

CHAPTER II

REVIEW OF RELATED LITERATURE

1.1 Theoretical Framework

2.1.1 Reading Comprehension

a. Definition of Reading

Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there were different types of reading skills, which correspond to the many different purposes we have for reading.

Moreover, according to Nelson (2009:2) in Yansyah (2015:8) that reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted to help learners comprehend what they are reading. Grabe and Stoller in Zainil (2016:18) state that the goals of reading are as in the following:

1. to search information,
2. to obtain general comprehension,
2. to learn new information, and
3. to synthesize and evaluate information.

Therefore, teachers of reading have to describe their students' reading comprehension skills through group work. The strategies can help their students to read with comprehension. Saddleback (2002:4) in Yansyah (2015:8) designs reading comprehension strategies to reinforce and extend the reading skills of students. The reading comprehension strategies are vocabulary knowledge, activating prior knowledge, pre-reading-previewing and predicting, previewing and predicting text, mental imaging, self-questioning, summarizing, and semantic mapping.

b. Definition of Reading Comprehension

Reading comprehension is understanding, evaluating, and utilizing of information and ideas gained through interaction between the reader and the author. Comprehension arises from a sense of cognitive process and activities, including word decoding, lexical access, syntactic processing, inference generation, reading strategies (e.g., self-explanation), and postreading activities (e.g., summarization, question asking and answering, argumentation) (McWamara, 2007: 109).

Anderson (2003) in Nadirah (2020:134) says that reading comprehension is a prepare that includes the important development of an author's message by the utilize of earlier information, especially the knowledge of language. It means that reading comprehension as a process of negotiating, understanding between the reader and the writer. In most of cases, especially in academic setting, a reader expects a text to make sense.

Rahmat (2017:24) says that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. Beside that group work can motivate the students read because they work together so that they can share their opinions and understanding about the texts given with their friends. Because of that reason, the writers want to offers Group Work technique in Nuardi and Ulatifah (2018:174). The teacher can apply the strengths of group work to reach constructive solutions on improving reading comprehension.

Reading cannot be done in scrambled ways. The readers should have good strategies to comprehend the texts they read. Reading combines the prior knowledge and the information of the text. In order to make the reader comprehend the content of the text, there are some strategies which can be used by the readers. Brown

(2001: 306-310) in Zain (2015:14) elaborates ten strategies for reading comprehension as presented below.

1. Identify the purpose in reading.

Reader needs clear and exact purpose of their learning activities when they know the aim in reading any single text, they can predict and arise their reading motivation.

2. Using graphemic rules and pattern to aid in bottom-up decoding. This is for beginning level students. they connect the written and oral language.

3. Using efficient silent reading technique for relatively rapid comprehension This strategy is for intermediate to advance levels. Readers can pay attention to the text when they read silently as they need more comprehension than graphemic rules.

4. Skimming the text for main idea.

As the first strategy, the readers are expected to know the purpose in reading. Skimming the text may help the readers to find the purpose of the text because they have known the main ideas.

5. Scanning the text for specific information.

In this strategy, the readers have to find more specific information stated in the text. The goal of scanning the text is to help the readers correlate the information to bear a general topic.

6. Using semantic mapping or clustering.

The strategy of semantic mapping, or grouping ideas to meaningful clusters, helps the reader to provide some order to the chaos (Brown, 2001: 308).

7. Guessing when the students are not certain.

Sometimes, the teachers should give opportunities for the students to guess meanings logically when they do not know the meaning.

8. Analyzing vocabulary.

This is how the readers analyze the words in guessing the meaning. This makes use of linguistic knowledge.

9. Distinguishing between literal and implied meanings.

There will be a gap between the readers and the writer in constructing meanings of the text because of their different background knowledge. Literal meaning is stated in the text so it is easily understood by the readers. However, the readers find it difficult to construct implied meanings. They need to find the suitable discourse.

10. Capitalizing on discourse markers to process relationships.

Readers can get the discourse of the text by finding the discourse markers. The discourse markers guide the readers to receive the text in logic.

c. Teaching Reading Comprehension

In teaching reading comprehension there are some techniques that can be applied to achieve the aims of the reading. One of them is to recognize theories of reading which enable students to comprehend their reading fully. The competence of theories of reading perhaps will help students to find out the main idea of the text, to understand the hidden messages, and to retell the story in their own sentence. Based on the writer's experience in teaching practice, most of the students had problem in reading comprehension because it is very complex process. The students had difficulties to comprehend the text and it caused them lazy to read, therefore they had low scores on the text questions.

Reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teacher mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

The first meeting, the researcher began introducing the procedures of group work by giving a hands out such as comprehending the text, finding the meaning of some new difficult words, and answering the question based on the text. From the second meeting to the third meeting, the researcher divided the students into groups. Each groups consisted of four students. The students who got number 1 belonged to group A and the students who got number 2 belonged to group B and etc. This arrangement was to make the students easier to recognize their friends. the researcher asked them to read and comprehend the text for 15 minutes. After that, the researcher asked them to find the meaning of the vocabularies given and answer the question based on the text for 15 minutes. Then, the researcher called one group to present the result of their group work in front of the class. the researcher also gave time to others groups to give comments or suggestion. If the other groups were not satisfied with the answer, the researcher helped them to solve the problem. These questioning and answering periods took 15 minutes. In the third meeting, the writer gave another handout and asked the students to comprehend the text and find the meaning and vocabularies given for 15 minutes. After that, he asked them to answer the question for 10 minutes. Then, they presented the result of their group in front of the class for 10 minutes.

d. Principles of Teaching Reading

According to Nunan (2003) in Nadirah (2020:134), there are some principles that must be applied in teaching reading. Those are:

1. Exploit the reader's background knowledge
2. Build a strong vocabulary base
3. Teach for comprehension
4. Work on increasing reading rate
5. Teach reading strategies

6. Encourage readers to transform strategies into skills
7. Build assessment and evaluation into your teaching
8. Strive for nonstop enhancement as a reading teacher

Other principles of learning to reading are:

1. The student must have purpose and motivation to learn.
2. Learning must have meaning for the learner.
3. A background experience and knowledge is necessary for learning
4. The learner must be active in his learning
5. Learning requires the forming of habits
6. Much learning by association
7. Learning requires the practice
8. Favorable attitudes toward learning foster effective learning
9. Students learn at distinctive rates and in various strategy.
10. Learning is more effective if the learner knows for what he is learning.

2.1.2 Group Work

a. Definition of group work

According to (Gamble & Gamble, 1984) in Fadillah D. (2020:46) to say that group work is a collection of people. It is not just a random assemblage of independent individuals, however, but it is composed by individuals who interact verbally and nonverbally who occupy certain rules with respect to one another and who cooperate with each other to accomplish a definite goal. Supporting Nunan's idea, Brown (2001: 177) states "group work as a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language."

According to Harmer in Pratiwi (2020) has observed that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves

collaboration and self-initiated language. Group work usually implies “small” group work, that is, students in groups of perhaps six or fewer in order to give students more opportunities to read. Harmer also stated group work that students can write a group story or role-play a situation which involves five people that can prepare a presentation or discuss an issue and come to a group decision. Through group work, about five people or more in a group talking about their assign, discussion together with, exchange their own mind, and the others. Without us knowing it, that some of the activities have profits for the students who are learn by it, for examples are the students can develop social skills, build a sense of community, support, and depend on each other for their learning experiences.

2.1.3 Getting Started Group Work

Thus students can write a group story or role-play a situation which involves five people. They can prepare a presentation or discuss an issue and come to a group decision. They can watch, write or perform a video sequence); we can give individual students in a group different lines from a poem which the group has to reassemble. The best place to start group work (much like anything else) is at the beginning. When developing a course syllabus, the instructor can determine what topics and theme lend themselves to group work. This is the time that instructors can think about how they will form their groups, help negotiate the group process, and decide how to evaluate the final product. Excepted all of it, the instructor or teacher must prepare starting with:

a. Group Size

In Burke’s journal, Beebe & Materson (2003) in Pratiwi (2020:29) argued that the dynamics of group size is an important component of group work. A small group is often considered to consist of three or more; groups of two are not encouraged for

group work because there are not a sufficient number of individuals to generate creativity and a diversity of ideas (Csernica et al., 2002)³⁶. In general, it is suggested that groups of four or five members tend to work best. Larger groups decrease each members opportunity to participate and often results in some members not actively contributing to the group. In situations where there is a shorter amount of time available to complete a group task, such as an inclass collaborative learning exercise, it is suggested that smaller groups are more appropriate.

According to Wright and Lawson (2005) in Pratiwi (2020:29), group work can be especially beneficial for large classes. Group work helped students feel that the class was smaller and encouraged them to come to class more often. The felt more invested in the course and in the class material, which promoted active learning in a large class environment.

b. Assigning a Group

Assigning the members of the group is integral to the success of the group. Some faculty members prefer to randomly assign students to groups. This has the advantage of maximizing heterogeneity of the group and is an effective way of assigning group member in large classrooms. If the class size is small and the instructor is familiar with most of the students, the instructor can select the group members based on known attributes of the class. For example, the instructor can form the groups while taking to account performance levels, academic strengths and weaknesses, ethnicity, and gender (Connery, 1988).

