

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives the review of related literature and previous studies. The review of related literature consists of review of reading comprehension, descriptive text, SGD, SGD procedure, and assessment of reading comprehension, while previous studies consists of some previous researcher that have been conducted by some researcher.

2.1 Reading Comprehension

Generally reading is a process of getting information from written words. Reading is not simply process of getting the meaning of the printed speech. It involves skills and visual recognition word. The reader interpreted what they have read and comprehend as Grabe and Stoler (2002, p.17) said that reading comprehension is an ability of understanding and interpreting information in a text correctly.

Reading will be success if the reader can comprehend the text well as Pang and Muaka (2003, p.14) stated that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking as reasoning. In addition, Cunningham and Stannovich (1998, p.20) explained that to comprehend the text, the reader must be able to recognize words and access text integration processes to construct meaning and retain the context of the words long enough for it to stimulate their stores of related in their long term memories.

According to Snow (2002, p.11) reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement

with the written languages. The words extracting and constructing here are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Reading comprehension entails three elements stated by Snow (2002, p.11):

1. The reader who is doing the comprehending.
2. The text that is to be comprehended.
3. The activity in which comprehension is a part.

Comprehension also is multifaceted process which can be affected by a variety skills. There are five comprehension skills according to Heilman, et al (1981, p.241):

1. Recalling word meanings (vocabulary knowledge)
2. Drawing inferences from content
3. Following the structure of a passage
4. Recognizing a writer's purpose, attitude, tone and mood
5. Finding answers to questions answers explicitly or in paraphrase

From all the definition above, it can be concluded that the goal of the reading is to comprehend the text. Therefore, reading comprehension is the ability to understand, construct, and recognize the meaning of the text, so the reader gets ideas and information from the reading text.

According to Heilman, et al. (1981, p.246), there are three levels of comprehension are identified and only those abilities at the core of understanding and reacting to information at different levels of thinking are presented:

2.1.1. Literal Comprehension

Literal comprehension refers to understanding ideas and information explicitly stated in the passage. The literal comprehension is fundamental to all reading skill at any level because a reader must first understand what the author said before he can draw an inference or make evaluation. In literal comprehension, it was hope the students can recognize the details such as fact and main idea.

2.1.2 Inferential Comprehension

Inferential comprehension refers to understanding ideas and information not explicitly stated in the passage. To get inferences or implied meanings from the reading material the reader read between the lines. Inferences are some ideas that the reader receives when the reader goes beneath the surface to sense relationship, put facts and ideas together to draw conclusion and make generalization. In this level, the students can infer supporting details, main idea which is not explicitly stated, and relationship of cause and effect.

2.1.3. Critical Comprehension

Critical comprehension refers to analyzing, evaluating, and personally reacting to information presented in the passage. Critical reading requires a higher degree of skill development and perception, because it involves evaluation, making a personal judge on the accuracy, value of what is being read. It means questioning, comparing, and evaluating.

In this study the students should achievement in the first level of reading comprehension that is literal comprehension level, because literal comprehension itself is a fundamental to all reading skill at any level, and it refers to understanding ideas and

information explicitly stated in the passage. Students should achieve this comprehension level because it deals with the problems that faced by the students about finding the main idea and the structure of the text. So, in literal comprehension level, it was hope that the students can recognize the details of the text, such as fact and main idea.

2.2 Descriptive Text

According to Corbett (1983), descriptive text is one of the expository writing. The description draws a picture, then tries to convey the sound, taste and smell of things or objects. According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

According to Friedman (2010), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers. The purpose of descriptive text is to describe a particular person, place, or thing.

The main objective of a descriptive text is to inform, it is the case of the technical descriptions in scientific encyclopedias, handbooks, dictionaries, guides.

Here is the generic structure of descriptive texts according to Barwick (1995, p.50):
(see appendix 4)

1. Identification; identifying the phenomenon to be described. Beside, identification is the part of paragraph that introduces the characteristic.
2. Description; describing the phenomenon in parts, qualities, or/and characteristic.

