CHAPTER II

LITERATURE REVIEW

A. The Nature of Reading

1. Definition of Reading

Reading is a process of gaining what the writers mean in printed symbol. It is supported by Rumelhart (1986: 722) as cited in Leu (1987:9) that reading is the process of understanding written language. (Hodgson, 1960:43-44 as cited in Tarigan, 2009:7) states that reading is a process that is done and used by reader to get the message that will delivered by the writer through words/text. Again, reading is recording and decoding process (Anderson, 1972: 209-210 as cited in Tarigan, 2009:7). Furthermore, reading is bringing meaning to and getting meaning from printed or written material. Based on former found explanation, it can be get conclusion that reading is understanding the symbol of language from the written illustration (Finochiaro & Bonomo, 1973: 120 as cited in Tarigan 2009: 9).

Reading is an activity to see and understanding the contents of that written by express or only in hear (Bahri, 2008:117). According to Allan and Arnold (2008:43), reading is defined as process of receiving and interpreting information encoded in language form via the medium of print. The main purpose of reading is to get information from its text. In
order to read efficiently, the reader should be able to use the basic knowledge and skills which are owned.

In the process, the reader tries to recreate the meanings intended by the writer. From the reading definition above, it can be concluded that reading is an active process of interpreting printed or written language, so the reader understand meaning, message, and purpose by recording and decoding process from printed or written material that connect reader to writer’s idea.

2. The Importance of Reading

Learning without reading is meaningless, because reading is very important to develop the knowledge. According to Ramelan (1990:1) Reading is a good activity for the learners, reading is also something crucial and indispensable since success of their study depends for the greater part on their ability to read. If their reading skill is poor, they are very likely to fail in their study or least they will have difficulty in making progress.

On the other hands, if they have good reading ability, they will have better chance in their study at school. It is caused that reading can helps the students to advance their learning instructions at home when the teacher cannot explain more about their lesson because of time limitation.

Ramelan also says “even after leaving school, reading will be of much use for students by reading a lot of literary works on various kinds of subject their mind will be more developed in maturity. Moreover, they
will have to remember that there is no journey’s end for education oneself. More reading for students at school and after they graduated their study at school”.

In short, reading is very important for the students. By reading, the students will get more information, knowledge, and vocabulary. It can also improve their understanding and advance their reading speed.

3. The Purpose of Reading

The purpose of reading is looking for and getting information from books or texts. In reading, the students have to understand the idea, the context, and the meaning of the texts on the passages. Resmini (2007) states that the main aim of reading comprehension is to understand the message of a passage and emphasizing the mastery of passage content rather beautifully and quickly. Hence students must comprehend the text for getting much information from written text.

According to (Bahri, 2008: 118) reading without purpose is like sail without a destination. Therefore, the destinations have important meaning in reading than fined the first destination will be achieved in a reading book.

According to Tarigan (2008: 9) the purpose of reading are as follows:
a. Reading for understanding

The students read text in order to understand the ideas contained in reading.

b. Reading for detail of fact

Detail of facts means information in the text or written language. The students read to gain detail information of text and get what the writers feel and experience.

c. Reading for enjoyment

This reading is just for fun. The material such as fiction, short story, and poem.

d. Reading for main ideas

It is to find the problem that will be discussed in reading text. Students read the text to know why the topic is good, what is the problem in the text, and make a summary of the text and know the content of the text. The students also should know the main idea of every paragraph they read.

e. Reading for sequences or organization

It is aimed to know the structure of the text. Students read a text to know what happens on each part of every episode in the story and to solve the problem of every story.

f. Reading for inference

Students read the whole text to find out the ideas of the text. It is to find out the conclusion from the action or ideas in the text.
g. Reading for classification

Students read the text to classify some information or action of the writer in the text or paragraph. It is aimed to know the uncommon things in reading text.

h. Reading for evaluation

The students will take the value of a text or story to evaluate them.

Based on the description previously, reading has some crucial aims namely reading for understanding, searching detail of the information of the text, finding main ideas, organizing the structure of the text, finding a conclusion, classifying the uncommon things in reading text, evaluating the story of the text, and creating enjoyment.

