

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about reading and reading comprehension which consists of definition of reading, purpose of reading, definition of reading comprehension, genre based text, discovery learning method, and previous research.

2.1 Reading and Reading Comprehension

This section discusses about definition of reading, purpose of reading, and definition of reading comprehension with underlying theory used in the research concerning with reading and reading comprehension.

2.1.1 Definition of Reading

There are many definitions about reading which can be derived from some experts. As we know that reading is a communication between a writer and a reader, and it is a process of readers' interaction with text and readers' previous knowledge to reach goal of reading. The definition of reading according to Nuttal (1982),

Reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer.

As Nuttal (1982) have demonstrated it has described that a reader need to have skills in reading in order to reach meaning of written verbal symbols that the writer has given.

Clarke and Silberstein (1987) defines reading as an active cognitive process of interacting with text and comprehension process to establish meaning. It means that when the readers interact with text, his/her previous knowledge combines with visual (written) information result in comprehending the message. Therefore, reading is a conversation between the writer and the reader.

In conclusion, reading is a communication between a writer and a reader. It means that the cognitive process which interacts between text and readers' knowledge has been produced to become a comprehension and the goal of reading.

2.1.2 Purpose of Reading

As we know, reading is very necessary for readers. The reader needs to get knowledge about anything in the world. By reading, it can help the reader in knowing the information even only for pleasure.

Grellet (1996) defines reading has divided into two kinds depends on its purpose namely reading for pleasure and reading for information. Reading for pleasure means reading for entertaining and reading for information means reading for getting information and knowledge. In other words, when someone understands a text well, they will be able to get some information they need even they can amuse themselves by reading. To obtain the purposes, the students should have good ability in understanding the text. They must comprehend the content of the text well.

2.1.3 Essential Components of Reading

As other skill in English, Innot (2016, p.1) says that there are also several essential components in reading. Those components are phonemic awareness, phonics, fluency, vocabulary, and comprehension. Phonemic awareness refers to the student's ability to focus on and manipulate phonemes in spoken words. Teaching phonemic awareness to students improves their reading development significantly. Phonemes is the smallest unit which makes spoken language with combining syllables and words.

Phonics is the relationship between letters or word families, short vowels, long vowels, and letter combinations and the sounds its represent. Teaching phonics helps students develop proficiency in decoding, spelling, and understanding words. Fluency is the ability in reading as well as speaking and making sense of the text without having to stop and decode each word. Guided and repeated oral reading improves word recognition, reading fluency, and comprehension of the students significantly.

Vocabulary development is connected to comprehension. Students need to hear, read, understand, and use new vocabulary words in various contexts to build their comprehension levels. Repetition through quizzes, glossaries, and crossword puzzles is the way to build vocabulary. For comprehension, students develops their reading comprehension through a variety of techniques such as answering questions (quizzes) and summarization (retelling the story).

In line with the several essential components of reading, Grellet (1996) defines there are several types of techniques in form of exercises can be used to develop reading

skill. The questions-types can have two different functions. First, to clarify the organization of the passage, the questions can be about the function of the passage, the general organization (e.g. argumentative), the rhetorical organization (e.g. contrast, comparison), the cohesive devices (e.g. link-words), and the intrasentential relations (e.g. derivation, morphology, hyponymy). Second, to clarify the content of the passage, the questions can be about direct reference, inference, supposition, and evaluation.

Then, it can be said that the question-types and questions-function are constantly related since a given exercise uses a certain type of question, with a certain function. It can develop a particular reading skill of the students and of course, it can improve students reading comprehension.

2.1.4 Reading Comprehension

Reading comprehension is a process of reading in constructing meaning of the text by coordinating a number of complex processes which include word reading, word and word knowledge, and fluency. When the readers read, they should be able to recall the comprehension about the text. According to Neil (1992, p.16-19) about the definition of reading comprehension that,

Reading comprehension is making sense out of text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. It is the process of using one's existing knowledge (schemata) to interpret text in order to construct meaning. Comprehension includes understanding the information in the text as well as changing the knowledge one used to understand the text in the first place. Schemata are the reader's concepts, beliefs, expectations, processes virtually

everything from past experiences that are used in making sense of things and actions.

