

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading is an important skill in learning English. The skill has to be mastered by every language learner. The information from reading activity is very important for everyone to build knowledge. In reading, an individual constructs meaning through a transaction with written text that have been created by symbols that represent language¹. It means that in reading, a reader constructs meaning of the reading text to be explained to others. Comprehension is a strategic process in which readers adjust their reading to suit their reading purpose and the type or genre of text they are reading.² It means that in comprehending the reading text, the readers need suitable strategy to suit the purpose of reading and the type of reading text.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.³ In order to make the readers focus more on what information they need, it is better for them

¹Marianne Celce and Murcia. *Teaching English as a Second or Foreign Language* (Third Edition). Boston: Thomson Learning. 2001. P. 154

² Sharon Wynne, M.S. *Reading Instruction Competence Assessment*. Boston: XAM online, Inc. 2008. P. 68

³ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents Englewood Cliffs. 1994. P. 291.

to comprehend questions as one of the techniques in reading comprehension. Comprehending questions in one form or other are one of the language teaching techniques most frequently used to train learners in reading.⁴ It means that through comprehending questions as guidance for learners, they will be motivated to practice in reading text.

On the other hand, Reading comprehension is the degree to which we understand what we read. Reading comprehension results when a reader knows which skills and strategies are appropriate for the types of text, and understand how to apply them to accomplish the reading purpose.⁵ Based on the overall explanations above, it can be concluded that reading comprehension is a complex activity to gain meaning from the written text. The reader will draw the meaning of symbols by interacting with the text in isolated activity. The information that the reader got is useful to add knowledge about what they read. Therefore, reading comprehension is an important skill in English that should be mastered by every language learner.

b. Basic Types of Reading

There are four basic types of reading, they are as follows⁶:

- 1) Perceptive

⁴I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*. New York: Routledge. 2008. P. 29

⁵Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P. 115

⁶H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. San Francisco: San Francisco State University. 2003. P. 189

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is reading is as process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in turn is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions,

except from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of the interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive reading

Extensive reading, applies to text of more than a page, up to and including professional article, essays, technical reports, short stories, and books. (it should be noted that reading research commonly refers to extensive reading as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. Here that definition is messaged a little in order to encompass any text longer than a page.) the purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to zoom in on small details. Top-down processing is assumed for most extensive tasks.

c. **Factors Affecting Reading Comprehension**

Reading comprehension and reading fluently are necessary skills that students must acquire to become good readers. There are students who can read fluently, yet do not understand what they read, which means that teachers should ask questions about the text to ensure

comprehension. When students do not read fluently, this can hamper comprehension because the student takes so long trying to figure out the words that the meaning is lost. A lack of background knowledge is often one of the factors that affect comprehension. When students do not understand the topic at hand, they will have difficulty reading about the topic no matter how fluently they read. Other factors that affect the level of comprehension are:⁷

- 1) Lack of word recognition skills
- 2) Inability to determine the meanings of words through context clues
- 3) Insufficient level of vocabulary development

Through assessment teachers can determine the instruction students need before reading a text so that comprehension can take place.

d. Different Levels of Comprehension and Strategies for Promoting Comprehension.

There are five key strategies that can be used to promote comprehension of informational texts at three levels (literal, inferential, and evaluative) they are:⁸

- 1) Inferencing

It is a process that involves the reader making a reasonable judgment based on the information given and engages children to literally construct meaning. You can develop and enhance this key skill in children with a mini lesson where you demonstrate this by

⁷ Sharon Wynne, M.S. *Reading Instruction Competence Assessment*. Boston: XAM online, Inc. 2008. P. 69

⁸ Ibid. 73

reading a book loudly and then demonstrate for them the following reading habits: looking for clues, reflecting on what the reader already knows about the topic, and using the clues to figure out what the author means/intends.

2) Identifying main ideas

In a text can be improved when the readers have an explicit strategy for identifying important information. They can make this strategy part of their everyday reading style, “walking” through the following exercises during guided reading sessions. The readers should read the passage so that the topic is readily identifiable. It will be what most of the information is about. Next they should be asked to be on the lookout for a sentence within the passage that summarizes the key information in the paragraph. Then they should read the rest of the passage or excerpt in light of this information and also note which information in the paragraph is less important. The important information the readers have identified in the paragraph can be used to formulate the author’s main idea. The readers may even want to use some of the author’s own language in stating that idea.

3) Finding detail information

Detail information is usually called supporting details or supporting sentences. It is the next part of paragraph after the main idea. They make up the rest of paragraph and consist of two kinds:

major supporting sentences and minor supporting sentences. A major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence. A minor supporting sentence directly supports the major supporting sentence and at the same time indirectly supports the topic sentence.⁹ However, the main function of the supporting sentence is to provide the with evidence that the idea impressed in the topic sentence is true.