Additionally, some instructors allow the class the self-select their group; however, this has some disadvantages. Self-selected groups often gravitate toward friends and roommates (Csernica et al. 2002). This can result in the students self-segregating and spending more time socializing than working on the group project (Cooper, 2019). In this research, the researcher suggested that

groups which are assigned by the instructor tend to perform better than self-selected groups(Felder & Brent, 2001).

2.1.4 Advantages of Group Work

According to Beebe and Masterson (2003) in Burke, et al (2015), there are advantages and disadvantages to working in a group. By understanding the benefits and potential pitfalls, a group can capitalize on the virtues of group work and minimize the obstacles that hinder success. There are six advantages to working in a group:

- a. Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences.
- b. Groups stimulate creativity. In regard to problem solving, the old adage can be applied that “two heads are better than one.”
- c. People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993).
- d. Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.
- e. Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.
- f. Team work is highly valued by employers.

Even the group work are have many advantages, apparently this one interaction are have disadvantages too in the process of language learning. Harmer also explained some disadvantages of

group work as follows: (1) It is likely to be noisy (though not necessarily as loud as pair work can be). Some teachers“ feel that they may lose control, and the whole–class feeling which has been built up may dissipate when the class is split into smaller entities; (2) Not all students enjoy it since they would prefer to be the focus of the teacher’s attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else; (3) Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate; (4) Groups can take longer to organize than pairs, beginning and ending group work activities, especially where people move around the class, can take time and be chaotic (but only very briefly).

In addition, although working in groups has its advantages, there are also times when problem arise. Beebe and Materson (2003) in Pratiwi (2020) list for disadvantages are: (1) There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict; (2) An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process; (3) Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group. One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member; (4) It takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. However, the time spent taking and analyzing problems usually results in better solutions.

2.1.5 Group Work Activities for Teaching Reading

In EFL teaching environments, oral fluency in English is generally less important than a reading knowledge of language. In such situations, teaching English and teaching the reading of English are often synonymous. Therefore, many English teachers try to play important role in helping students to learn to read with comprehension. Many teachers design group work activities for teaching reading. Klippel (1994:104) in Yansyah (2016) designs group work activity that aim for reading comprehension. Organization of the activity is in groups of three to six students each. The procedure is as follows:

1. Each student receives a reading material and reads the text. Comprehension difficulties are cleared up, and the teacher may ask a few comprehension questions based on the text (e.g. How many of the thiking group are feeling ? How many can read a map?).
2. The groups try and find as many courses of action as possible. They should write them down. Then they discuss the advantages and disadvantages of each solution and decide on the best one. Again, they should write down the reasons for their choice.
3. Each group presents its solution. The other groups should challenge the arguments and conclusions of the reporting group.

Many other group work activities are applying designed for teaching reading comprehension. To conduct the research, the researcher conducted some procedure to obtain the result a follows:

1. The researcher asked permission to the principal of SMP Negeri 2 Gido to do Research.
2. The researcher conducted preliminary research through interview with the English teacher and the eighth grade students of SMP Negeri 2 Gido with the approval of the principal.
3. The researcher decided the informant and the number informant of the research.

4. The researcher came to school to obtain the data of reading comprehension by ask the students to make group work.
5. The researcher made a schedule with the English teacher of SMP Negeri 2 Gido to conduct the observation and interview after finishing describe to teaching reading comprehension through group work and students achievement.
6. The researcher gave the observation and interview to the eighth grade students.
7. The researcher analyzed the data base on reading comprehensiom rubric.

Steps for teaching reading comprehension through group work in the classroom was as follows:

The First Meeting:

1. The researcher explained the meaning of the text used.
2. The researcher explained the characteristics of verbs and time adverbs in the text.
3. The researcher explained the text structure of the text

The Second Meeting:

1. The researcher provided English text by writing it on the whiteboard.
2. The researcher introduced the text to be read, and pre-teaches any new vocabulary.
3. The researcher directed students to divide into groups with each group consisting of four people.
4. Researchers asked students to read and observe the verbs used in the text to understand.
5. Next, the students orally translated the text, word-by-word and sentence-bysentence.
6. The researcher gave time to all groups to read and understand the existing text together.
7. Students were asked to determine the text structure of the text they have read by collaborating with friends in each group.