Thus, it can be said that comprehension is an interaction in getting the information or pleasure from processing a text into new things and actions with schemata process of the readers. Schemata is used in order to build new things and actions based on reader's previous experience to make sense the result of comprehension process.

2.2 Genre Based Text (GBT)

Jasmansyah (2008) defines that there are several genre based texts in English namely; narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item text. Those texts are genre based texts that are usually found in learning English. There are many examples about the genre based text such as in newspaper, books or magazines. However, the researcher only focuses on descriptive text in order to limit the scope of the research.

2.2.1 Descriptive Text

Descriptive text is kind of text to describe things, person and place specifically. It concludes the identification and description as generic structure of the text. The language features used in descriptive text are present tense and adjectives.

Sudarwati (2007) defines that descriptive text is a text to describe particular, person, place or thing. It has two generic structures, namely identification (mention the special participant) and description (mention the part, quality, and characteristics of the

subject is described). Language features of the descriptive text are adjectives and compound adjectives, linking verbs/relating verbs, simple present tense, and comparative degree. In order to know about descriptive text, the example about descriptive text which is taken from English textbook for junior high school can be seen at appendix 1.

2.3 Discovery Learning Method

Discovery learning method is one of learning method in scientific approach that is used by teachers in teaching and learning process. Sani (2014) defines that discovery learning method is similar to inquiry. Inquiry is an answer question process that solves the problem based on fact and observation. While discovery is to find a concept through a series of data or information which are retrieved through observation and experiment.

So, discovery learning method is actually a part of inquiry process.

As Illahi (2012) have demonstrated that discovery is a process of learning which emphasizes students' mental intellectual to solve various problems. Discovery is applied to the students in order to make them find a concept or generalization and apply in the real life. In the application, discovery learning method is presented simply, flexibly, and independently but empirically. Practical assessment is also needed to demand the students and optimize their intellectual intelligence independently without depending on the teacher directives. In teaching and learning process, the teacher does not present learning material immediately. Yet, the teacher presents learning material in form of final but the students are given opportunities for searching and finding the

problem solving that already becomes an orientation to analyze students' problem in learning.

Discovery is actually applied in science experiment especially in laboratory which needs teacher's help called guided discovery. Guided discovery is a method used to build a concept under the teacher monitoring. Discovery learning is cognitive learning method that demands the teacher more creative in creating situation which can make the students active to find their own knowledge. Additionally, Sani (2014) states that this learning method is also a good method suggested by Bruner Theory.

Discovery learning was promoted by Jerome S. Bruner as an example of constructivism. Bruner (1960) says that based on the learners' cognitive view, they creates their understanding through personal experience and interaction with external stimulus. Bruner's theory is a fusion of content and strategies which emphasize on discovery. The teacher helps the students to learn and use the varieties of problem solving, transforming good information, and help the students to learn how to do tasks in learning activities.

There are three principles associated with Discovery Learning theory, those principles are:

1. Instruction must be concerned with experiences and contexts which make the students willing and able to learn (readiness).
2. Instruction must be structured, it can be easily grasped by the students (spiral organization).

3. Instruction should be designed to facilitate students' interest and curious (going beyond the given information).

2.3.1 Advantages and Disadvantages of Discovery Learning Method

According to Illahi (2012), in discovery learning method, there are some advantages and disadvantages in applying this method in teaching and learning process.

Advantages of discovery learning method are:

- a. In applying material of discovery learning, teachers use activities and direct experience. Those activities and direct experience should be interesting and make formation about meaningful concepts.
- b. Discovery learning is realistic and meaningful. It means that the students learn with real examples.
- c. Discovery learning is a problem-solving model.
- d. Discovery learning is easy for students in comprehending a condition about the learning activities.
- e. Discovery learning gives the students opportunity to directly involve in teaching and learning activities.