Here are some language features of descriptive texts according to Barwick (1995:51):

1. Using attributive and identifying process.
2. Relational process.
3. Using specific noun.
4. Using figurative language.
5. Using simple present tense.

2.3 Small Group Discussion (SGD)

In this research, the researcher used SGD technique as a solution to solve the students' problem in reading comprehension on descriptive text. Brewer (1997, p.23) writes that the purpose of using SGD technique is to contribute and circulate information on a particular topic and analyze and evaluate the information for supported evidence in order to reach an agreement on general conclusion.

Similar to this, Gibson (2010, p.4) stated that SGD technique can develop students' to formulate and debate arguments or to refine their critical understanding of a particular topic. Therefore, by using SGD technique, students could be easier to participate actively.

Group discussion help the students participate freely and actively. Here another advantage of SGD technique according to Brewer (1997, p.27):

1. All students in the group can participate.
2. It is a good way to get students interested in topic.
3. Student may more easily understand students' explanation than the teacher's explanation.
4. The teacher can identify the students who need assistance.

5. The teacher can identify individual opinion about the topic.
6. It helps the participant see relationship among ideas or concepts related to the topic at hand (U.S. Professional Teacher Training, 1983 in Brewer, p.27).

Based on Brewer (1997, p.25), there are three variations of SGD, they can be described as follows.

2.3.1 Cooperative Learning Group

In this variation, a small group of students works together to achieve a common goal. The goal of cooperative learning group are positive interdependence, face-to-face interaction among the students, individual accountability within the group, and interpersonal small group skill.

It is useful to foster cognitive development in the areas of retention and achievement effective development through socialization and self-esteem. SGD allow the students to get to know each other on a personal level and give them a sense of belonging to a team.

2.3.2 Problem Solving Group

These group exist in order to discover, inquire, and think critically. For example, several students might work together to solve mathematical problem through explanation. The purpose of this group is to approach real-life problems with an appropriate strategy. The students find many approaches to the problem and test them for the best possible solution. Problem solving group helps the students come to logical solutions and make responsible decisions.

2.3.3 Group Investigation

The teacher breaks the students up in to small groups based on particular interests. Each group has a certain category, and they gather information and analyze it for meaning. The students then prepare and deliver a presentation to the class about what they discovered. The process of teaches students to work together, listen to one another, and support each other's work and opinions. This is a group skill-building teaching method that strengthens peer interaction.

The researcher used cooperative learning group discussion to achieve the goal of this research, which was to improve the second year students' reading comprehension achievement through SGD.

Cooperative learning group operates on the premise that the students achieve more when they work together. It is the best way through socialization and self-esteem. So, it is good to improve the students' achievement in reading comprehension.

2.4 Small Group Discussion's Procedure

In line with Brewer's theory in 1997, the researcher wrote several steps in conducting SGD in this research. There would be three stages in a discussion in every meetings; there were introduction, directing the discussion, and summarizing the discussion

2.4.1 Introduction

The introduction should have four parts; instructional objectives, purpose, relationship, and advanced organizer. An instructional objectives should be given to the

students in the beginning of the discussion. Here the teacher should try to introduce the topic that familiar to the students, so they have a basis for discussion.

Then, in the purpose stage the teacher should explain why groups will be discussing the chosen topic. In the relationship in introduction, the teacher must explain how this information fits in with what has already been learned or what will be learned in the future. The last is advanced organizer, the teacher give some sort of attention-grabber that attracts the students' interest.

2.4.2 Directing the Discussion

The teacher is in charge of directing the discussion to get it started. The teacher should ask students if they have questions about the topic at hand, or the teacher may want to ask a few question from a prepared list to stimulate thought toward the topic.