4) Monitoring

It means self-clarifying: As they read, the readers often realize that what they are reading is not making sense. They then need a plan for making sense out of the excerpt. A reader reflects, “Does this make sense to me?” When the reader concludes that it does not, the reader then either re-reads, reads ahead in the text, looks up unknown words or asks for help from the teacher. What is important about monitoring is that some readers ask these questions and try these approaches without ever being explicitly taught them in school by a teacher. However, these strategies need to be explicitly modeled and practiced under the guidance of the teacher by most, if not all, child readers.

⁹ M Syafi'i S, M Fauzan Ansyari, and Jonri Kasdi. *The Effective Paragraph Development The Process of Writing for Classroom Settings*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI). 2011. P. 5

4) Summarizing

It engages the reader in pulling together into a cohesive whole the essential bits of information within a longer passage or excerpt of text. The readers can be taught to summarize informational text by following these guidelines. First they should look at the topic sentence of the paragraph or the text and ignore the trivia. Then they should search for information which has been mentioned more than once and make sure it is included only once in their summary. Find related ideas or items and group them under a unifying heading. Search for and identify a main idea sentence. Finally, put the summary together using all these guidelines.

5) Generating questions

It can motivate and enhance readers comprehension of reading in that they are actively involved. The following guidelines will help them to generate meaningful questions that will trigger constructive reading of texts. First, readers should preview the text by reading the titles and sub headings. Then they should also look at the illustrations and the pictures. Finally they should read the first paragraph. These first previews should yield an impressive batch of specific questions. Next, they should get into a Dr. Seuss mode and ask themselves a “think” question. Make certain that they write down the question. Then have them read to find important information to answer their “think” question. Ask that they write

down the answer they found and copy the sentence or sentences where they found the answer. Also have them consider whether, in light of their further reading through the text, their original question was a good one or not. Ask them to be prepared to explain why their original question was a good one or not. Once the children have answered their original “think” question, have them generate additional ones and then find their answers and judge whether these questions were “good” ones in light of the text.

2. Descriptive Text

Descriptive text is the text that used to describe a place, a thing, or a person.¹⁰ In descriptive text, there are three parts which showed by Alice and Patricia, they are:¹¹

a. Introduction

It includes topic, hook, background information, and thesis statement. There some important points that we have to remember:

1. The hook introduces the object or event of description.
2. The middle sentences provide the background.
3. The thesis statement tells why object or event of description is important to the writer.

a. Body paragraph

It is in middle of the text. It includes details. There are some important points that we have to remember:

¹⁰ Ibid. P. 18

¹¹ Alice Savage and Patricia Mayer. *Effective Academic Writing*2. New York: Oxford. 2005. P. 33

- 1) Most of the descriptions are in the body paragraphs.
- 2) Adjectives and adverbs make the experience more vivid.
- 3) The scene is often described with prepositions and prepositional phrases that specify location or position in space.

b. Conclusion

It explains final opinion which is given by the writer about the description.

In another idea explains that a descriptive text is a text that describes the features of someone, something, or a certain place. In a descriptive text, there are identification and description part. Identification is also called introduction part, it is the part of paragraph that introduces the character. Description is the part of paragraph that describes the character.¹² In descriptive text usually use the rules of language or it is familiar called language features. It uses simple present tense, attribute has and have, linking verbs (is, are, appears, and consists of), adjective (big, beautiful, small, etc), compound adjectives (white skinned), and sometime uses degree of comparison (she is taller than her brother).

3. Conversational Discussion Groups Strategy

Comprehension results when the reader knows in which skills and strategies are appropriate for the type of the text and understand how to

¹² Wardiman Artono, Masduki B. Jahur, and M Sukirman Djusman. *English in Focus*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. 2008. P. 16

apply them to accomplish the reading purpose.¹³ Conversational discussion groups is a useful strategy to improve reading comprehension. When students are struggling with finding meaning in the spoken or written word, a conversational discussion groups for specific language tools is a powerful tool. This strategy can be applied in some types of text such as fiction and nonfiction. Besides that, conversational discussion groups strategy can be easily modified for most content areas. Tierney, R. & Readance, J. In Bunner Said that The primary purpose of the Conversational discussion groups is a strategy which is used to create and facilitate an environment where students explore and construct meaning from a passage and then share ideas with others.¹⁴

In this strategy, there are some procedures as follows:¹⁵

- a. Designate heterogeneous groups of four to six students.
- b. Explain the rules of the lesson. It might be helpful to leave the rules for the lesson posted where students and teacher can reference them during the activity.
 - 1) Speak one at a time, and stay on subject
 - 2) If you say yes or no, state why.
 - 3) Ask question when discussion quite.
 - 4) Participate.

