CHAPTER II
THEORETICAL REVIEW

A. Reading

1. The Definition of Reading

There are a lot of definitions of reading, some just to make clear what reading is. From many definitions of reading, the writer would like to present the definition of it from Leu (1987:8), Rumelhart (1987:9), and Leu and Kinzer (1987:9). Reading means the process of getting meaning, which guides the reader in knowledge or factors of understanding written language correctly.

Reading means to look and understand the meaning of written or printed material. As our knowledge of the reading process has involved, the first step, it would be useful to find out the conception of reading. Knowing the definition of reading is one way to make the conception about reading is clearer. “Getting meaning from print” is one way to define reading. The same opinion is also stated by Leu that reading is getting meaning from the print (Leu, 1987:8).

Rumelhart in Leu (1987:9) stated that reading is process of understanding written language. Its begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author’s tended massage a skilled reader must be able to make use of sensory, syntactic, semantic, and pragmatic information to accomplish his task.
Reading is a developmental, interactive and global process involving learned skills. The process specially incorporates an individual’s linguistic knowledge, and can not linguistic internal and external variables or factors (Leu and Kinzer, 1987:9) positively and negatively influence both.

All those definitions are personal, based on one’s view how one reads and how reading ability develops. It views reading in a broad sense, recognizing that reading requires learned skills as well as a reader’s existing knowledge. Arriving of meaning is considered the goal of reading. Basically that any definition of reading is only a guide and must change our knowledge of the reading process grows.

2. The Importance of Reading

Reading is important to develop our knowledge. Learning without reading is less, a student who confides in what in his teacher give at class without having an effort to read much reference will not pass in the time and success. According to Ramelan (1990:i) “reading is a good activities 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. When doing reading activity, the focus is not only on the pronouncing the words the sentences by also the attention on the meaning. Because reading is the process that is held by the reader to get message revealed by the writer through words or written language. Alexander (1988: XI) says that reading is ability to read a passage of English aloud. The
students should have a fair grasp of the rhythm of the language if they never pronounce unfamiliar words correctly or ability to read silently and understand words of fiction or nonfiction.

If their reading skill is very poor they are very likely to fail in their study, or at least they will have difficulty in making progress, in other hand, if they have good reading ability, they will have better chance in their study at school. Ramelan also says” Even after leaving school, reading will be of much use for students, by reading a lot of literary works an 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 educating oneself. More reading means more knowledge. From the statement above we know the importance of reading for the students at school and after they graduated their study at school.

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.

According to Anderson (1989:35) there are some purposes of reading, those are:

a. Reading for details or facts

The students read the text to get or know the inversion that have been done by the writer or solve the problems of the writer.
b. Reading for the main idea

The students read the text (books) to know “why is the topic is good or interesting, then the problems on the passage, and make summaries of the passage.

c. Reading for the sequence or organization

The students read the text to know “what is happening in each part of the passage in every episode and solving the problems of the text”.

d. Reading to classify

Students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading for inference

The students read the text in order to find out the conclusion from the actions or idea in the text.

f. Reading to compare or contrast

The students read to compare the plot of the text or content whether having similarity with the readers or even contrast.

The purposes of reading above proven that reading is important part in the students’ daily learning process at school. So in this case the students should catch the factors influencing reading.

4. Component in Reading

The more important thing that needs to be considered is the component of reading. We know component will support the success of understanding reading material and contributing an important way to
read. According to Donald et.al (1987: 31-38) there are six components of reading comprehension.

a. Decoding Knowledge

Decoding knowledge is important for comprehension other time it is not. Decoding knowledge is important for comprehension when determining the oral equivalent of a word helps a reader identify meaning. Knowing how to determine the oral equivalent of a written word enables beginning readers to access the meaning of most words in the oral language.

b. Vocabulary Knowledge

Vocabulary knowledge means word meaning used to determine the appropriate meaning for a word in particular context but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat about specialized vocabularies. Before students read an article about the developmental stages of butterfly, for example, you could explain the meaning of unfamiliar words that will appear such as chrysalis, pupa and metamorphosis.

c. Syntactic Knowledge

Syntactic knowledge means knowledge of word order rules that determine grammatical function and sometimes the meaning of words. Syntactic knowledge includes understanding word order that exists
within sentences and permits you to determine the grammatical function and the meaning of words.