8. Then the researcher gave questions to each group by asking for verbal answers from representatives of each group regarding the results of the group's work in reading comprehension of the text.

The Third Meeting:

1. The researcher reviewed the material at the second previous meeting
2. The researcher prepared an interview sheet.
3. The researcher interviewed every student in the class.
4. The researcher wrote each student's answer on the interview sheet that had been prepared

2.1.6 Students Achievement

According to Slameto (2003: 54-72) that the factors that affect learning achievement can be classified into two, namely:

- a. Internal factors are factors that exist within individuals who are learning, internal factors consist of psychological factors (intelligence, attention, interest, talent, motive, maturity and readiness).
- b. External factors, namely factors from outside the individual. External factors consist of school factors (teacher teaching methods, curriculum, teacher-student relations, student relations, school discipline, learning tools, school time, learning standards above size, building conditions, learning methods and assignments.

According to Bloom in Dimiyati and Mudjiono (2006: 26-27) classifies learning achievement in three domains, namely cognitive, affective, and psychomotor. Learning achievement in the cognitive domain consists of six categories, namely: knowledge, understanding, application, analysis, synthesis, and evaluation.

- a. Knowledge, achieving the ability to remember things that have been learned and stored in memory. The relationship between the facts and the concept of the subject matter. This is detected through

the success of answering tests in the aspect of understanding. Knowledge is related to facts, events, understanding, rules, theories, principles, or methods.

- b. Understanding, includes the ability to grasp the meaning and meaning of what has been learned.
- c. Application, includes the ability to apply methods and rules to deal with real and new problems, for example using principles.
- d. Analysis, includes the ability to break down an entity into parts so that the overall structure can be well understood, for example reducing a problem into smaller parts.
- e. Synthesis, includes the ability to form a new pattern, for example the ability to develop a work program
- f. Evaluation, includes the ability to form opinions about several things based on certain criteria, for example the ability to evaluate the results of essays.

The effective domain consists of three behaviors namely:

- a. Acceptance, which includes sensitivity to certain matters and a willingness to pay attention to these matters, for example the ability to admit differences of opinion.
- b. Participation, which includes willingness, willingness to pay attention, and participate in an activity, for example complying with rules, and participating in an activity.
- c. Assessment and determination of attitude, which includes accepting a value, appreciating, acknowledging, and determining attitudes. For example, accepting another person's opinion.

2.2 The Latest Related Research

In conducting this research, the researcher is inspired by some of the earlier researches related to this research. The researches are explained below. Waliyudin, W., & Annisah, A. (2018), title research about “Group work Strategy On Reading Comprehension Achievement At The Fourth Semester Of English Program Study STKIP Taman Siswa Bima”. This

research conduct to investigate the effect of Group work on Reading Comprehension Achievement of the Fourth Semester Students at English Program Study STKIP Taman Siswa Bima. The result of this study based on students pre and post test there were significant progress of students achievement.

Azis, A., & Darmayani, R. (2014), searched about “The Effects of Pre-question Strategy on the Reading Comprehension Achievement of the Second Grade Students at SMA Negeri 1 Bantaeng”. In their research, their focus to find out the significant effect of Pre-question Strategy on the reading comprehension. random sampling strategy. The result of data analysis shows that at the level of significance 0.05 with degrees of freedom $(df) = n_1 + n_2 - 2$ where $n = 58$, there was a significant effect on the reading comprehension of the students who used Group work strategy. It was proved by the result that the mean score of experimental class (77.7) which was taught used Pre-question was higher than the mean score of control class (55.2), which without Pre-question. Way were t-test value was higher than t-table value.

Fadillah Debby (2020) research about “ The Application of Group Work in Classroom Interactions of Teaching Reading Comprehension of Students (*Case Study SMP Negeri 6 Binjai*)”. This research conduct to These test used were administrated to find out the reliability, the computation showed that the reliability of the test was 1,5. After the treatment, a post-test was applied. The results of the study shows that teaching reading comprehension by using group work is more significant than of without group work.

2.3 Conceptual Flowchart

The researcher decides to conduct the research based on desire in knowing of what kinds of Group work strategy is used by English teacher in teaching reading comprehension. As the researcher get information from the syllabus of SMP Negeri 2 Gido, there have some kinds of reading texts that teach in the school. So, the researcher chooses this school to conduct this

research to can know what procedures of group work strategy used by teacher in teaching reading comprehension.

