CHAPTER II
LITERATURE REVIEW

2.1 The Nature of Reading

2.1.1 Definition of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning, Nunan (2003). The other definition of reading come from Pang (2007), he said that Reading is about understanding written texts. It is a complex activity that involves both perception and thought. The goal of reading is comprehension. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Anderson and Anderson, (2003) stated that there were two main definitions of reading. Those are strategic reading and fluent reading. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish purpose for read. Fluent reading is defined as the ability to read an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader background knowledge integrates with the
texts to create the meaning. The act of reading is also defined when the text, the reader, fluency and strategies combined together.

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. Second, it refers to teaching learners who already have reading skills in their first language. Grabe as cited in Nunan (1991) said that a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing.

In short, reading is the activity of getting the meaning and understanding the written symbols that are written by author.

2.1.2 Principle for Teaching Reading

Pang (2007) stated that learning principles start with the learner in mind. The type of learner will affect the type of methods and materials to be used. It means that students who are learning to read in a language different from their native language will also need to learn about the culture of the foreign language. Because texts are written with a specific audience in mind, cultural knowledge is present in texts and it is assumed that the reader is familiar with such knowledge. The outlines of the principles are bellow.

1) Oral Language Development

Learning to read is a different process because it involves learning about a symbolic system writing used to represent speech.
Students should learn to associate the written form with speech; they need to learn the vocabulary, grammar and sound system of the oral language.

2) Phonological and Phonemic Awareness

Phonological awareness refers to the ability to attend to the sounds of language as distinct from its meaning. Studies of both alphabetic and non-alphabetic languages show that phonological awareness is highly correlated with reading ability. For alphabetic languages, phonemic awareness is especially important because the letters of the alphabet map onto individual sound units (phonemes).

3) Fluency

Fluency is important because it is closely related to comprehension. Fluency in reading means being able to read text accurately, quickly, and with expression. Fluent readers can do this because they do not have problems with word recognition. As a result, they can focus on the meaning of a text. Recent research shows that fluency also depends on the ability to group words appropriately during reading.

4) Vocabulary

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individual words. They construct an understanding of the text by assembling and making sense of the
words in context. Vocabulary knowledge is difficult to measure. It is, however, very important in learning to read and in future reading development.

5) Prior Knowledge

Having more prior knowledge generally aids comprehension. There are many aspects to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A reader’s interest in a subject matter will also influence the level of prior knowledge.

6) Comprehension

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

7) Motivation and Purpose

A reader reads a text to understand its meaning, as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as religious
practice. The purpose for reading is closely connected to a person’s motivation for reading. It will also affect the way a book is read.

8) Text

Texts of the right reading level are neither too easy nor too hard for a particular reader. Choosing texts of the right difficulty and interest levels will encourage children to read and to enjoy what they are reading. Vocabulary, word length, grammatical complexity and sentence length are traditionally used to indicate the difficulty level of text.

9) Assessment

There are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.

10) Cultural Factor

Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends on lived experience. Topics that are familiar and
openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanized, developed countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect.

11) Practice

It is well established that good readers read with ease, accuracy and understanding. Good readers also read more, and by reading more, they increase their vocabulary and knowledge. This in turn helps them to make further gains in reading and learning. Once children can recognize written words in their language with relative ease, they need to develop fluency in reading. Fluency develops with both oral language development and print exposure.

In summary, to develop students’ reading comprehension, the teacher should be attention on some principle of learning. Those are: oral language development, phonological and phonemic awareness, fluency, vocabulary, students’ prior knowledge, comprehension, motivation and purpose, kinds of text, assessment, cultural factor and the last is practice.

2.1.3 Reading Activities

The goal of activity in reading class is to increase students’ reading rates. These activities are based on reading-rate development theories and practice in first and second language reading (Anderson,
1983). A major benefit of these activities is that they make the reader aware of the importance of reading rates not at the expense of reading comprehension but in conjunction with comprehension.

1) Rate-build up reading.