Familiar with the more syntactic pattern in English become especially important to develop reading ability and as the structure of the sentences. They encounter while reading become more complicated.

d. Discourse Knowledge

Reading different literature is enjoyable to promote the development of discourse knowledge. Discourse knowledge means knowledge of language organization at units beyond the single sentence level includes the knowledge of structural organization of different types of writing. Knowing the structural organization of different types of writing useful during reading comprehension. Besides that it is used to know whether your reading important is likely to be true or false.

e. Readiness Aspects

Readiness refers to two different concepts, traditionally and recently. Traditionally, reading readiness is ability of a student to benefit from initial reading instruction. According to this view, a young child must develop a number of readiness skills. Traditional readiness skills are important instruction during kindergarten and beginning of the first grade. Recently, reading readiness has wider definition. It included being ready to read and understand a particular
selection. Reading instruction in this case, consist of activities that prepare students to read a specific story such a developing background knowledge about the topic of the selection, learning new vocabulary word, understanding the purpose for reading selection or learning comprehension skills required to understand the selection.

f. Affective Aspect.

Reading is an effective language process of comprehension. All reader comprehends better when they are interested in reading. The differences are noticeable among less make reading instruction as interesting and enjoyable as possible. This aspect will increase motivation and facilitate reading.

The major component of reading influences someone in comprehending the text. Readers have different interpretation based on their understanding of the text. The readers will comprehend the text perfectly (it means that the reader know what the writer means in the text), if they master the major component of reading.

B. Theories of Students’ Activeness

1. Students’ Activeness

A students’ activeness means the students action of taking part in something. Related to this research, the students should be able to fully active in following the reading lesson given by teacher both mentally and
physically. According to (Glorier, 1981:13), activeness is capable of functioning, causing or initiating action or change.

Based on definition above, it can be said that activeness is someone’s involvement in both thought and energy to get the benefit from the activity. In this case, there are two kinds of activeness, i.e.: contributive and initiative activeness. According to Paulo Freire (Basrowi, 1997:143) contributive activeness is activeness that supports active to follow learning well. While initiative activeness aims more to the autonomous activity in doing the tasks by making brief notes. While based on (http://www.Answers.com/topic/contributive) contributive means tending to bring about; being partly responsible for. Whereas in Miffin. (Miffin: 2007), initiative means the power or ability to follow through energetically with an assignment or task; enterprise and determination. Thus, both contributive and initiative activeness will form the students always be active and creative, so they realize that science just can be got through the hard effort and realize the meaning of the importance of study.

Based on the definition above, the indicators of activeness, below:

<table>
<thead>
<tr>
<th>Table 2.1 Type of Activeness</th>
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<tbody>
<tr>
<td>Contributive Activeness</td>
</tr>
<tr>
<td>Asking question</td>
</tr>
<tr>
<td>Answering question</td>
</tr>
<tr>
<td>Giving opinion/suggestion</td>
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</tbody>
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The indicators of activeness above have to be observed by the teacher or the collaborator teacher during teaching learning process. This
system can be followed by the students that have desirability to join and to work hard. Consequently, through their learning funds, students will be more responsible toward the implementation of learning because they have motivation to learn. A teacher should motivate the students.

2. Criteria to make the Students’ Active

There are some criteria to make the students’ active in the learning process. Teacher must be creative, invent new strategy and adapt existing new ones to your needs. He or she develops a plan for an active learning activity in the class, try it out, collect feedback, then modify and try it again. A good teacher must start from the first day of class and stick with it. Students will come to expect active learning and perform better. Moreover, a teacher must be explicit with students why you are doing this and what you know about learning process. He or she has to increase their changes to work with different people request students vary their seating arrangements. A good teacher makes the students have occasionally paired up with the student behind them, since friends often sit side by side.

To support a good reading teaching learning process the writer proposes some considerations of active learning in the class proposed by Kagan (1994: 145). First is students centered in the class. Second is meaningful leaning which the context is relevant to students. Third is motivation which can make the students be a part of the learning process. Fourth is accommodating the students of many learning styles. Fifth is if the students are able to ask and answer the teacher’s questions. Sixth is if
they are able to give opinion about the lesson which is given by teacher and students are active in any kinds of discussion in the class.

While, the active learning is the way to present the teaching materials in which the teacher gives chance to the students for share and give their ideas in order to collect an opinion, take a conclusion or arrange the various alternatives to solve a problem.

3. Causal Factors of Students’ Low Activeness

According to Soli Abimanyu as quoted by Sukidin dkk (2002:153), at least there are three factors that cause students’ low activeness in teaching learning. First is if the students not able to formulate her or his ideas independently. Second is if the students not dare to express an opinion or idea for others, and students not accustomed to competition in expressing their opinion or idea with their friends.

