

CHAPTER II

REVIEW ON RELATED LITERATURE

This Chapter presents theories related to the problem of this study. They are the Reading, Teaching reading, and Cooperative Learning.

A. Reading

1. Definition of Reading

There are many assumptions about reading. Reading is one of the world's windows. We can know anything with reading. Nunan gives a definition about reading: it is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.¹

Reading skills need to be fostered, so the students can cope with more and more sophisticated text and tasks and deal with them efficiently, quickly, appropriately and skillfully.² According to the statement, we can say that readers have special skills to understand text, so the information can be reserved. Reading comprehension has techniques to understand the text efficiently, quickly, appropriately and skillfully.

In relation with this idea, a useful definition of reading is given by Garbe and Statler; they argue that reading can be described as the ability to convey meaning from

¹ David Nunan, *Language Teaching Methodology* (USA: Prentice Hall, 1991), 72

² Penny UR, *A Course in language Teaching* (UK: Cambridge University Press, 1996), 147

the printed page then interpret this information appropriately.³ Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning.

Reading skill is the most important among all language skills. Every people must study and be master on it. Reading is basic tool of learning. Bowman and Bowman stated that reading is an accurate tool in promoting life-long learning. By studying reading skill, learners have a technique to explore “world” and a chance to achieve their goals in life. ⁴

In other hands, reading not only textual but also understanding the situation or condition about something around him. There are some skill that have correlation to improve comprehension about something and absolutly that is still on the sam skill about english. According to Furthermore Brown states “reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is the process of reconstructing from the printed pattern on the ideas an information intended by the author”.⁵

2. Purpose of Reading

There is possible cause of the variation between readers and reading which we need to consider that is readers’ different purposes. If a reader wishes to get a general idea of text content, he will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify

³ Grabe, William and FedericalL, *Statler Teaching and Researching Reading* (England: Longman, 2002), 9

⁴ Sugiarto, *Perbedaan Hasil Belajar Membaca antara Siswa Laki-Laki dan Perempuan yang Diajar Membaca dengan Teknik Skimming* (Jakarta: Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional, Juli 2002), 468.

⁵ Brown, H Douglas, *“Teaching by Principles” an interactive approach language pedagogy* (San Francisco: San Francisco university press, 1994). 264

key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.⁶

While reading, presumably, many things can be happened. Not only is the reader looking at the printed page and deciphering marks. The readers is presumably thinking about what he is reading, how useful, useless, entertaining, boring text is. He may find some difficulties and ways of overcoming those or continuing the pleasure.

- 1) Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.
- 2) Pleasurable: another kind of reading takes place largely for pleasure. Such as read a magazine or poetry. Familiar sensations: you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the

⁶ Dorothy Grant Hennings, *Reading with Meaning, Strategies for College Reading, 4th ed*, (New Jersey: Prentice-Hall, 1990), 2

transparent wrapping, and start reading the first line. A storm of honking breaks over you.⁷

Beatrice S. Mickulecky and Lind Jefferies said that reading is important to improve the general language skills in English. The importance of reading is stated as follows:⁸

1. Reading can help us to think in English,
2. Reading can enlarge our English vocabularies,
3. Reading can help us improve our writing,
4. Reading may be a good way to practice our English we live in a non-English speaking country,
5. Reading helps us prepare to study in English speaking country, and
6. Reading is a good way to find out about new ideas, facts and experience.

3. Types of Reading Text

In this part of discussion, the writer discusses about the type of reading according to Dr. M.F. Patel and Praveen M. Jain.⁹ Below are types of reading:

a. Intensive reading

Intensive reading is related to improve in language learning under the teacher's guidance. There are characteristics of intensive reading (Patel, 2008: 117-119):¹⁰

- 1) This reading helps learners to develop vocabulary

⁷ Sven Birkets, *Readings* (Minnesota: Graywolf Press, 1999), 101.