The source of research data comes from observation made on English teacher while teaching English, especially when teaching reading comprehension. Here the researchers observe what kinds of Group work is used by teacher during the learning process. During the observation, the researcher will fill in the observation sheet containing the participant of group work which are divided into several categories, the results find during the observation will be check in the observation sheet.

After collect the data, the researcher analyze the data. And after this step, the researcher describes the data by making a report. The researcher report the real situation happened in the field based on the result of the analyze data without making any changes or setting up the situation and the result of the data. The researcher conducted the research by using the following concept:

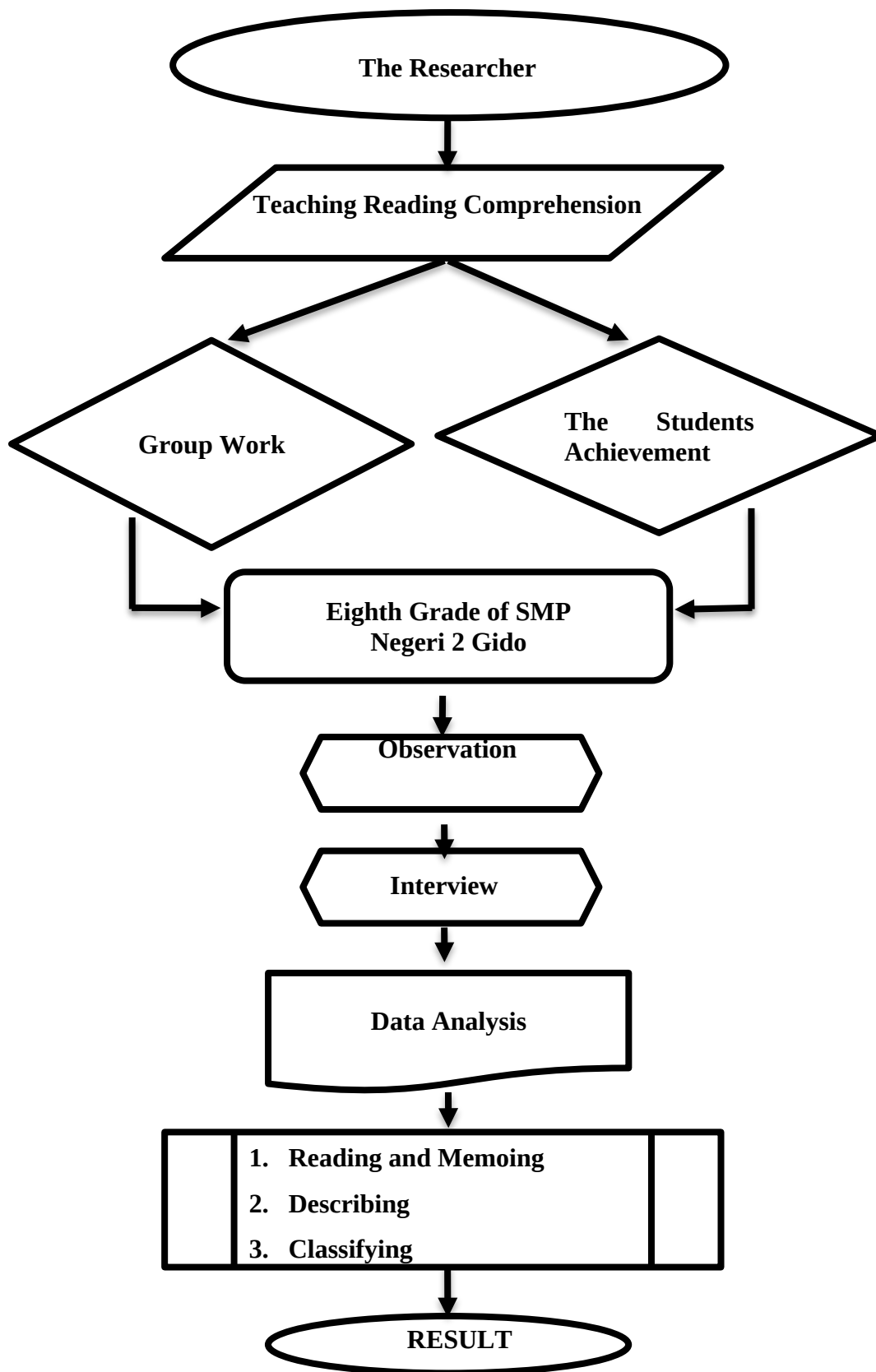


Figure. 2.1 The Conceptual Flow chart of the Research