¹³Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language(TEFL)*. Pekanbaru:Alaf Riau Graha UNRI Press. 2007. P. 113

¹⁴Tierney, R. & Readance, J. *Reading Strategies and Practices: A compendium*. (5th ed.). Boston: Allyn & Bacon. (2000). P. 52

¹⁵Judy Titlon Bunner. *I Don't Get It!; Helping Students Understand What They Read*. Estover Road: The Rowman & Little field Publishing Group. 1952. P. 53

- 5) Share ideas can be supported by information from the text or by personal experience.
- c. Present the first question to the students groups. It is helpful to have each question projected or written where students can see it as they participate in the discussion. The first question should be open-ended, and designed to activate student background knowledge. As students are provided a discussion question, explain how much time will be provided for the discussion.
 - d. After a designated period of time, provide students written text, and instruct them to read silently for the purpose of remembering as much as possible.
 - e. After students have been provided sufficient time for reading, present another question for discussion. The second question should be one that stimulates dialogue at the lower levels of Bloom's Taxonomy (Remember or Understand).
 - f. When the discussion of the second question is completed, give students the third question. This question should be at a higher level on Bloom's Taxonomy and should require students to think beyond the text.
 - g. At the completion of the discussion of the third question, facilitate a whole-class discussion of the reading material.

Based on the activity in this strategy, there are several benefits that will be gotten by the students, they are ¹⁶:

- a. Encourages students to actively participate in the lesson.
- b. Encourages critical thinking.
- c. Facilitates a deeper understanding of the text.
- d. Good activity for a class having a wide range of reading ability.
- e. Encourages interdependence within the classroom and the individual groups.
- f. Applicable for a variety of subjects.
- g. Easy to implement.
- h. Supports retention of material.
- i. Encourages a positive student attitude toward strategy.

B. Relevant Research

The relevant research is the researchers' review of the relevant research to observe some previous researches conducted by other researchers in which they are relevant to our research . Besides, the writer has to analyze what the point that was focused on, informing the design, finding the conclusion of the previous research. It aims at avoiding plagiarism toward the designing and finding of previous researchers.¹⁷ Those are relevant researchers of this research:

¹⁶Ibid. Pp. 53-54

¹⁷M. Syafi'I. *From Paragraph to Report: A Writing for Academic Purposes*. Pekanbaru. 2007: LBSI. P. 122

Enrique Sanabria in his research about the Discussion as a strategy in teaching, he said that the discussion strategy provides the opportunity for learning in innovative, creative, and interesting ways for both the teacher and the students. It is a divergence from the norm, which can help students learn more than what they usually are capable of by drawing their interests. Like everything else, however, it has its advantages and disadvantages, as was just addressed. However, if one comes to understand and properly manipulate the “power” of discussion, then the worlds of possibilities you can open up for your students are ones that can only work in their favor, exponentially increasing their success as individuals.

Jennifer I. Berne in his research presents about the literature discussion groups on comprehension. He said that the Small-group, peer-led literature discussion groups can accomplish a range of goals. The peer-led literature discussions can contribute significantly to students’ knowledge and appreciation of literature, facility with group processes, reading engagement, and motivation to read. The teacher in the classroom excerpted throughout this article has determined that smallgroup, peer-led literature discussion groups support the development of comprehension processes for her students and has arranged them to accomplish this goal.

It is different from this research. In this research, the writer uses conversational discussion groups strategy to give effect toward reading comprehension of the second year students at state junior high school 23 Pekanbaru.

C. Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this operational concept, the writer would like to explain briefly about variables of the research it self. There are two variables that used in this research. The first is the giving questions and getting answers strategy which refer to the teacher's strategy in teaching reading descriptive text (in experimental class) which is known as independent variable or variable X. the second is students' reading comprehension (reading descriptive text) which is known as dependent variable or variable Y.

1. Conversational Discussion Groups Strategy (Variable X)

- a. The teacher makes heterogeneous groups of four to six students.
- b. The teacher explains the rules of the lesson.
 - 1) Speak one at a time, and stay on subject.
 - 2) If you say yes or no, state why.
 - 3) Ask question when discussion quite.
 - 4) Participate.
 - 5) Share ideas can be supported by information from the text or by personal experience.
- c. The teacher presents open-ended question as the first question.
- d. The teacher instructs the students to read written text silently for remembering as much as possible.

- e. The teacher presents another question related to remembering and understanding for discussion.
 - f. The teacher gives the third question related to the analyzing.
 - g. The teacher facilitates a whole-class discussion of the reading material to discuss the third question as the completion.
2. Students' Reading Comprehension (Variable Y)

There several indicators of reading comprehension in descriptive text, they are:

- a. The students are able to find mind idea of the paragraph.
- b. The students are able to get detail information from the text.
- c. The students are able to find the inferencing words in the text.
- d. The students are able to identify the identification of descriptive text.
- e. The students are able to identify the description of descriptive text.

D. Assumption and Hypothesis

1. Assumption

The students' reading comprehension ability will be succesful if the teacher is able to find and apply an appropriate strategy in teaching. In this research, the writer assumes that the better the conversational discussion groups strategy is applied in teaching or learning descriptive text, the better students' comprehension in reading descriptive text will be.

2. Hypothesis

- a. H_0 : There is no significant effect of using the conversational discussion groups strategy on students' reading comprehension in

descriptive text of the eight grade students of state junior high school 23 Pekanbaru.

- b. **Ha:** There is a significant effect of using the conversational discussion groups strategy on students' reading comprehension in descriptive text of the eight grade of state junior high school 23 Pekanbaru.