CHAPTER II
LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading means a way in which something is interpreted or understood by our selves. According to Finochiaro in Tarigan (1994:8) reading is changing meaning to and getting meaning from printed or written material. It means that understanding a written text means extracting the required information from it as efficient as possible. The reader looks at and understands what is written. The key here is “Understand”. Reading does not mean the foreign learners (or indeed any reader) need to understand everything in the texts. While according to Ramelan (1990:1) Reading is skill that should be mastered by the students. Through reading, people can explore places or countries that have never been visited before and mind the ideas of great people in the past, all of which will enrich experience and knowledge. Reading is very important and essential for the students. In principal, reading is a process to understand the message available in the text. Lado (1964: 131) describes that reading is as an activity to understand whole sentences from the part of identification based on their written representation. Leu and Kinzer, (1987: 9) stated that Reading is a developmental, interactive and global process involving learned skills. The process specifically
incorporates an individual’s linguistic knowledge and non linguistic internal and external variables or factors. Different from Leu and Kizer, Goodman (1990:23) Reading works at a social activity or sociolinguistic level by persuading the writer and the reader, since in reading the reader communicates with the text. It means that when the reader reads the text that is written by written, they can understand what the writer means. Otherwise, when the writer writes the text that will be read by the reader, they want to deliver their ideas by writing. From writing the readers can read the writer’s writing.

2. The Importance of Reading Ability

Reading is important to develop knowledge. Learning without reading is useless. Students who only confides in what his teacher gives in class without having an effort to read many references will be not pass in time a success in study.

Ramelan (1990: 2) stated even after leaving school , reading will be useful for students. By reading magazines, newspaper, and books on some kinds of subject, students mind will increase in maturity.

According to Widyanto (1995:62) reading is a main skill to reach a successful study. Students who only confine in what their teacher gives in the class without having an effort to read much reference will not pass in time and success. More reading means more knowledge. There are five points in the importance of reading way to get a successful study. They are as follow:
1. Reading is the full learning resource.

2. Reading is the cheapest learning resource.

3. Reading is the easiest learning resource.

4. Reading is the most speed learning resource.

5. Reading is up to date.

   According to Smart Communication (2011) in (www.Smartchools.ph), there are eleven points of the importance of reading as a way to succeed in study. They are:

   a. Developing good reading skill can improve the students’ ability to comprehend concepts and ideas.

   b. The students have the ability to broaden the interest.

   c. Reading regularly increases the vocabulary.

   d. Reading can find out some information that we need for some practical purpose.

   e. Reading develop critical thinking, thus, ensuring that your students will able to comprehend concepts and ideas.

   f. Reading develops a person’s creativity.

   g. Reading can develop positive values in the students.

   h. Reading can increases a students’ ability to concentrate.

   i. One’s influence in language and consequently, communication skills are improved by reading.

   j. Reading also improve the students’ writing skills as they are able to subconsciously acquire good writing style.
In conclusion, reading is very important for students either at school or after they graduate from their study. Reading is important to build vocabulary for English lessons. It is realized that reading skills or reading activities will open knowledge widely, giving more vocabularies and information.

3. The aim of reading

The main aim in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of reading text. Tarigan (2008: 9) stated that there are some aims of reading:

a. Reading for details fact

In this type of reading, people read a text to get detailed information of it, know the inference done by the writer or solve the problem of the writer.

b. Here, people read the text to know “why are the topics good or interesting. Then the problems on the text and order make summaries of the text.

c. Reading for sequence or organization

In here, Peoples read texts to know what happens in each part of the text and solve the problems of the texts.

d. Reading for inference

Here, peoples read in order to find out the conclusion from the texts.
e. Reading to classify

In here, people read texts to group some information events in the written or printed texts.

f. Reading to evaluate

Here, peoples evaluate what the writer has written to see the strength and weakness of something.

g. Reading to compare or contrast

The people read to compare the texts whether having similarity with them or even contrast.

4. Learning Reading

There are many steps of learning reading that can help the students in understanding the text. Those steps are as follows:

1. Pre-reading

The strategies used to help the students asses what prior knowledge. They have on the control being target and establish their purpose reading.

Some example of pre-reading activities includes:

a. Predicting

b. Skimming

c. Reading title and section heading

d. Identifying what prior knowledge one has one topics

e. Learning importance vocabulary word
2. Whilst reading or during reading

   Some example of whilst reading or during reading activities includes:
   a. Re-reading
   b. Questioning
   c. Guessing what will happen next
   d. Asking question
   e. Answering question
   f. Constructing mental pictures
   g. Identifying unknown vocabularies
   h. Summarizing what has been read so far

3. Post-reading

   Post-reading strategies help students depend their understanding of the content, build further connection and expand their prior knowledge of the subject matter.