4. Specific Reading Skills

Swan and Greenall (1993: 2-4) state that everyone reads with some kind of purpose in mind; generally speaking, the purpose is either to enjoy oneself or to obtain information of some kind. Effective reading means being able to read accurately and efficiently, and to understand as much of the passage as you need in order to achieve your purpose. It may also be necessary to reproduce the content of the passage in some way or other, such as discussing its main ideas or writing a summary. Not everyone can read effectively even in their own language. Sometimes comprehension failure happens and the reader is unable to achieve his/her purpose. This comprehension failure may be simple matter of not knowing the meaning of a word; but it’s just as likely to be a deficiency in one or more of a
number of specific reading skills. The exercises in this book are grouped under headings which refer to the following specific skills.

1. Extracting main ideas

Sometimes it's difficult to see what the main ideas of a passage are, or to distinguish between important and unimportant information. The exercises in this section encourage you to read for the general sense rather than for the meaning of every word.

2. Reading for specific information

It's not always necessary to read the whole passage especially if you are looking for information which is needed to perform a specific task. The activities here are set to practice this skill in a variety of different ways.

3. Understanding text organization

Readers may sometimes have trouble in seeing how a passage is organized. The exercises in this section give practice in recognizing how sentences are joined together to make paragraphs, how paragraphs form the passage, and how this organization is signaled.

4. Predicting

Before reading a passage, we usually subconsciously ask ourselves what we know about the subject matter. This makes it easier to see what information is new to you and what information you already know about as you read the passage. Developing this technique
ensures that as you read, you are not overloaded with too much new information.

5. Checking comprehension

On certain occasions, such as in examination, you need to study the passage very closely to find the answer to a question. The information you require is in the passage; all you have to do is find it.

6. Inferring

A writer may decide to suggest something indirectly rather than state it directly. The reader has to infer this information, which may well be one of the passage’s main points. Some readers may need practice in understanding what a sentence implies.

7. Dealing with unfamiliar words

One of the commonest problems facing the foreign learner is simply not being able to understand a word expression. But it is often possible to guess its general sense by looking for clues in the context. Exercises in this section develop the skills needed to make reasoned guesses about the meaning of new vocabulary.

8. Linking ideas

In any passage an idea may be expressed in a number of different words or expressions. The exercises here give readers practice in seeing how different words are related to the same idea.
9. Understanding complex sentences

Some writers use deliberately complicated style in which it may be difficult to distinguish, for example, main clauses from subordinate clauses. Other writers are unintentionally obscure. The effect is that it is easy to lose sight of the general sense. In this section, the reader is given practice in seeing how long and complicated sentences can be simplified.

10. Understanding writer’s style

An important part of the pleasure in reading is being able to appreciate why a writer chooses a certain word or expression and how he/she uses it. A number of stylistic devices and features are discussed in this section.

11. Evaluating the text

A lot of information about the passage may be contained in the reason why it was written, or the purpose that certain sentences serve. For example, it may be important to distinguish between a statement of fact and an expression of the writer’s opinion. This section helps develop the reader’s more critical faculties.

12. Reacting to the text

Sometimes a passage may be interpreted according to the reader’s own views on the subject being dealt with. It this section, practice is given in separating what the writer says from what the reader thinks.
13. Writing summaries

This section gives practice in what is strictly speaking a productive skill. But to be able to write accurate summaries requires accurate comprehension of the passage. Please note that the length of the summary depends on the extent of the original passage. In an examination (for example the Cambridge Certificate of Proficiency) the length of the summary varies, but it is usually up to 100 words. You may want to give your students exam practice by asking to write shorter summaries.

B. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is reading with knowing, absorbing, and understanding. The understanding of written text means extracting information from it as efficient as possible. A reader will understand a text after comprehending it, because comprehension occurs when a reader understand and get the meaning and information from the text. Reading comprehension is the process of making meaning of text. The goal is to gain an overall understanding of what described in the text rather than to obtain meaning from isolated words or sentences (Wolley, 2011: 15).

