or connectives like first, next, then, finally, and so on to tell the events in chronological sequence. The narrator's point of view was conveyed to the reader.

c. Re-orientation

Re-orientation, the final section of the book, was where authors wrap up the whole work. This part was referred to as "re-orientation" since it typically refers back to some of the information in the orientation paragraph.

The recount text consists of orientation, which describes the time and location of the story, sequence of events, which describes the chronological order of the story's events, and re-orientation, which wraps up the narrative.

5. Language Features of Recount Text

According to Anderson (2003) the language features of recount text are:

- a. Proper word to identify the characters in the text
- b. Describers that provide information about the who, what, when, where, and how
- c. The past tense was a particularly effective way to describe past events or activities, as in the language of the account. Recount was the recording of past events. A number of conjunctions and sequence markers were used to record the events in order.
- d. The events that occurred were arranged using the connecting words. Then, in recount texts, conjunctions were utilized to join clauses and connectives were used to order occurrences.

F. Reading Aloud

Reading aloud was an activity of reading aloud. Gentilucci (2007) said that reading aloud was a method of measuring the cognitive reading process and it was used to measure the competence of reading skills. Reading refers to the behaviour of people who read books, loud means loud enough to hear rather than whispering. Loud enough to be heard from a distance. Reading aloud refers to the act of a person reading aloud in order to be heard from a distance by others. Reading aloud can be combined with reading activity skill to practice pronunciation. By reading aloud, students can test whether their pronunciation was correct. If the pronunciation was incorrect, the researcher can easily modify it

G. Previous Study

To simplify the thesis arrangement and avoid using the same title twice in the research, the researcher reveals the relevant to these theses produced by other researchers when they were relevant to our research.

First, the research was conducted by Yuliasari (2014) aim improving reading comprehension through small group discussion technique. In this study, the research examines how the use of small-group discussions improved students' reading comprehension. This was a classroom action research study, and the researcher's tools included pre- and post-tests, observations of the conditions during teaching and learning activities, and a questionnaire to find out how the students' motivation and attitudes toward reading comprehension have changed. The findings of this research demonstrated that small group discussions had a favorable impact on the students' motivation and attitude. In conclusion, this classroom action research demonstrated that reading comprehension might be improved by small group conversation.

Second, a study by Umiyati (2011) was conducted on the effectiveness of using small group interactions in teaching reading comprehension in experimental research in grade 7 of smp sunan bonang, Tangerang. The purpose of this study was to find differences between students. The study used an experimental study. The researcher used a small group interaction method in conducting the class. Pre-tests were administered by researchers to determine basic characteristics of students, and post-tests were used to determine changes in scores as a measure of achievement. The results of this study indicate that small group interaction was an effective

method of teaching reading comprehension in SMP Sunan Bonang. This means that small group interaction can significantly improve students' reading learning outcomes.

Based on the previous research mentioned above, small group discussions have been shown to be used to practice and improve students' reading comprehension. In addition, the study to examine the effectiveness of small group discussion in learning to read self-reflection was conducted using a quasi-experimental design consisting of two classes, an experimental class and a contrast class, targeting third-year junior high school students.