   Some example of post-reading strategies includes:
   a. Re-reading
   b. Evaluating whether the purpose of reading has got
   c. Confirming prediction
   d. Summarizing
   e. Retelling
   f. Reflecting
   g. Questioning
   h. Thinking about how the material connect to one own life
5. **Macro and Micro Skills of Reading**

There are four basic skills (macro skills) of language. Harmer (1992:16) states that four basic skills are listening, reading, writing, and speaking. In order to use language skills, language users need number of sub skills (micro skills) for processing the language they used. As this research is dealing with reading skill, language user needs to know that reading builds on several micro skills as mentioned by Brown (2001:307).

a. **Micro skills**

1) Discriminating among the distinctive graphemes and orthographic patterns of English.

2) Retaining chunks of language of different lengths in short-term memory.

3) Processing writing at an efficient rate of speed to suit the purpose.

4) Recognizing a core of words, and interpret word order patterns and their significance.

5) Recognizing grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

6) Recognize that a particular meaning may be expressed in different grammatical forms.

7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
b. Macro skills

1) Recognizing the rhetorical forms of written discourse and their significance for their interpretation.

2) Recognizing the communicative functions of written texts, according to form and purpose.

3) Inferring context that is not explicit by using background knowledge.

4) Form describing events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5) Distinguishing between literal and implied meanings.

6) Detecting culturally specific references and interpret them in a context of appropriate cultural schemata.

7) Developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Based on the explanation above, macro skills and micro skills that will be used to evaluate students’ reading comprehension in pre-reading activity are follows:

1. Macro Skills

   a. Skimming text for the gist and the main idea, scanning text for specific information (names, dates, key words).
b. Understanding given information stated in the passage.

c. Understanding context inference that is not explicit by using background knowledge.

2. Micro Skills

a. Identifying referents of pronoun.

b. Using context to guess meaning of unfamiliar words.

c. Understanding cohesive in written discourse and their role in signaling the relationship between and among clauses.

The researcher will use traditional multiple choice-questions to evaluate students’ understanding in text. The traditional multiple choice-questions “Read the text carefully and answer the questions” technique is undoubtedly the oldest and the most common (Brown, 2004:202). It is used because it recovers macro and micro skills that are used to evaluate students’ understanding in text.

B. Notices

1. Definition of Notices

Notice is one of short functional texts. Notice is written or printed statement that gives information, instructions, or a warning to people (Sukismo, 2014:141), notice is a text which is content of information or warning to showed as an information for other people.. Notice is information or a warning in advance of something that is going to happen. For example:
Notice or notification is short and simple information that addressed to someone else. This notification must be easy to understand and easy to read. Therefore, the notification always use simple words, written in simple font and capital letters. Notice also could be form of signs or pictures (Bachtiar Bima, 2013:03).

2. Type of Notices

There are three kinds of notices. Those are as follow:

a. Caution

Caution means care that you take in order to avoid danger or mistakes and to warn someone about the possible dangers or problems of something (Oxford Advanced Learner’s Dictionary, 1998:224).

Caution is a warning or advice addressed to the public about a danger or risk that may occur. In this case, the danger that might be occur does not fatal like warning. Usually caution is in the form of signs (Bachtiar Bima, 2013:03).

b. Warning

Warning is kind of notice which is remembering someone toward certain dangers (Erlangga English Fokus, 2014:140).

Usually warning or admonition which are showed in certain places to attract the readers’ attention. This warning was made for the
safety of the reader. If the reader violate those warning, the reader will experience things that they did not want. Warning could be form of signs (Bachtiar Bima, 2013:03).

c. Sign

Sign means notice that form in picture and there is no sentence in this. It means that sign just only picture that given information or warning to people about something in dangers or not.

3. The Importance of Understanding Notice

Understanding notice is important for the students. There are some reasons why understanding notice is importance. Those are follows:

a. Notice gives us warning, instruction and information about dangerous that we should be pay attention.

b. We can safe our selves or other people from danger by reading or understanding the notice everywhere.

c. By understanding notice, we can avoid dangerous place.

