

CHAPTER II

LITERATURE REVIEW

A. Reading

1. The Definition of Reading

Reading is something crucial in our life. Through reading, people can explore the world, countries that have never been visited before and the minds and ideas of greater people in the past, all of them will enrich their experience and knowledge.

Finnochiaro (1974: 81) states that reading is getting meaning from printed or written material. Understanding a written text means extracting the required information from it as efficiently as possible. It needs interaction which means that the involvements of reader and the text are based on the context. Another definition is stated by Nunan (1991: 72), reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation.

Rumelhart (in Leu and Kinzer, 1987: 9) added that reading is the process of understanding written language. It begins with a pattern on the retina and ends (when successful) with defined idea about the author. Process of understanding itself includes the interactive process between the reader, the text, and the writer's idea to get some perceptions. Meaning is not only the mind of person doing the reading but also how the reader gets information by them. It is the interaction between text being read and their

existing knowledge. When there are two readers that have the same texts, they may explain or interpret an identical text in different ways because they have different knowledge and expectations. In the other word, they have different reading skill.

Based on the definitions above, the writer concludes that reading is important skill for people in comprehending well both characteristics of each text and the contents of the passage to find out some information that is needed by them.

1. The Importance of Reading

Reading is one of the most important skills in language learning because it is a way that helps people getting some information which are written in English. People as readers can use some references as many as possible to get information. There are many books, newspaper, magazines, etc. If students are not able to comprehend in reading, they will get difficulties to understand all references that are written in English. Additionally, they also cannot enlarge and develop their intellectual skill better. It may be because of the fact that reading can give significant support toward the other skill especially for writing because there have been many studies that show high correlation between reading and writing achievement. For this reason, that is why teaching reading must get serious attention that the teacher can accommodate and encourage students to be able to master reading skill very well.

Based on the descriptions above, the writer assumes that reading is keys aspect in covering the meaning of the term reading to get some information.

2. The Aims of Reading

Reading is one of four skills in learning a language. It is considered by many students as a boring activity. Even though it is a boring activity but reading should be mastered by them. Reading is also an important skill in comprehending the material as well because by reading people will get some information needed by them.

There are some aims of reading:

- a. Reading to details of facts. The students read to get or know the invention that have been done by the writer or solve of the problems of the writer.
- b. Reading for main ideas. The students read the text to know “why is the topic good or interest, then the problems on the story and make summaries of the story.”
- c. Reading for sequence or organization. The students read the text to know “what is happening in each part of the story in every episode and solve the problems of the story.”
- d. Reading to classify. The students read the text to classify some information or actions of the writer in the text of paragraph.

- e. Reading for inference. The students read the text in order to find out the conclusion from the action or ideas in the text.
- f. Reading for comparison or contrast. The students read the text to compare the plot of the story or content whether having similarity with him or even contrast.

(Tarigan, 2008: 9-11)

Based on explanations above, the writer assumes that the aims of reading are to get detail information of text, to classify some information or actions of the writer in the text of paragraph, to compare the plot of the story or content whether having similarity with him or even contrast etc.

3. The Major Components of Reading

We have to know some components that will support the success in comprehending reading material and contributing an important way to read. According to Leu and Kinzer (1987: 30-38), there are six major components of reading. It can be seen in the following table.

Table 1
The Major Components of Reading

No.	Major Components of Reading	Explanation
1.	Decoding Knowledge	It refers to the knowledge readers' use the determining the oral equivalent of the written word.
2.	Vocabulary Knowledge	It is the knowledge about word meaning used to determine the appropriate meaning for a word in a particular context.

3.	Syntactic Knowledge	It means knowledge of word order rules that determine grammatical function and sometimes the meaning and pronunciation of word.
4.	Discourse Knowledge	It means that the knowledge of language organization at units beyond the single sentence level. It includes the knowledge of structural organization of different types of writing.
4.	Readiness Aspect	It is traditionally refers to the students' ability to read and understand particular selection.
5.	Effectiveness Aspect	In reading, the effectiveness aspect includes both interest and attitude; this is will increase motivation and facilitate reading.