Another way to begin the discussion is to ask the students to recall and share personal events that have happen in their lives that related to the topic. This is a good way to start the discussion and to get everyone involved. As the director who directs the discussion, the teacher should decide whether or not the students' are spending too much time on insignificant points.

2.4.3. Summarizing the Discussion

The teacher should summarize the discussion to make sure the students understanding what has been discussed. It is important to summarize to make sure all students are thinking along the same lines.

A final summary is essential at the end of the discussion. Basically, summarization is helpful for clearing confusion, covering main points, ending a discussion, and conveying consensus.

2.5 Assessment of Reading Comprehension

According to Klingner (2007, p.14) assessing reading comprehension is fraught with challenges, because it can be difficult to determine whether students really understand or how much the students really know and what they are actually thinking. Traditional measures tend focus on straight recall or literal understanding, but there is much more to comprehension than these.

Klingner further argued that reading comprehension assessment has different purpose. One of these is to compare students' comprehension levels to those of students in a forming sample. Assessment tools and method can helps teachers to assess their students. Assessment method encompass the means by which a teacher wishes to assess the students. Tools are instrument to measure each method. Formal method and tools included standardized test and age related developmental milestones. Informal method and tools include use of flash cards and anecdotal record.

There are many kinds of assessing technique for reading comprehension. Heaton (1995, p.105) proposed: word matching, sentence matching, pictures and sentences matching for initial stages of reading; matching test or intermediate and advanced stages; true or false reading test, multiple choice items, completion, rearrangement, cloze procedure, open-ended and miscellaneous items, and cursory reading. In line with Heaton, Brown (2004, p.190) has reading aloud, written response, multiple choice, picture-cued items, matching test, editing, gap filling test, cloze test, C-test cloze-elide test, short-answer test, ordering test, and summarizing test. In this particular study, the researcher will use multiple choice to assess the students' reading comprehension achievement.

The advantages of multiple choice according to Christensen in Clear Annual Conference 2005 are as follow:

1. Greater versatility measuring rote memory to more complex knowledge
2. Large amount of information can be measured in a short time
3. Evaluating large numbers of test-takers takes considerably less time
4. Scoring is objective and can be reliably completed

Since this test is to measure students' reading comprehension achievement, the researcher conducted the test at the end of the study, because the achievement test are often summative or administered at the end of the study (Brown, 2004, p.48).

This achievement test is consist of twenty multiple choice questions which are in intermediate level of difficulties level items. Students will answer each question in sixty minutes by crossing the right answer. Students will get four score for each correct answer and zero for a wrong answer or to no answer.

2.6 Teaching Reading in Elementary School according to K13

According to 2013 is learning curriculum (see appendix 1) that emphasize on affective aspect or behavioral change and competencies, skill, attitudes and knowledge, besides the lesson that way holistic and fun. 2013 curriculum for elementary, exemplary integrative theme.

To achieve the aims of teaching reading, we need the standard competence and basic competence because the standard and basic competence become a course and base to develop the main subject, learning activity and indicator competence achievement for assessment.

2.7 Previous Studies

Considering the importance of reading skill for an educational success, many researcher had conducted studies the use of small group discussion. Umiyati in 2011 conducted a research design about “The Effectiveness of Using Small Group Discussion in Teaching Reading Comprehension (Experimental Study at the Seventh Grade of SMP Sunan Bonang Tangerang)”.

The result of the study showed that SGD technique was an effective way in improving and enhancing the students’ reading comprehension. Based on experimental research of Umiyati in 2011, that SGD technique was an effective way in improving reading comprehension achievement so the researcher wants to collect data in the classroom action research. However, in this current research the researcher focuses on improving students’ reading achievement on descriptive text.

This current research used the standard students minimum score 75 and the target of this current research is 100% of the students in fifth grade can reach the standard students minimum score. The other previous study was done conducted by Kluwer in International Journal Applied and Basic Medical Research.in 2015, about the students’ or learners perspective on SGD involving students that SGD were interactive, friendly, inovative, built interaction between teacher and students.