

CHAPTER II

LITERATURE REVIEW

A. Students' Responses in a Discussion

1. Definition of Response

Response means reaction (Hasan, 2003). In science it is stated that response is a psychological-metabolic reaction to the arrival of a stimulus automatic ones such as reflection and direct emotional reactions, some are controlled (Dagun, 1997).

In the complete dictionary of Psychology it is stated that response is any muscle or glandular process evoked by a stimulus, or means an reaction, especially an reaction from test questions or questionnaires, or it can mean any behavior, whether clearly visible or external or hidden or the faint one (Chaplin, 2004).

Broadly, the response can also be interpreted when a person reacts through attitudes, and behaviour. The attitude that exists in a person will give colour to behaviour or someone's actions. In general, the response can be interpreted as a result or impression obtained from an observation.

2. Components of Responses

In a response, there are three components of attitudes that are called tripartite model (Azwar, 2012). The first component is cognitive. This component can be identified by the representation of what someone beliefs or thinks toward something (Azwar, 2012). The measurable

dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs.

The second component is an affective component which is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favourable and unfavourable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

The last component is conative. It refers to someone tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behaviour.

3. Types of Response

Any type or combination of responses should be supported by details, examples, facts, and evidence. This support can take the form of personal experience, evidence from the primary text, or evidence from other texts. Also, the response should focus on making a single, overall main point.

a. Agree/Disagree Response

This form of response is not merely the writer's opinion. However a writer chooses to respond, he/she should show the reader how and why he/she responded to the text as he/she did. Also, in crafting a response, writers don't have to focus on one

or the other. They might find that they disagree with some of the author's points, but agree with others. In that case, their response will be a combination of agreeing and disagreeing. Whether they agree or disagree, or some combination of both, the writer must support their response with details, examples, facts, and evidence. Again, this support can take the form of personal experience, evidence from the primary text, or evidence from other texts.

b. Interpretive/Reflective Response

In this type of response, writers focus on a key passage or idea from the text, explaining and/or exploring it further. They also might reflect on their own experiences, attitudes, or observations in relation to the ideas of the text. The writer might use their response to consider how the author's ideas might be interpreted by other readers, how the ideas might be applied, or how they might be misunderstood.

c. Analytic Response

This sort of response analyzes key elements of the text, such as the purpose, the audience, the thesis and main ideas, the argument, the organization and focus, the evidence, and the style. For example, how clear is the main idea? What sort of evidence is used to support the author's thesis and is it effective? Is the argument organized and logical? How are

elements such as the author's style, tone, and voice working? This type of response looks at the essay in terms of the effectiveness of specific elements, whether they are working or not. Part of the writer's response might include suggestions for how the author could have made the essay more effective.

4. The Importance of Response

The importance of response in attaining learning objectives is that increasing students' learning motivation. Learning motivation will increase learning intensity, and in turn the learning intensity to interact with basic skills will determine a person's learning achievement. It is possible for students who have high motivation in learning to get high learning result. It means that the higher motivation, try, and effort done, the higher learning result will be obtained (Hamdu&Agustin, 2011). Response in learning is important because it has relationship with learning outcomes or learning objectives to be obtained by students. as stated by (Febrianti, 2015) that there is relationship between student response and the task received. Response in learning is related to motivation. If students are not motivated in learning, it means they have low response, so that students hard to receive messages delivered in the learning process (Muhlisin, 2012).

B. Reading Concept

1. Definition of Reading

Reading is one of the English skills as part of four essential skills such as speaking, listening and writing. It is the way to understand written messages. The definition of reading is important to understand before starting to discuss reading comprehension its self.

Reading is one of the basic communicative skills which have very complex process. The process is readers are expected to be able to comprehend what is being discussed, involved in the process of acquiring grammatical structures, vocabularies of language and the meaning. For students, reading is very important in order to improve their ability in mastering English. Many experts have given their definition about what reading really means.