   In this activity students have 60 seconds to read as much material as they can. They are then given an additional 60 seconds to read again from the beginning of the text. They must read more material during the second 60-second period than in the first. The drill is repeated a third and fourth time.

   The purpose of this activity is to read old material quickly, gliding into the new. As their eyes move quickly over the old material, students actually learn how to process the material more quickly. The exercise does not really emphasize moving the eyes quickly; instead, the material should be processed and comprehended more efficiently. As students participate in this rate building activity, they learn that indeed they can increase their reading rates.

2) Repeated reading.

   The repeated reading activity develops reading rates as students read a short passage over and over again until they achieve criterion levels of reading speed and comprehension. For example, students may try to read a 100-word paragraph four times in two minutes. Nunan (2003: 81) also stated that the students will
understand more when reading something twice at a faster reading rate than reading it slowly one time.

3) Class-paced reading.

The class-paced reading activity allows the class to set a goal for a minimal reading rate. Involving the learners in determining this minimal reading rate goal incorporates principles of student-centered learning. Once the class establishes the goal, students calculate the average number of words per page of the material being read and determine how many pages need to be read in one minute in order to achieve the class goal.

4) Self-paced reading.

Self-paced reading allows students to determine their own reading-rate goals and the amount of material they need to read in 60 seconds to meet their set reading rates. For example, if a student’s objective rate is 180 words per minute and the material being read has an average number of 10 words per line, the student needs to read 18 lines of text in one minute to meet the goal.

In summary, in developing students reading comprehension the teacher may attention in some reading activities that should be allowed. Those are: rate-build up reading, repeated reading, class-paced reading, and self-paced reading.
2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Comprehension refers to an ability to understand the meaning or importance of passage. Meanwhile, it is also stated that comprehension is the capacity of the mind to perceive and understand. Further, comprehension means to understand what is being communicated. It can be summarized that one has comprehension when the reader is able to understand and gets the importance of something.

The other definition of reading comprehension come from Nunan (2003) is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, student use too much of their processing capacity to read individual words, which interfere with their ability to comprehend what is read.

In short, reading comprehension is a degree to which the reader understand what the reader read, which is results from the what the reader know before read the text and how well the reader reads it.

2.2.2 Strategies of Reading Comprehension

Colorado (2011) explains about strategies of reading comprehension. Comprehension involves concentration and the ability to connect words with ideas. There are specific comprehension
strategies that some teachers are now using in the classroom. These strategies can use to better understand the content of reading text. Those are:

1) Teaching students about prior knowledge. On one of the posters from the Into the Book website, it explains that "Prior knowledge is using what you already know to help understand something new. "To help students comprehend and learn from a specific reading material, they can access their prior knowledge on a subject to help them relate to the subject that they are learning at the moment.

2) Making a connection is when a student can relate a passage to an experience, another book, or other facts about the world. Making connections will help students understand what the author's purpose is and what the story is about. Use connections with any fiction or non-fiction text that be read.

3) Questioning is another strategy that will greatly benefit a student. Question-asking is our most important intellectual tool. There are several types of questions that a teacher should focus on: remembering; testing understanding; application or solving; invite synthesis or creating; and evaluation and judging. Teachers should model these types of questions through think-aloud before, during, and after reading a text.

4) Visualization is when a student can create a picture or movie in their mind while reading text. Use terms like and asking sensory
questions will help students become better visualizes. Another way of looking at visualization, is to think about bringing words to life

5) Inferring means to "figure out what it really means from clues in the text." Inferring is difficult for students. For the younger students, one suggestion is to have your class become book detectives. Explain that detectives use what they already know along with using clues from the book to help solve the mystery.

6) Summarizing is a comprehension strategy that also needs to be taught. Summarizing is not telling what is important about the text. A summary might include the answers to who, what, where, when, why, and how.