The mistakes above are not burdened for the student but the teacher responsible that problems above. Sometime teacher aware or unaware had implemented the authoritative and avoids questions from students; convey the material object use one way communication, and also considering the student as a recorder, an acceptor, and a memorizing. The teacher need a positive respond concretely and objectively to improve students’ activeness.

The quality of education can be realized if teaching and learning activities run effectively. It means that learning process can run smoothly, directly, and appropriately with aims of learning. There are at least four
criteria of effective teaching learning process, first, be able to expand generalization concept and also be able to change abstract material lesson become clear and evidence. Second, be able to balance style and speed of learning of learners who are different. Then the third, be able to balance learning development of learners that are different. The last, be able to involve learners actively in teaching so teaching learning process can reach the aims of program that have been decided. (Yursin in Sukidin. 2002:156)

4. Getting Students to more Active in class

Increasing and maintaining active learner are important to establish an effective classroom. Students who actively involved in learning activities benefit from learning time. Learner involvement includes time spent listening to the teacher; time spent to attending to activities and most importantly time actively participating in learning by asking and answering question. According to Janette M. Baker, the following suggestions can increase the students’ activeness in learning activities. First, provide students many opportunities. Second, provide safe and encouraging environment. Third, explain the value of the lesson material and the connection to learning. Fourth, provide a discussion rubric, which include good students’ activeness example.

Teacher is not only people who teaching, but also people who teaching them selves through conversation to the learners. Learner is an individual who has potential and achievement that can be expended. If the
teacher can place themselves as facilitator of learning who device attention to learner actively in took learning in the class or out the classroom.

C. Cooperative Learning

Cooperative learning is an attitude or an action in working together or helping among people in a regular cooperation structure in a group that consist of two or more people where the success of working in affected by involvement of each member of the group (Solihatin and Rahardjo, 2005).

Cooperative learning consists of heterogeneous student who have different intelligence competence, or gender and etc. The students have responsibilities to increase their competence to reach learning objectives. The purpose of constructing the small group in cooperative learning is to give chance for students to be active in thinking process and classroom activities. According to Slavin (1998: 3) “One of the most important reasons that cooperative learning method is developed is that education and social scientist have long known about the detrimental effects of competition as it is usually used in classroom. This is not to say that competition is always wrong. If properly structured, competition can be effective and harmless.

From the statement above, we know that cooperative learning is an effective method to motivate students in increasing their knowledge and their social interaction, so competition in teaching learning process is not dangerous to students. Cooperative learning is different form of teamwork
as usual. According to Abdurrahman and binturo (Nurhadi, 2003: 60 – 61) in cooperative learning there are four elements, they are:

1. Positive Dependence Among Students

   In this stage students will help and motivate each other in their team in comprehending materials and exercises depend on the role of the materials. So there is an interaction among students.

2. Personal Interaction

   Students in the team can communicate and interact face to face an other in the team without looking at the differences in each person. It will make relationship among students are closer.

3. Individually Responsibility

   The students have responsibilities them selves and their team to improve their knowledge because the scoring is taken from individual score and team score average. So, students should improve their knowledge.

4. The Competence in Making Interpersonal Relationship

   In cooperative learning, social competence is created intentionally between students’.

   Cooperative learning makes student easy in getting information from the material or lesson because they can cooperate with their friends. It also helps students who have less comprehension before they ask to the teacher.
D. Pair Works

1. Definition of Pair Works

Pair work activities are an integral aspect of many teachers’ approach to language teaching. According to Walter (1984: 65) pair work is able to give student chance to active more and improve reading fluency. Besides that, students are also able establish their responsibility and independence in studying the language. They can express themselves freely without being afraid and shy when they talk to their friends. The definition of pair work according to Brown (1994: 173) is “Pair work is simply group work in group of two” group work that consists of two people or pair work is supported by Doff (1990: 137) who starts “In pair work, the teacher divide the whole of class into pairs every student work with his or her partner. It is also known as simultaneous pair work”.

Pair work need to be used in the class to improve student spirit in learning process. The technique also can make English lesson especially reading more interesting and motivating for students and they are able to express themselves freely without having worried of making mistakes or simply shy when they are discuss the material, as well as to give the students to share their ideas longer.
2. The Aim of Pair Works

   English teacher should be able to provide the students with chance to communicate with each other. For that reason pair work is necessary to make students able to improve students active in reading.