Reading is one of the four language skills as expressed in the definition of reading interest above, reading is a process performed and used by readers to obtain the message to be delivered by the author. According to (Unal, 2017), reading plays an important role in any educational system, so improvement of reading skills is vital, which is possible with the help of effective reading strategies. Reading strategies are defined in different ways.

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop (Bojovic, 2010). Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and

inferences vital to comprehension. The reader has a purpose for reading, whether it is for entertainment, information, or research.”

In other words, reading can be defined as an ability of understanding written words and understand the meaning correctly. It involves both seeing and thinking activity. The eyes collect and deliver information to the brain, and then the brain processes the information in order to construct the meaning. In addition, reading is an active thinking process that depends not only in word recognition skill but also on the reader’s own experiences and previous knowledge. The readers will understand the text easily if they are familiar with the text given. (Latifa, 2018)

Based on the definitions above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is a means of communication between the reader and the writer. The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

2. Kinds of Reading

There are differences types of reading which the teacher should be notice the dictations between of these types before teach the students. Reading can be classified in two types, according to (Abbas, 2016), there

are two different kinds of reading. They are extensive reading and intensive reading.

a. Intensive Reading

Intensive reading refers to reading short texts thoroughly and with clear goals, such as to answer reading comprehension questions or to identify how sentences are linked. According to (Yang, Dai, and Gao, 2012) as cite in that expressed that intensive reading is useful to develop reading comprehension (Abbas, 2016). In intensive reading, the process of scanning takes a more major role than skimming. The reader is trying to understand all the information given. In addition, intensive reading is stressed on the obtaining of specific information in the text (Latifa and Manan, 2018). Intensive reading means to read shorter texts to extract specific information. Refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis.

b. Extensive Reading

Extensive Reading is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency. The process of choosing reading texts will be done according to content, level of difficulty, and length (Abbas, 2016). In extensive reading, the reader usually reads for pleasure

and performs outside of the classroom. The reader will deal with a longer text as a whole which requires the ability to understand overall meaning.

In addition, to get the overall information about essay, longer text, and book the reader can use extensive reading (Brown, 2001 as cite in Latifa and Manan, 2018). Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, they may read novels, web pages, newspapers, magazines or any other reference material.

3. Aspect of Reading

Four aspects of the interactive view of reading can help define this process: (1) readers use both what they know and information from the text to construct meaning; (2) readers elaborate what and how they read; (3) readers continually monitor their understanding to see if it makes sense; and (4) readers use the situational context to focus their purposes and frame their attitude toward the literacy event, (Walker, 1989).

Reading is divided into several aspects. According to Ellery cited (Latifa & Manan, 2018), related to the aspects in reading proposes several aspects in reading which are as follows:

- a. Main Idea; Main idea is a complete sentence including both topic and idea that the author wishes to express about the topic. To find the main idea, the reader should look for the sentence that reveals the overall

meaning of the text. It is mostly found in the first sentence of the paragraph.

- b. Vocabulary; Vocabulary is important in reading. It shows that students are easier to comprehend the text if they have much vocabulary. It is useful to make students able to recognize the meaning or message which is explicitly or implicitly stated in a text.
- c. Reference; Here, students have to find the relationship that connects a word, usually a pronoun to the more concrete noun that it replaces. The reference can be found explicitly in the text.
- d. Inference; Sometimes the topic of the text is clearly stated in the text. Thus, the students must read carefully in order to understand the text being read. In other words, inference question asks students to draw a conclusion by themselves based on the text they read.
- e. Fluency; The reader's competence to read fast and accurately is called fluency. Thus, it needs the reader to mix and use various reading skills at the same time.
- f. Comprehension; Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.
- g. Detail Information; The type of this questions are asked about a piece of information and not about all the information in the text. The answers are usually found in the text and also a restatement of the

sentences in the text. In other words, the correct answer has the similar ideas with the text, but the words used are different.