Furthermore, reading comprehension is a process that involves the orchestration of the readers’ prior knowledge about the world and about the language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own
comprehension and reflecting. The process also involves such is governed by a specific context, and it is independent on social interaction. It is the integration of a specific context, and it is independent on social interaction. It is the integration of all there processes that account for comprehension (Weaver, 1994 as cited in Ahmad, 2013:3).

In summary, reading comprehension is reading with understanding in order to get an overall understanding of a written language and can implement the information appropriately.

2. Components of Reading Comprehension

In comprehending the reading material, the most important thing that needs to be considered is the components of reading. According to Hoover (2008:10) there are five essential components of reading, those are:

a. Phonemic awareness

Before mastering reading skills, knowing phonemic awareness is needed as the foundation of reading. Phonemic awareness is described as the ability to hear, identify, and manipulate the individual sounds-phonemes-in spoken words. It is also part of phonological awareness such as syllables and rhymes.

b. Phonics

To be master of reading, students also should have ability to recognize the relationship between letters and sound in spoken
language and how to apply that knowledge in reading words. That ability is called as phonics.

c. Fluency

In reading, fluency is vital to comprehension. Fluency is the ability to read text quickly, accurately and with expression. By having good fluency in reading, the words and group words can be recognized by the students automatically during the reading process.

d. Vocabulary

Before the students can understand the meaning of spoken or written text, knowing the words mean is needed by the students. Knowledge of the meaning, use and pronunciation of individual words is known as vocabulary. In order to communicate effectively, the students should have good vocabulary skills.

e. Comprehension

In teaching reading, comprehension is identifies as the primary goal of reading. Comprehension is the ability to understand what one is reading, to relate a text to what one already knows while also constructing new knowledge and understanding.

Based on the previous explanation, it can be concluded that the major components of reading comprehension influence students in comprehending a text. Each student has interpretation based on his understanding of a text. It is built by some components such as phonic awareness, phonic, fluency, vocabulary and comprehension. The
students will comprehend the text if they master the major components of reading comprehension.

C. Rotating Trio Exchange

1. Definition of Rotating Trio Exchange

Rotating Trio Exchange Technique is the way to rotate the group which consists of three members. It is a certain way to the students for discussing a problem with a half of their classmate (not all of the students in the class). The exchanged opinion can be transformed easily to the material that is taught in the class. Silberman (2008:103).

Rotating Trio Exchange Technique is a kind of activity that is done in the classroom where involves the students, by dividing the students into some groups which consist of three members, two of them should move to other groups. In each rotating, the teacher gives them the test and it has different level hardness so the students are able to understand easily the lesson has been explained through rotating trio exchange technique. (YelliMas’ud, 2009).

2. The Procedures of Rotating Trio Exchange

Good technique should be supported with good procedures of applying. These are some steps to apply Rotating Trio Exchange technique:

a. Compose a variety of questions that help participants begin discussion of the course content.
b. Divide participants into trios. Position the trios in the room so that each trio can clearly see a trio to its right and to its left. (The best configuration of trios is a circle or square.)
c. Give each trio an opening question (the same question for each trio) to discuss. Select the least threatening question you have devised to begin the trio exchange. Suggest that each person in the trio take a turn answering the question.

d. After a suitable period of discussion, ask the trios to assign a 0, 1, or 2 to each of their members. Direct the participants with the number 1 to rotate one trio clockwise and the participants with the number 2 to rotate two trios clockwise. Ask the participants with the number 0 to remain seated. They will be permanent members of a trio site. Have them raise their hands high so that rotating participants can find them. The result of each rotation will be entirely new trios.

e. Start each new exchange with a new question. Increase the difficulty or sensitivity of the questions as you proceed.

f. You can rotate trios as many times as you have questions to pose and the discussion time to allot. Use the same rotation procedure each time. For example, in a trio exchange of three rotations, each participant will meet six other participants in depth.