Actually, the major components of reading influence someone in comprehending a text well. Every student has interpretation based on his or her understanding of the text. If they can comprehend the text perfectly, they will know what the writer means in the text. Thus, students have to master the major component of reading.

Based on the descriptions above, the writer concludes that the major components of reading are very important in comprehending the text perfectly in order to know what the writer means in the text. It consists of decoding knowledge, vocabulary knowledge, syntactic knowledge, discourse knowledge, readiness aspect, and effectiveness aspect.

4. The Teaching Technique in Reading Class

In teaching and learning process, the teacher has to use technique; concerns to the way the teacher organizes and uses the technique, subject matter, teaching tool and teaching material. There are many techniques of teaching that the teacher can be used, no one is the best technique because whether the technique is good or not, it depends on how the teacher brings the technique to achieve the teaching goal and the technique must be appropriate to the class situation, the students' ability and the time of learning process. As long as the teacher believes that the technique can exist and be responded well by the students, the technique is regarded into a good one and then the teacher can use it again and again. Leu and Kinzer (1987: 12-13) states that teaching reading is also a challenge because reading is a complex developmental process, learning how to teach reading requires some understanding of this complexity and understanding of effective instruction strategies.

In reading class, teacher usually gives the students a text at the beginning activity. Then, the teacher asks the students to comprehend it by skimming. If they undergo a difficulty to comprehend it well, the teacher directly asks the students to find out some difficult words by scanning. After that, they discuss it with the teacher. Afterwards, the teacher gives an evaluation as a feedback to measure the students' comprehension in reading a text by doing question and answer activity.

Based on the descriptions above, the writer concludes that the teaching technique in reading class are the teacher usually gives the students a text, asks the students to comprehend the text by skimming, if they undergo a difficult, the teacher asks the students to find out some difficult words and discuss together. After that, the teacher gives an evaluation as feedback to the students in the teaching and learning process to know students' comprehension toward the text that they have been read.

A. Participation

1. The Definition of Participation

Participation is a part of learning a language. Through participation, the students will be able to use the material as well. Moreover, the teacher can measure the students' comprehension.

Dusseldorp (in Marom, 2008: 7) stated that participation is activity or condition to take part in the activity to reach optional benefit. Pei (in Dirto, 2009: 14) added that participation is act or participatory. Here means that the action of taking part in something. The students should take part or become involved in an activity. Related to this research, the students should be able to fully participate in following the reading lesson given by the teacher both mentally and physically.

Based on the definitions above, the writer concludes that participation is an activity of people that involve them to contribute something their energy and thought in the implementation.

2. The Definition of Students' Participation

Students' participation is an activity of students that involve themselves to contribute their energy and thought in classroom activities. Tannenbaun and Hahn (in Marom, 2008: 7) stated that participation is level of people's involvement in activities and to contribute their energy and thought in the implementation of activity.

Actually, there are at least four general characteristics of strategies to encourage the students' participation in the classroom. *Firstly*, students are involved in more than listening. *Secondly*, less emphasis is placed on transmitting information and more on developing student's skills. *Thirdly*, students are involved in higher-order thinking (analysis, synthesis, evaluation). *Fourthly*, students are engaged in activities (e.g., reading, discussing, and writing).

Based on the definitions above, the writer concludes that students' participation is an activity of students that involve themselves to contribute their energy and thought in classroom activities.

3. The Importance of Participation

Participation is important both for the students and the teacher. Sadikin *et.al* (in Umami, 2011: 17) stated that participatory teaching way done by the teacher will be able to bring the students in more conductive situation and more opened in teaching and learning process. The students will be easier to get new ideas and more creative in developing

interpersonal relationship. Thus, they need motivation to learn and participate in teaching and learning process.