Based on the statement above, it can be concluded that the importance point aspect of reading to know the information which deliver the written on the text. On the other how they read, the readers also have to know what they read. That is why the comprehension of reading is needed in reading.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Eka (2014), in reading comprehension, the readers should pay attention to some aspects such as the words and information, try to be able to make conclusion. Another argued told that reading comprehension strategies as strategies that encourage your students to use prior knowledge, experiences, careful thought, and evaluation to help them decide how to practically apply what they know to all reading situations (Unal cited in Edge, 2017).

In conclusion, comprehension is the whole point of reading. Comprehension involves prior knowledge, knowledge of text structure, and an active search for information. This means that reading

comprehension is the search for meaning, actively using the reader's knowledge of vocabulary including knowledge of collocations and idioms with the text being studied to understand each new thing the reader reads (Varita, 2017). This is in line with (Ngabut, 2015) also stated that that being able to see sentences in front of our eyes is not enough, we must know something of the language in which the material is written, about its subject matter, and about reading itself.

Reading comprehension is the essence of reading. A reader's success in reading is evaluated by the ability and the extent of understanding the ideas or information found in reading text (Latifa & Manan, 2018).

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

2. Purpose of Reading Comprehension

The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge (Abbas, 2016). From the definition and the statement above, it can be concluded that definition of reading comprehension is the process of interaction between a reader to

get information from the text and to form an interpretation and to draw a conclusion of that information. The delivery of ideas, opinions, or feelings in some important aspects of the process which a writer's idea become real to reader.

3. Strategies of Reading Comprehension

For less successful readers (McNamara, 2009) as cite in (Unal, 2017) suggests six reading comprehension strategies:

a. Comprehension monitoring

It is the process of students' reading and analyzing the level of understanding, as the awareness of low understanding may require the use of other strategies to increase understanding of the text and their comprehensibility.

b. Paraphrasing

Students restate the text in different words/own words, that help less skilled readers to improve the basic understanding of the information contained in the words/sentences/paragraphs and the whole text.

c. Elaboration

It is the process of making inferences/questions that involves the linking of the meaning of the word/sentence/text to existing related knowledge.

d. Logic or common sense

This strategy helps students to understand the text using logic or general knowledge because very often they do not have enough domain knowledge or directly related knowledge of the information presented in the text without knowing a lot about the topic.

e. Predictions

This strategy involves students' thinking about what may appear next in the text. This strategy is pretty uncommon when reading scientific texts, but for narrative texts may be pretty effective.

f. Bridging

It is the strategy that develops students' ability to link ideas and understanding the relation between sentences/paragraphs/chapters in the text. Making inferences is critical to understanding and to successfully comprehend the text because the reader must make inferences to build a coherent mental model of the information presented in the text.

The six strategies mentioned encourage the readers to use a set of strategies, which lead to better understanding and improvement of readers' ability to explain the text. Many experts define theories on reading comprehension. Synthesizing from the explanations above, the writer constructs her own theory of reading comprehension in her study. Reading comprehension involves instructional techniques and activities that are scientifically valid, moving from how to assess reading comprehension to teach students how to flexibly and effectively use multiple comprehension strategies.

Furthermore, reading comprehension is important in reaching the goal of reading. To come into the goal, reading comprehension passes through three different levels of thinking that is literal, inferential, and critical comprehension that can be applied to reading comprehension in university. Literal comprehension includes: finding the fact, finding the general information, and guessing the meaning of unfamiliar words. Meanwhile, inferential comprehension involves: identifying the main idea, identifying the title, the type, the generic structure, the purpose of the text, and getting the implicit information. In addition, critical comprehension includes: interpreting, analysing, evaluating the meaning based on the context, and also making judgment.

D. Reading Performance and Discussion in Online Learning

Online learning involves enrolling in a course on the internet and learning through online videos and assignments. According to (Indira, 2017) and Sakshi, online Learning encompasses a range of technologies such as the worldwide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education.