⁸ Beatrice S. And Linda Jeffries Mikulecky, *Reading Power* (USA: Addison Wesley Longman, 2005)

⁹ Dr. Patel M.F., & Praveen M. Jain. *English Language Teaching: Method Tools, Techniques*. (Jaipur: Sunrise Publisher & Distributors, 2008), 117

¹⁰ Ibid, Patel, 120

- 2) Teacher play main role in this reading
- 3) Linguistic items are developed
- 4) This reading aims active use of language
- 5) Intensive reading is reading aloud
- 6) Intensive reading emphasized in speech habit (pronunciation, intonation and rhythm)

b. Extensive reading

Extensive reading is teach the student to read directly and fluently in the target language without the aid of the teacher. According to Patel there are characteristics of extensive reading:¹¹

- 1) Extensive reading helps learners to active develop vocabulary
- 2) The learners play main role to ask
- 3) The idea can be developed
- 4) This reading aims to enrich learners knowledge
- 5) Extensive reading is silent reading
- 6) In extensive reading emphasized in subject matter
- 7) By using extensive reading good reading habit can be developed.

c. Aloud reading

Suyanto says that aloud reading is activity to teach students to pronounce, using intonation and rhythm the text well.¹² S. Venkateswaran

¹¹ Ibid, Patel, 117-119

¹² Kasihani Suyanto, *English for Young Learners: Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik* (Jakarta: Bumi Aksara, 2012), 64

quoted by Patel ¹³ defined that reading aloud is not useful at the secondary level because of it is very difficult skill for student who does not know how to pronounce the text. Besides that, if students have not prepared themselves for reading, it will be very difficult for them and will be unnatural. Basically reading is silently reading, text should be read aloud which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud. Patel¹⁴ says that the advantages of aloud are:

- 1) This reading help learners to improve reading skill well by speaking and expressing ideas
- 2) Aloud reading aims to develop learners in pronounce well
- 3) Learners will enjoyable in reading when the teacher give stimuli during reading

Language learning is kind of imitation. When teacher says anything or read any text, the learners also tries to repeat what the teacher said. So teacher should have innovation ideas that can make the activity is affective.

d. Silent reading

Silent reading is important skill in teaching English. In addition, the student will easy when reading because they read whisper. Silent reading is also to get any information. Below are the advantages of silent reading:

- 1) This reading makes students active
- 2) In silent reading focus of learners toward subject matter and naturally

¹³, Dr. Patel M.F, & Praveen M. Jain. *English Language Teaching: Method Tools, Techniques*. (Jaipur: Sunrise Publisher & Distributors, 2008), 120

¹⁴ Ibid Patel, 122

- 3) This reading is saves time because all students participate in the activity at a time
- 4) Silent reading is useful to develop reading skill fast
- 5) This skills use play main role to improve the students“ knowledge

4. Reading Comprehension

Comprehension is the outcome of cognitive processes in which the reader interacts with the texts.¹⁵ so the text have an importnt relation with the text, and by read the texts and get information from the texts. According to bransford and johnson 1973, rumelhart 1975, and the other, reading comprehension is a process whereby a message that inteded by the writer is recognized by the readr against the background of information already stored in the reader’s memory.¹⁶ It means that we read the texts to comprehend and understand the texts to get the message are read by the writer.

B. Teaching Reading skill

For the teacher, here there are some reading principles: ¹⁷

- a. Encourage students to read as often and as much as possible.
- b. Students need to be engaged with they are reading.
- c. Encourage students to resspons to the content of text (and explore their feelingc about it), not just concentrate on its construction.
- d. Prediction is a major factor in reading
- e. Match the task to the topic when using intensive reading texts.

¹⁵ Gina Cantony Harvey, *Content-Area Language Instruction: Approaches and Strategies* (USA: Addison-Wesley, 1987), 72.

¹⁶ Anita Weden and Joan Rubin, *Learners Strategies in Language Learning* (UK: Prentice Hall International, 1987), 50.

¹⁷ Harmer, *How to teach*. 101-102

f. Good teacher exploit reading texts to the full.

According to Jill and Charles Hadfield there are some stages of a reading lesson where this stage is similar to the stage of listening:¹⁸

a. Before

- Lead-in

Support the students' interest, introduce the topic and context, activate learners' background knowledge and encourage the learners to predict the words in the text.

- Language focus

Introduce some key of vocabulary or expression that essential for understanding the main meaning.

b. During

- Tasks

Giving tasks which the purpose is to repeat reading in a several times. And it can use skimming or scanning techniques.

- Sub skills

It can be done by guessing meaning or identifying signals.

c. After the skills activity

- Language focus

It can be focusedd on some of the language in the text, like: new vocabulary, expression or particular function and structure.