7) Evaluation is about making judgments on what you read and then explaining why you made those judgments (Into the Book). Some activities to help with evaluating can be as easy as having a small group book talk or having students rate a book. Evaluating non-fiction texts can be done by using a criteria checklist (i.e. table of contents, index, titles, headings, etc.) to help students rate a text.

8) Synthesizing is putting the pieces together to see them in a new way Into the Book. Students will take what they already know about a subject along with their reflections from the book to create their own interpretation and ideas about a certain text.

9) Reading different types of texts requires the use of different reading strategies and approaches. Making reading an active,
process can be very beneficial to struggling readers. A good reader interacts with the text in order to develop an understanding of the information before them.

In short, there are several strategies to comprehend reading text; teaching students about prior knowledge, making a connection, questioning, visualization, inferring, summarizing, evaluation, synthesizing and reading different types of text. When the strategies are combining in classroom, it will be active learning to help student comprehending the passages.

2.3 Group work

Group work is a guidance that comes not only from the teachers but also from fellow-students to understand the text and discuss together on the chance of getting the best interpretation (Nuttal, 1982). Group work can be used to achieve a range of teaching and learning goals (related to process and product). It provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems. (Brown, 1992).

While terminology varies there are three types of group work: informal learning groups, formal learning groups, and study groups (Davis, 1993). Informal groups are composed of ad hoc cluster of students.

Who work in class to discuss an issue or test understanding? Formal groups are established to complete a specific task in one class session or over
many weeks, e.g. a laboratory experiment, musical performance or the compilation of an environmental impact report. The work of a formal group may or may not be assessed. Study teams are formed to provide support for members; usually for the duration of a course. Harmer (2007) stated that small group activities of around five students provoke greater involvement and participation than whole class activities. It means that group work activities will help student in learning especially comprehend reading passage by discussing the material together.

Thus, group work is illustrated as students working together in answering assignments by sharing knowledge and idea to solve the problem that be discussed. The researcher used informal group in classroom activities.

2.4 Organizing Group work in Classroom

Group work can be used as an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. Ensuring group activities work well will be easier if the teacher have a clear idea how to resolve any problems that might occur (harmer, 2007). Without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. These suggestions below are the way to implement group work successfully in classroom.

2.4.1 Creating Groups

The principle in creating group are based on friendship, streaming, chance, the tasks, changing groups, gender and status
Once making group work, the teacher must consider how to put them into these groups, that is, who going to work with whom. Those principles are:

1) **Friendship**

   Friendship is a key of consideration when putting students in group. It is to make sure that the teacher put friends with friends, rather than risking the possibility of people working with others whom they find difficult or unpleasant.

2) **Streaming**

   Groups should have a mixture of weaker and stronger students. In such group the more able students can help their less fluent and knowledgeable colleagues. The process of helping will results in the strong students themselves being able to understand more about language and the weaker students will benefit from the help them yet.

3) **Chance**

   The teacher also can group the students by chance, that is far no special reason of friendship, ability or level of participation. This is by far the easiest way of doing things since in demands little pre-planning, and, by its very arbitrariness, stresses the cooperative nature of working together.
In summary, creating a group can be managed through several ways of grouping these classifications focus on friendship, streaming, and chance.

2.4.2 Procedures of Group work Activities

The role of group work does not end when students work together. Teachers have other matters to address, not only before the activity starts, but also during and after the activity. The procedures are described in the following statements:

1) **Before activity**

   Before activity of grouping, students need feel enthusiastic about what they are going to do and they need to give an idea of when they will have finished the task. The success of group work task is often helped by giving students a time when the activity should finish and then sticking to it. This help to give them clear framework to work within. The important thing about instruction is that the students should understand and agree on what the task is. To check that they do, teacher may ask them to repeat the instruction.

2) **During Activity**

   In the during activity, the students are working in groups teacher have a number of options. Teacher could, for instance, stand at the front, or the side of the class (or at the back or anywhere else) and keep an eye on what is happening, nothing who appears to be
stuck, disengaged or about to finish. In this position teacher can tune in to a particular group from some distance away. The teacher can then decide whether to go over and help them.