While the disadvantages of discovery learning method are:

- a. In teaching and learning process by using discovery learning, teachers need much time than direct method because there are some steps when applying discovery learning method in teaching and learning process.
- b. Students' ability of rational thinking is limited.

- c. Students find difficult in comprehending the problems when using discovery learning.
- d. Discovery learning demands the students to be independent, belief with themselves, and have subjective behavior.

As Sani (2014, p.98) have demonstrated, there are some factors that can make the discovery learning method effective and successful. Those factors are learning process which should be made by structure and carefully, students should have initial knowledge and first skill for learning, and teachers should support that students' need in doing a research. Thus, discovery leaning method should be delivered well in order to make the method become effective and help the teachers to make the students more creative in the class. It can make the students become independent, have confidence and have subjective behavior in teaching and learning process in the class.

2.3.2 Steps in Discovery Learning Method

Sani (2014) states that there are five steps in discovery learning method. Those steps are:

1. Objective of learning is explained by the teachers
2. Practical or experiment direction is divided by the teachers
3. Students do an experiment based on teachers' supervision
4. Teachers indicate the indication that the students observed
5. Students summarize the result of experiment

There are some examples about application of discovery learning methods in teaching and learning process. Mostly, those examples are about practice and experiment in science. However, in this research, the researcher will adapt discovery learning method in learning language.

2.4 Previous Studies

There are some researchers who had done several researches about reading comprehension and discovery learning method. The first research is a research conducted by Widaningsih (2014) entitled *“Using Jigsaw Technique to Improve Reading Comprehension of Recount Text at the Tenth Grade Students of SMAN 1 Purwosari”*. The aim of the research was to improve students’ ability in reading comprehension using jigsaw technique. The subject of the research was all students of X MIA 3 (Matematika Ilmu Alam) of SMAN 1 Purwosari in the second semester of academic year 2013/2014. There were 35 students in the class. In the research, the researcher used classroom action research as research design with two cycles to achieve the criteria of success. The finding of the research showed that jigsaw technique improved students’ reading comprehension. It was shown also from the students’ reading test scores which passed the minimum standard that is 70 at the end of the cycle

II.

The second research is a research conducted by Wijayanto (2010) entitled *“Peningkatan Kemampuan Membaca Pemahaman Isi Teks Bacaan Melalui Metode Pembelajaran Penemuan (Discovery) Siswa Kelas IV SDN Ngadirejo 2 Kota Blitar”*.

The aim of the research was to describe application of discovery learning method in Bahasa Indonesia lesson to increase ability of IV grade students of SDN Ngadirejo 2 Kota Blitar in reading comprehension and to describe the result of raising ability of IV grade students of SDN Ngadirejo 2 Kota Blitar in reading comprehension through application of discovery learning method. The subject of the research were all students of IV grade in SDN Ngadirejo 2 Kota Blitar. In the research, the researcher used classroom action research as the research design. The research was conducted in two cycles. The finding of the research showed that the use of discovery learning method in learning activities in the class could improve students' reading comprehension. It was shown from the students' average scores in cycle II that is 72.7 in meeting 1 and 80.3 in meeting II. The criteria of success in cycle II improved 91% higher than the criteria of success was determined 80%.

Based on two researches, the researcher concludes that using discovery learning method in reading comprehension is a good method to be applied in the class. Although, these two researches have different methods, there are some similarities in the research. In this research, the research design is classroom action research and the topic of the research is reading comprehension. It is also the same as the two previous researches. The finding of the researches also gives good accomplishment. Therefore, the researcher is interested in applying the discovery learning method in teaching and learning reading comprehension in descriptive text for X Accounting 1 students of SMK Negeri 12 Malang. The reasons why the researcher has chosen X Accounting 1

students are that the students have low interest in reading and difficulties in reading comprehension because of the lack of the students' vocabulary knowledge.

The difference in this research with the previous researches is that this research uses discovery learning method as the technique. Whereas the previous research used jigsaw technique. The similarities are the previous researches used classroom action research as the research design and reading comprehension.