   Moreover, pair work requires rather little organization on the part of the teacher and at least at principle, can be derivate in most classrooms by simply having learners work with the person sitting next to them. From the time management, the time taken for pair work to be carried out need not be extensive doe to only two students who participant in the group. (MC. Donough and Shaw (1993: 227).

3. The Kinds of Pair Works

   There are several kinds of pair work organization. Byrne (1986: 54) explains that there are three ways of getting the learners to work in pair:
   a. Open pair work.

       Open pair work is where the students work informally across the class with one and other.

       For example: asking and answering the question under teacher supervision.

   b. Fixed Pair

       Fixed pair is each student completes an activity with the same partner. Subsequently they may change partners, either to repeat the activity or to extend.
For example: by reporting something normally, the student work with neighbor for this type of pair work.

c. Flexible pairs

Flexible pairs are each student interacts with a number of students in order to complex a task. This type of pair work normally requires the student to move freely in large classes. The procedure can be modified however, so that the students interact only with those in their vanity without moving around.

It is clear that the organizing of student in pair work is not always with someone who sits besides him or her, but it can be combined with another student like the information above.

4. The Advantages and Disadvantages of Pair Works

Work in pair has a lot of benefits. As meaning by Harmer (1983:245) “Pair work is a way of increasing students’ activeness. It can be used for enormous number activities whether speaking, writing or reading”. Base on this point of view, pair work is way to improve students’ activeness in reading.

Other benefits of pair work stated by Harmer (1983:224), they encourage student to use the language cooperate, and improve students learning motivation.

“Pair work immediately increase amount of student practice. It allows the students to use the language and also encourage student cooperation when is itself important for the atmosphere of the class and for the motivation it gives to learn with others. With pair work then students can practice language use and joint learning”.
In pair work students get lots of benefits, for instance student active more in the learning process, share thought and increase their motivation. These three positive features stated by Kauchak and Eggen (1993:171). First is easy to learn for example, students can learn to make comparison in visual displays with little training. Second is working in pair encourages each member of pairs to contribute and the likelihood of one or more member of a group being left out is less than it would be in group three or more. Third is the purposes of equitable distribution, the class is effectively cut in half. Involvement is high when the pairs are working and the teacher have to call on only half as many students as they would during a whole class discussion since each is reading for a pair.

According to Mc Donough and Show (1993:227) pair work has several benefits:

“Pair work immediately increase amount of teacher and at least in principle, can be activated in most classrooms by simply having learners work with the person sitting next to them the time taken for pair work to be cried out need not to be extensive”.

However, pair work also has several weaknesses. First, the lack of good “language model” such as a teacher, the used of their mother tongue instead of the target language. Second, the inappropriate students’ speaking is not well corrected. Third, students who are working in pair for a long time will get bored and as the consequence students probably will not focus and will produce destructive behavior (Mc Donough and Shaw 1993:237).
Another important part of pair work is that it should give students the chance to share real information about the reading text. The goal of communicative teaching which utilizes pair work activities is to establish a truthful exchange of meaningful communication. By using pair work in our classes we can help our students see that language usage is more than the sum of its grammatical parts, it is about effectively connecting with others in order to establish the students as a unique and valuable member of the classroom community.

E. Reading Activeness through Pair Work

The following steps in using pair work technique in reading are quoted from Hasibuan and Moedjiono (1985: 23-24). Those are:

1. The teacher proposed the problem or text to be discussed and gives a necessary direction to the students how to solve problem in pair.

2. The teacher and the students can determine the main problems together and the problem that will be solved have to be formulated clearly in order that the students can get a good comprehension.

3. The students discussed an issue or text with their partner while the teacher walks around from one to another and takes care that each of member has activeness. Each of members has exactly known the discussion material and how to solve it.

4. Then, each couple of pair work has to report their discussion result, and other friend give reaction, protest or question.
5. Finally the students make a note about discussion result and the teacher collect the discussion result from each couple.

Through pair work, the students can develop their idea and improve their reading knowledge effectively. Pair work is refers to Konfusius a Chinese philosopher who said that, “What I heard I forget, what I saw I remember, and what I did I understand”.

F. Basic Assumption

The writer has assumption if using Pair Work in reading class can improve the students’ activeness. With Pair Work, students can think perfectly and do not think individually because they can share their ideas between students who have low competence and high competence.

Pair Work will more motivate students to do the lesson and give more challenge understanding in the lesson provided through cooperative learning, because the students are involved in the learning process, so they are more active in the classroom.