4. The problem in Understanding Notice

There some problem why student doesn’t understand Notice, those are:

a. Sometimes notices are just in sign form without sentence.

b. Sometimes too when the notice is in sentence, it is usually very short.

c. Notices usually use do not/dangerous/caution/warning followed by V1.

d. Some students does not understand the meaning of notice that they found in their school.
C. Cooperative Learning

1. Definition of Cooperative Learning.

Cooperative learning, according to Freeman and Larsen (2000:164) essentially involves students learning from each other in groups. It is the way that students and teachers work together that is important. In cooperative learning, teachers teach students social skills so that they can work together more effectively.

Slavin (second edition: 2) states that cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content.

In cooperative classrooms, students are expected to help each other to discuss and argue with each other, to assess each others’ current knowledge and fill in gaps in each other understands.

2. Characteristics of Cooperative Learning

According to the Johnson & Johnson model, (in Felder and Brent) cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

a) positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
b) individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

c) face-to-face promotive interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

d) appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

e) group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

3. Benefits of Cooperative Learning

   Slavin (second edition: 19) states that there are some benefits of the use cooperative learning:

   a) cooperative learning methods that use group goals and individual accountability will increase students achievement.

   b) the most psychological outcome of cooperative learning methods is their effect on students self-esteem. Students’ beliefs that they are valuable and important individuals are of critical importance for their ability to withstand the disappointments of life, to be confident
decision-makers, and ultimately to be happy and productive individuals.

c) cooperative goals create peer norms that support high achievement. Essentially, the argument is that cooperative incentives motivate students to try to get each other to do academic work, and thereby gets students to feel that their classmates want them to do their best.

d) to increase time on-task by engaging students attention and to increase their motivation to master academic materials.

e) cooperative learning increases contact between students, gives them a shared basis of similarity (group membership), engages them in pleasant activities together, and has them work toward common goals.

f) increase student retention

g) help students develop skills in oral communication.

There are a number of different cooperative learning techniques to the practice of speaking ability. Teachers need to choose between them, deciding whether we want students to focus more on how students can speak well and can share their idea.

D. Roundtable Technique

1. Definition of Roundtable Technique

Roundtable technique is one of cooperative learning model, here students work in group and sit around a table, in group consist of 4-5 students in a group doing their own work. Roundtable technique is one of teaching technique where the teacher gives the picture and divided
students into groups consist of 4-5 students, the groups are divided in heterogeneous and it is considered based on the score before, because it will make combination between the highest and the lowest students (Isjoni as cited in Astuti, 2013:14).

It means that the clever students can help the other students who are low. In this discussion, all of members in group are given opportunity to share their ideas or answer the question based on the text and listen to the other members’ ideas so, there is no students be passive. When students become actively engaged in discovering information for themselves, they would be able to solve problems to comprehend the text easily.

Roundtable technique is the scientific delibration that contains idea exchange, opinion exchange carried out by several people who gather in Astuti, (2013:14). It means that in this discussion, all of students share their ideas or opinion based on the text in with their group and it will be found the conclusion of the text. This interaction with group mate encourage students to restructure their ideas.

Altough learning by using a roundtable technique the students should sit around the table. But in fact, the researcher found that the table which is provided in school is a rectangular table. For that, the researcher has to modify it. The students sit around the rectangular table and facing each other.
2. **Purpose of Roundtable Technique**

   According to Barkley, Cross, and Major (Collaborative Learning Techniques:241) Round Table is essentially the written version of the discussion technique Colt 2: Round Robin. There are some purpose of roundtable technique, as follows:

   1. The benefit of having students write their ideas as opposed to speaking them are that writing helps student to focus their attention.
   2. Roundtable gives student quiet time to think about their responses.
   3. Provides a cumulative record.
   4. To make the students more understanding in teaching learning process.
   5. To make students more dynamis in working teaching learning process.
   6. Roundtable technique can make students remember of information or knowledge previously.
   7. Roundtable technique make the students can practice their creativity.
   8. Roundtable creates the art of cooperative, teambuilding, and participation of students.
   9. Roundtable also ensures equal participation among group members and exposes students to multiple viewpoints and ideas.

3. **Procedure of Roundtable Technique**

   According to Ornstein and Scarpaci (2012:305), roundtable is a quiet, informal group technique. Usually four or five students sit around a table conversing among themselves (similar to a buzz session) or before an audience (similar to forum). They pay attention to roundtable technique as
the silent technique which asks some students to converse. In this technique, the students are group in four. Here they have to prepare the writing tools that are used in implementing this technique. This technique is really helpful because the students who have passive in teaching learning process will be motivated to active in class. This technique also as tool to form the teamwork among students in a group. In addition, by giving the students opportunity to other students to write a word, phrase, or sentence, it will make them share their messages, thought, and feeling critically to the friends in group.