Silberman (2008: 103)

3. The Advantages of Rotating Trio Exchange

Rotating Trio Exchange Technique refers to a type of cooperative learning which can be applied in English class. The strength of the application of rotating trio exchange technique as follows:

a) Students can cooperate with their friends
b) Discussion among them happens optimally
c) Students will be more fun by movement
d) Students will understand their environment
e) Students feel secure by getting information from their own friends.

Huda (2015: 170)

4. The Disadvantages of Rotating Trio Exchange

Rotating Trio Exchange Technique refers to a type of cooperative learning also has disadvantages. There are some disadvantages in using cooperative group of three, they are:

a) There will be many groups report their work to the teacher
b) Teachers should monitor many groups
c) The appeared ideas are fewer.

Huda (2015: 171)
D. Relevant Research on Rotating Trio Exchange Technique

Based on previous research, Rotating Trio Exchange technique gave much positive effects for the students. A research shows that Rotating Trio Exchange technique also can improve social skills of the students in English. Pratama, Kamsiyati and Budiharto (2013:5) state that Rotating Trio Exchange is effective for teaching mathematic, because by using this technique the students are able to share their ideas each other by turning the group. So, every student can get the information or knowledge from their friends and that is ongoing until the rotation is end. (Karlina, 2013:7) states that mostly students work together and share the ideas to others. It means Rotating Trio Exchange can improve the social skills. It is very important, because they help passive students to be more active, understanding the lesson, and sharing what the students think. Again, this technique is used in mathematic class. Rotating Trio Exchange can improve the activeness and the achievement of the students in learning mathematic. It is caused that the students are able to help and share the information each other (Mulyaningsih: 2013).

Rotating Trio Exchange also can be used in teaching science effectively. Nurhayati, Amran and Erviyenni (2013:7) state that the use of small group in cooperative learning Rotating Trio Exchange can improve the students’ activeness. This grouping can solve the students’ problem when they just depend on their group friend. Besides that, the students do not have opportunity to do inappropriate activities in teaching learning process, for example: chatting with their friends, because if there are one of the group
members feel lazy to discuss, the other two are still focus discussing, it can make the former lazy student returning to the group and finish their work.

Moreover, Wahono (2013:58) finds that Rotating Trio Exchange can build the students’ social interaction and give new learning style to the students. In addition, Ningsih (2014:6) states that RTE also make better learning atmosphere in teaching learning process. It makes fun the students to read the text and discuss the problem. According to Inombi (2013:2), Rotating Trio Exchange can make better the students’ achievement in 5 indicators of reading: main idea, inference, implicit meaning, explicit meaning, and synonym antonym.

Finally, from the previous research, Rotating Trio Exchange can be effective to teach reading, because in the activity of applying the technique the students will have more activity in learning process, creativity in answering or solving given problem that gain students’ critical thinking, and also helping the students achievement in reading.

E. Basic Assumptions

Teaching English is very important, especially in teaching reading, because through reading the students can enlarge their knowledge and they will get information through reading. There is a method that helps the students to develop and reinforce their reading comprehension. That is Rotating Trio Exchange.

Rotating Trio Exchange is a way that can be effective to teach reading. Through Rotating Trio Exchange the students will enjoy studying material
that they may not be able to read on their own. In applying this technique, students will work in heterogeneous groups in that have different ability. Second, it ensures that all students feel successful by providing support to the entire group. Third, it assists students in learning where to look and / or focus their attention in teaching process.

Rotating Trio Exchange technique is rarely used in language class research, only several researches that can be found, it is often used in research of mathematics, physic, science and social class. Therefore, this technique will be examined in language class, whether or not it is effective for teaching reading.

It is assumed that using Rotating Trio Exchange is an appropriate way in teaching reading, because this technique is able to motivate and help them to learn better reading. Finally, Rotating Trio Exchange is effective for teaching reading, especially for the second year students of Junior High School.

F. Hypothesis

Based on the theoretical background and framework of thinking that has been described above, it can be formulated hypothesis of this study as follows:

“The application of Rotating Trio Exchange technique is effective towards the students’ reading achievement at the second year students of Junior High School”.