Lestari (2010: 21-22) states that there are at least five reasons about the importance of participation in language learning especially for reading class. They are as follows:

- a. Students' participation will form the students always be active and creative, so they realize that science just can be gotten through the hard effort.
- b. Participating in the class will make the students have more roles, more open and new ideas are easily received.
- c. The learning process becomes more meaningful because there is a process of taking and giving information between the teacher and the students.
- d. It can be a good measurement for the success of the implementation of the certain technique.
- e. Students' participation in learning process becomes good starting points for them to get better achievement in their reading ability.

The examples of students' participation in a reading class are the students are able to ask questions if they do not understand about materials, to answer questions if the teacher gives questions to the students, to give opinion and rebuttal about material and to do the task. If the students are able to do all it well, the goal of learning process will be reached successfully. On the other hand, if the students are not able to do it, the

teacher will undergo difficulty in delivering material because he or she cannot know whether his or her material is delivered successfully or not without participating in the class. Thus, students' participation is very notable for teacher in the teaching and learning process.

Based on the descriptions above, the writer assumes that students' participation is very important because it influences the learning process become a meaningful learning process especially for reading class. Besides that, it will form the students always be active and make the students have more roles, more open and new ideas are easily received that can be expressed to the teacher in reading class.

4. The Kinds of Students' Participation

Students' participation is an activity of students that involve themselves to contribute their energy and thought in classroom activities. Sukidin, *et.all* (in Umami, 2011: 18) stated that there are two kinds of participation. They are; contributive and initiative participation.

a. Contributive Participation

Contributive participation is a participation that requires the students to take part in an activity in the classroom to reach benefit from that activity. It includes the encouragement of students to express the reflection for teacher. There are six contributive participations. They are as follows:

1) Asking question

It means that if students find out the difficulties in reading, they will ask questions to the teacher in order to comprehend the material well.

2) Answering question

It means that if the teacher gives questions to the students, they will answer the teacher's questions well.

3) Giving opinion or suggestion

It means that if the teacher gives the students the problem, the students will express their opinion or suggestion to solve the problem.

4) Giving contradiction

It means that the students give rebuttal to others by giving a good opinion.

5) Joining lesson attentively

It means that the students follow the lesson well in the class.

6) Doing structured assignment

It means that the teacher gives assignment that has been prepared before. Then, the students do it well.

b. Initiative participation

Initiative participation is a participation that is appeared by their initiative. There are three initiative participations:

1) Doing unstructured assignment autonomously or spontaneously

It means that the students do the task autonomously and spontaneously or without preparing before.

2) Learning material before it is given in the classroom

It means that the students learn the material well at home as a basic to comprehend before joining the class.

3) Making summary

It means that the students are able to make a resume about the materials that have been learned by them as a note.

Thus, contributive and initiative participation will shape students to always be active and creative and make them conscious that knowledge can only be achieved through working hard and at once they will realize how important the meaning of learning is. Consequently, by this learning way, students will be more responsible in implementation of learning because they have motivation to learn and participate in the teaching and learning process.

McPherson, M. B and Liang, Y (in Weimer, 2007: 7) stated that perhaps the student could be encouraged to move his or her participation to the next level by not just answering questions, but asking them; by not just making comments, but specifically responding to things other students say in class.

Based on the descriptions above, the writer concludes that there are two kinds of participation. They are; contributive and initiative

participation. In this research, the writer will use contributive participation; asking question, answering question, giving opinion and giving rebuttal and initiative participation; doing the task.

5. The Factors of Students' Low Participation

Students' participation is one of important points in the teaching and learning process. The teacher has to know the students' participation. Through students' participation, the teacher can measure the students' comprehension about the material. Unfortunately, the students' participation can be low or bad in the teaching and learning process.

Sukidin (in Dirto, 2009: 15) stated that there are at least three causes that make students' participation low. *Firstly*, students have not been able to formulate his or her ideas independently. *Secondly*, students have not dared to express an opinion or idea for others. *Thirdly*, students are not accustomed to compete in expressing their opinion or idea with their friends.

In fact, the teacher has responsibility for handling it meanwhile it is no burdened for students. It is caused by the teacher's aware or unaware in implementing the authoritative and avoiding questions from students; conveys the objective of material and uses one-way communication and also considers the students as a recorder or an acceptor in accepting the material. Thus, the teacher needs a positive response concretely and objectively to improve students' participation.