Online learning is described by most authors as access to learning experiences via the use of some technology (Benson, 2002). As cite in (Coiro, 2014) suggests there are at least five ways that reading is different on the Internet:

1. You begin by identifying an important problem.

2. There are new ways of locating information.
3. There are new reasons for critically evaluating information.
4. There are new contexts for synthesizing information that answers your questions.
5. There are new ways of communicating your answers to other people.

As those several statements above, the researcher conducted WhatsApp Application to interpret the reading comprehension learning especially in online.

The students in reading learning show their comprehension in reading by retell as a video, then upload it. Other students make some question and discussed it on the WhatsApp Application

E. Previous Study

First previous study is from Joni Iskandar with the study “Teaching and Learning Reading Comprehension Through Herringbone To The First Semester Of The Eleventh Grade Students Of Man 1 Pesisir Barat In The Academic Year Of 2016/2017”. This research is about Teaching and Learning Reading Comprehension Through Herringbone to the First Semester of the Eleventh Grade Students of MAN 1 Pesisir Barat in the Academic Year of 2016/2017. The objectives of this research were to know the process of teaching and learning reading comprehension through herringbone, to know the teacher’s problems in teaching reading

comprehension through herringbone and to know the students' problems in learning reading comprehension through herringbone.

This research was qualitative research. The subject of this research was eleventh grade students of MAN 1 Pesisir Barat. The Researcher applied purposive sampling technique to determine the sample. The researcher chose class IPA 1 along with the English teacher as the subject. The total number of student in this research were 33 students. The techniques of collecting data were observation, interview, and questionnaire.

From the data analysis, the researcher found some conclusions in teaching and learning reading comprehension through herringbone at MAN 1 Pesisir Barat as follows: first, teaching and learning reading using herringbone process was done in two meetings but the teacher did not apply the steps of teaching reading comprehension through herringbone well. Second, the problems faced by the teacher in teaching reading through herringbone were the students' lack mastery of the basic, the students' habit of reading slowly, the students' inability to figure out inferences, implications, main ideas, and text selection. Moreover, the problems faced by students were about the speed of reading, the students have no many vocabulary and difficult to remember the text. By seeing the problems, solution which may be taken by the teacher are; the teacher has to manage the time as good as possible, give an attracting brainstorming

that raises students' interest in learning reading comprehension, and review the reading selection.

Second previous study is "Discussion and Their Engagement in The Speaking Sessions of CLS I" by Servinus Yanse. There were two research problems in this research: (1) What are the students' perceptions on the use of group discussion to increase their engagement in the speaking sessions of CLS I? (2) What are the students' perceptions on their engagement in group discussion in the speaking sessions of CLS I? The aims of this research were to find out the students' perceptions on the use of group discussion to increase their engagement in the speaking sessions of CLS I and to find out the students' perceptions on their engagement in group discussion in the speaking sessions of CLS I.

This research was included as quantitative research. Survey method was used by the researcher to gather the data. In collecting the data, the researcher used three instruments. They were questionnaire, interview, and observation. The researcher used the data from the questionnaire as the main data. Meanwhile, the supporting data was obtained from the interview and observation.

The first finding towards the students' perceptions on the use of group discussion to increase their engagement showed that the students tended to have positive perception toward the use of group discussion. Most students believed that group discussion was an interesting technique used by the lecturer in the classroom activity. Group discussion was also

an effective technique to increase their engagement in order to develop their English speaking skills. The second finding towards the students' perceptions on their engagement in group discussion showed that the students tended to have positive perception on their engagement during the implementation of group discussion in the speaking sessions of CLS I. The students thought that they could participate well in group discussion and felt motivated to engage themselves.

The first previous study discussed about reading comprehension, rather second previous study discussed about group discussion. Therefore the research on this research will conduct those subject become the titled