While according to Kagan and Barkley (2005:241) there are some procedure of roundtable technique, they are as follows:

1. From groups of four and tell groups the prompt or distribute the handout.
2. Identify (or have students identify), which group member will begin and inform students that they will circulate the paper clockwise.
3. Ask the first student to write his or her words, phrases, or sentences as rapidly as possible and then read the response aloud so that other students have an opportunity to think about and build upon each others.
4. Ask the student to pass the paper to the next student, who follows the same steps.
5. Inform students when time is up, tell them in your instructions that the process is complete when all members have participated and all ideas are on the paper.
Based on the explanation above, the researcher has modified the procedure of roundtable technique. There are some procedures in teaching learning process by using roundtable technique that is modified by the researcher. They are as follows:

1. Students have to make a group.
2. Each group consists of 5 students. They make roundtable group.
3. The teacher gives the pictures of notice and notice that in sentences form to each group.
4. Each groups get 5 pictures and 5 sentences.
5. The teacher also divides paper or wide paper to each group.
6. Each group gets 1 paper that has been put on glue.
7. Each student has to match between pictures and the sentence to make notice. Through this they can know activity such as matching, they can know information about notices, and then they know about the vocabulary that used In notices.
8. The students do it one by one until those match each others.
9. The teacher should correct their works, then ask them some information and vocabulary related notices.

4. The advantages and disadvantages of Roundtable Technique

Every technique of teaching learning has advantages and disadvantages. There are advantages and disadvantages of roundtable technique discussion proposed by Semiawan as cited in Astuti (2013:16). There are:
a. The advantages

1) Enhancing the individual participation. It is because all of students have to participate in the discussion.

2) Training to regard the opinion of each other, students have to receive the opinion from other students.

3) Pooling ideas and experiences from group, students have concentrate all of the ideas to make conclusion.

4) Enhancing the participation in an active process, the students are active in the discussion.

Round Table technique is an active learning strategy that has many benefits. As stated by Lom (2012), by using this technique there are two benefit to use this technique. Those are:

a) Round Table ensures that every student in the classroom is generating knowledge and contributing to a discussion simultaneously.

b) This technique can also be used as a way to help students rapidly generate a variety of diverse ideas as potential starting places for assignments or term paper topics.

In short, the application of Roundtable technique is important for students in order that the students can enjoy in teaching learning English and the students will be active in teaching and learning process.
b. The disadvantages

According to Semiawan as cited in Astuti (2013:16) there are two disadvantages of roundtable technique, they are as follows:

1) The class will be noisy
2) It needs much time

In short, by doing roundtable technique it will make the students need much time in teaching learning process, but makes the students more active when they learn. In addition, every students match the notice they got from the teacher one by one in roundtable, after that they share their ideas about the notice above. Another important part of Round Table technique are particularly well suited to brainstorming exercises, but can easily be adapted to other situations where there are multiple responses. Roundtables can quickly transform the energy. An example of Round Table technique can also be an effective tool for test preparation.

E. Basic Assumption

Notice is one of short functional texts. Notice is written or printed statement that gives information, instructions, or a warning to people. Notice can be found in everywhere, such as: at school, street, toilet, office, etc. Notice is important to understood by the students. There are several reasons for that. First, because notice gives us information and warning. Second, by understanding the notice we can save ourselves from any danger. Third, by understanding the notice we will not disturb other people and keep our
atitudes’. Ideally students of MTs Ma’arif NU 14 Jingkang should understand what it notices, information about notices and vocabulary related notice. In fact the students of MTs Ma’arif NU 14 Jingkang do not understand the meaning of notices, information related notice both detailed information or general information, and vocabulary related notices. This is known from interviews and observations has been by the researcher. For those problem, the teacher should find the solution. The solution is the teacher should be creative to help students’ understand in notices. The teacher should use one of cooperative teaching learning such as roundtable technique. Roundtable is one of the teaching technique that expected to improve the students understanding in notices and makes them more active in teaching learning process, because the students are given opportunity to share ideas one by one about the pictures notice which was matched by them in group. Not only matched the picture with the sentence to make a notice, but also the teacher gives them some questions related notice one by one. It means that the roundtable technique will help the students to understand the notice easily.

F. Hypothesis

Based on the basic assumption above, the researchers proposes hypothesis: “Round table technique can improve the students’ understanding of notice at the First Grade Students of MTs Ma’arif NU 14 Jingkang in academic year 2015/2016.