¹⁸ Hadfield and Hadfield, *introduction to Teaching*, 95

- Transfer

Use the reading and the language work as the basis for work in different skill, for example, speaking or writing.

The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them. The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Websites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

The explicit teaching of reading comprehension is one of techniques to teach reading. Explicit instruction for developing reading comprehension skills and strategies can be applied to the reading situation such as content reading. The features of explicit teaching include: ¹⁹

1. Relevance

Students are explained for the purpose of skill or strategies.

¹⁹ Calderon, *teaching Reading*, 16

2. Definition

Students are given information and explanation to apply the skills by making public the skill or strategy, example its use, discussing its range of utility, and illustrating what is not.

3. Guide practice

The teacher gives feedback to the students, from their skill or strategy the students use.

4. Self-regulation

The teacher gives chance to the students to try their strategies and develop their ways to monitor their own use of the strategy or skill.

5. Gradual release of responsibility

For the first the teacher gives example and shows the students learning. Because the teacher believes to the students so they give responsibilities to the students do their strategies.

6. Application

The teacher gives chance to the students to try their skill and strategies in independent learning situation, like nonschool tasks.

C. Cooperative Learning

1. Definition of Cooperative Learning

Johnson dan Johnson argues cooperative learning is learning activities in the small group. The students study and work together to get experience from the

group.²⁰ According to the statement above, Cooperative Learning is a method of instruction that the students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills and the ability work with other as a term.

Roger dan johnson said that there are five elements in the cooperative learning to get maximal studies.²¹ That is:

- a. Positive interdependence
- b. Personal responsibility
- c. Face to fae promtive interaction
- d. Interpersonal skill
- e. Group processing

2. Benefit of Cooperative Learning

Cooperative Learning offers three major benefit.²²

1. *Cooperatve Learning a richness of alternative to structure interactions between students.*

These are important for language development and developing familiarity with new academic content material. Direct teaching does not disappear in cooperative learning classes, but the ratio of information-giver to information-receiver does change dramatically, fom one to twenty-five or thirty to as low as one to four or even one to one. Cooperative learning provides a framework for organizing interaction-type according to the kind

²⁰ M. Thobroni and Arif mustofa, *Belajar dn Pembelajaran; pengembangan wacana dan praktik pembelajaran dalam pembangunan nasional* (Jogjakarta: Ar-Ruzzmedia, 2011),285

²¹ Agus Suprijono, *Cooperative Learning: teori dan aplikasi PAIKEM* (Pustaka pelajar: 2013), 58.

²² Carolyn Kessler, *Cooperative Language Larning* (Prentice Hall Regents, 1992), 7

of information students are learning and according to the kind of lesson objectives.

2. *CL addresses content area learning and language development needs within the same organizational framework.*

The effect of combining language learning with content learning may be multiplicative rather than simply additive. For example, emphasizing prosocial behaviors addresses important language functions while increasing content comprehension. And since it is done within a meaningful, highly motivated context, within an instrumental and referential environment, the language functions may be learned more effectively than through traditional direct teaching methods.

3. *The variety of way to structure student practice with lesson material increases opportunities for individualized instruction, such as peer-provides clarifications.*

As a result, lesson objectives may be achieved more efficiently. The increased quantity and quality of communication apparently bring more benefit than the “risk” that student may receive incorrect information or input of nonstandard varieties of language. Nonnative English speakers show gains in academic achievement and in language acquisition either equivalent or superior to gains through direct whole-class teaching.

3. The role of Cooperative Learning

McDonnell in Kessler (1992: 164-171) mentions five roles of teacher in CL, as follows:

a. The Teacher as Inquirer

CL teachers are continually examining and questioning their beliefs, values, and assumptions. Examining attitudes and values held about their culturally diverse learners, race, class, and minority language is particularly important in the context of teaching in a multiracial classroom. These beliefs, values, and assumptions strongly affect teachers' educational philosophy and their instructional practice.

b. The Teacher as Creator

Since the cooperative is process oriented, teachers interested in effective group work must realize that the learning environment is highly structured and well organized. Key for structuring a successful CL classroom is found in creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time. (Johnson, et al., in Kessler, 1992: 165).