An alternative procedure is often referred to as monitoring. This is where the teacher goes around the class, watching and listening to specific group to help them with the task to collect examples of what they are doing for latter comment and work. When student are working in group the teacher have an ideal opportunity to work with individual students whom the teacher feel would benefit from our attention. Teacher also have a great chance to act as observer, picking up information about student’s progress and seeing if teacher have troubleshoot.

3) After doing activity

After activity, the students need feedback to see their mistake. Where group work has formed part of a practice session, our feedback may take the form of having a few groups quickly demonstrate the language they have been using. The teacher can then correct it, if and when necessary and this procedure will give both those students and the rest of the class good information for future learning and action.

Where groups have been working on a task with definite right or wrong answers, the teacher need to ensure that they have completed it successfully. Where they have been discussing an
issue or predicting the content of reading text, the teacher will encourage them to talk about their conclusions with us and the rest of the class. Where the students have produced a piece of work, the teacher can give them a chance to demonstrate this to other students in class. Finally, it is vital to remember that constructive feedback on the content of student work can greatly enhance student’s future motivation.

In short, procedures of group work activities divided into three parts of steps. Those are: before activity, while activities, and after activities. The teacher needs to help the student from the beginning until the end of activity.

2.4.3 Problems Occurred During Group work Activities

When the teacher monitor groups during a group work activity, the teacher are seeing how well they are doing and deciding whether or not to go over and intervene. However, the teachers are keeping her eyes open for problems which the teacher can resolve either on the spot or in future. Below are common problem that may happened in grouping activity:

1) Finishing First, a problem that frequently occur when student are working in group is that some of them finish earlier than others and show clearly that they have had enough of the activity and want to do something else. The teachers need to be ready for this and have some way to dealing with the situation. One way to avoiding the
problems the teacher have mentioned here is to have a series of challenging task-related extension for early finisher, so that when a group has finished early, the teacher can give them an activity to complete while they are waiting.

In other words, whenever the teacher have set a time limit for group work activities, the teacher need to keep an eye open to see how the students are progressing. The teacher can then make the decision about when to stop activity based on the observable and how near they all are to completing the task.

2) Awkward Groups, when students are working in groups the teacher need to observe how well they interact together. Even where the teacher have made our best judgments based on friendship or streaming, it is possible that apparently satisfactory combinations of students are not ideal. In such situation the teacher may need to change the groups. The teacher can separate best friend for group work, the teacher can put all high status figures in one group so that the students in other groups do not have to defer to them.

2.5 Advantages and Disadvantages of Group work

2.5.1 Advantages of Group work

1) Group work dramatically increases the number of talking opportunities for individual students.

2) Group work means that there are some students working together in one group, so that personal relationships are usually less
problematic; there is also great chance of different opinion and varied contributions.

3) *Group work* encourages broader skills of cooperation and negotiation, and yet is more private than work in front of the whole class.

4) Group work promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.

5) Although group members do not completely active but some students can choose their level of participation more readily than in whole class.

### 2.5.2 Disadvantages of *Group work*

1) *Group work* can make class to be noisy. It is happened when the teacher loses control and less managing the task.

2) Not all students enjoy it since they would prefer to be the focus of the teacher’s attention. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.

3) Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.

4) Group can take longer to organize, beginning and ending *group work* activities, especially where people move around the class, can take time and be chaotic.
2.6 Research Gaps

From reviewed literature, there are several gaps found. Those are:

1) In this research, reading comprehension is the main goal of learning reading. It needs an activity that can provoke student doing their lesson better.

2) In this research, group work is a technique of learning reading where the student can do the reading assignment together with their friend. It will help them to understand text better by discussing and complete their idea to find the content of text. It happened because they will share knowledge with their friends in one group. They also braver to show their opinion to enrich their understanding the text.

2.7 Hypothesis

Based on the research gaps above, the hypothesis of this research is “group work can improve students’ reading comprehension”.

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