c. The Teacher as Observer

Watching and listening to students are natural activities in every teacher's day. Such activities can be formal and informal, planned or unplanned. Observation is the basis of decision making about each learner's progress. It also provides the rationale for specific programming. And observation is an integral part of the teaching process. Cooperative small learning provides the teacher with the opportunity to observe, reflect, and intervene in supportive ways.

d. The Teacher as Facilitator

The role of facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role. Effective facilitators are prepared to intervene and assist in the problem-solving process. They support and encourage the learner's desire to learn.

e. The Teacher as Change Agent

As a result of observing, questioning and learning, we find a more complete teacher, a teacher who knows and does. More importantly, as a result of having studied learners and the classroom environment, teachers have begun to examine themselves as a part of the context and the way they teach. Such teacher inquiry lends itself to educational reform from within.

D. The Cooperative Group Investigation

1. The Definition of cooperative group investigation

Cooperative group investigation is a method of instruction that has students working together in groups, usually with the goal of completing a specific task.

Cooperative group investigation is one of the good methods for individual practice in active teaching.²³

According to the statement above, cooperative group investigation is an effective organizational medium to encouraging and guiding students' involvement in learning. Students actively share in fluency the nature of events in their classroom. This type demands to the student's abilities of

²³Muijs Daniel dan David Reynolds, *effective teaching* (Yogyakarta: PustakaPelajar, 2008), 81

communication or the group skill. Group Investigation model exercises the students to grow up their brain skill. The students as the followers actively will show from the first step until the last step of the learning process.

2. The advantages of cooperative group investigation

The use of cooperative group investigation method has more advantages than individual practice. There are; Cooperating with other students can improve their social skill, the students try to find out the solution of the problem in their team, and the student can give support because the knowledge in team more than individual knowledge.

Simply putting learners into group is not going to guarantee that they work and learn cooperatively. Gains in language are facilitated by attention to the learning climate, group process, and social skills. Learners succeed in their verbal exchanges with one another because they are accountable to each other. Group members talk about how they worked together, reflect on what they learned, and identify the social skills that they want to practice.

The students can achieve more than they would as individuals the final result of the groups' work reflects each member's contribution, because they are can communicating freely and cooperating in planning and carrying out their chosen topic of investigation.²⁴

3. The Procedure in cooperative group investigation

In this method, the teachers involve students in planning and learning how to run. This method more sophisticated class structure. Teachers who use

²⁴ Trianto, Mendesain Model Pembelajaran Inovatif-Progresif (Jakarta, Kencana Prenada media Group:2010), 79

these methods typically divide the class into groups. The students choose a topic to study, conduct in-depth investigation of the chosen topic, then prepare and present a report to the whole class.

In Group Investigation, pupils progress through six steps. The steps of using Group Investigation (GI) as follow;²⁵

a. The selection of topics.

The Students choose specific subtopics within a general problem area, usually described by the teacher. Students are placed into small two- to six member task oriented groups. Group composition is academically and ethnically heterogeneous.

b. Cooperative Planning

Students in each group and the teacher plans specific learning procedures, tasks and goals consistent with the subtopics of the problem selected in step 1 (first).

c. Implementation

Each group gathers information, review the subtopic, analyze or evaluate it, and reach some conclusions. Kinds of sources of information can be obtained both inside and outside the school. And teacher follows development of group tightly and offer help if needed.²⁶

d. Analysis and Synthesis

²⁵ Roy Killen, *Effective Teaching Strategies: Lessons from Research and Practice*, (Australia: Social Science Press, 1998), 100

²⁶ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta, Kencana Prenada media Group:2010), 80

Students analyze and evaluate information obtained during step 3 (third) and must prepare a summary activity. It may be in form of report, a briefing, etc., for the entire class.

e. Presentation of Final Project

Each group in the class give an interesting presentation of the topics studied in order to get classmates involved in one another's work and to achieve a broad perspective on the topic. Group presentations are coordinated by the teacher. Hopefully in this step, both of student can be compered of knowledge that developed from a group. And some prespective that is presented can be amendable to all of class.²⁷

f. Evaluation

In cases where groups followed different aspects of the same topic, students and the teacher evaluate each group's contribution to the work of the class as a whole. Contribution to the work of the class is as a whole. Evaluation can include either individual or group assessment or both.

²⁷ Agus Suprijono, *Cooperative Learning* (Surabaya: Pustaka Pelajar, 2009), 93