Based on the descriptions above, the writer concludes that there are at least three causes that make students' participation low. *Firstly*, students have not been able to formulate his or her ideas independently. *Secondly*, students have not dared to express an opinion or idea for others. *Thirdly*, students are not accustomed to compete in expressing their opinion or idea with their friends.

6. The Factors of Students' High Participation

Students' participation is an important point in learning process. Through participation, the students will be able to use the material. The teacher should be able to increase the students' participation in the teaching and learning process. So, the teacher has to know the factors that influence the improvement of students' participation in learning activity.

Davis (in Lestari, 2010: 19) stated that there are at least six factors to increase students' participation. *Firstly*, make certain that each student has an opportunity to talk in class during the first or two or three weeks. *Secondly*, plan an icebreaker activity in the semester. *Thirdly*, ask students to identify characteristic of an effective materials. *Fourthly*, divide students into small group. *Fifthly*, assign roles to students. *Sixthly*, use poker chips or "comment cards" to encourage and to give their comment.

Another description that is stated by Virk (in Lestari, 2010: 20), there are at least four ways to help students become more comfortable participating. *Firstly*, providing students many opportunity. *Secondly*,

providing a safety and encouraging environment. *Thirdly*, explaining the value of the lesson material and its connection to learning. *Fourthly*, providing a discussion rubric which includes good students' participation examples.

Lestari (2010: 21) states that there are at least five factors that can improve students' participation. They are as follows:

- a. The environment in the classroom. Teacher should provide competitive environment to motivate students in the classroom.
- b. The background of the students. Teacher should know the background of the students.
- c. The motivation from the teacher. Teacher should provide a safety, encouragement and mutually appreciation of the environment in the classroom.
- d. The opportunities that is provided by the teacher. Teacher should provide students many opportunities, such as; asking and giving opinion, giving suggestion or opinion, giving rebuttal and doing the task with their classmate in the classroom.
- e. Management of the class. Teacher periodically divides the class into groups or individual to handle the class.

Based on the descriptions above, the writer concludes that to improve students' participation the teacher should be able to know background of the students and give them many opportunity to express their opinion, such as; asking and giving opinion, giving suggestion or

opinion, giving rebuttal and doing the task. Moreover, the teacher should be able to handle or manage the class as well.

7. The Aspects in Getting More Participation of Students in a Class

Actually, students' participation is very important in the teaching and learning process because it is a main point for teacher and as indicator in knowing whether his or her material is delivered successfully or not. So, the teacher should know how to increase and maintain active students' participation. Students who actively involved in the teaching and learning process will be more benefit from learning time. It includes time spend listening to the teacher, time spend attending to achieves and time actively participate in learning by asking and answering question between teacher and students.

The examples of students' participation in the class are the students are able to ask questions if they do not understand about materials, to answer questions if the teacher gives questions to the students, to give opinion and rebuttal about material and to do the task. If the students are able to do all it well, the goal of learning process will be reached successfully. On the other hand, if the students are not able to do it, the teacher will undergo difficulty in delivering material because he or she cannot know whether his or her material is delivered successfully or not without participating in the class.

Baker (in Dirto, 2009: 18) stated that there are at least four suggestions to increase the students' active participation in learning activities. *Firstly*, provide students many opportunities such as; asking and giving opinion, giving suggestion, leading discussion, giving rebuttal, doing task and sharing with pairs or another friends about the lesson. *Secondly*, provide a safe and encouraging environment. *Thirdly*, explain the value of the lesson material and its connection to learning. *Fourthly*, provide a discussion rubric, which includes good students' participation example.

Based on the descriptions above, the writer concludes that students are individual who have potential and achievement that can be expended. So, the teacher should be able to place themselves as facilitator who devotes attention to students in teaching and learning process in the classroom or out of classroom.

B. Participation Point System (PPS)

1. The Definition of *Participation Point System (PPS)*

Participation Point System is a teaching strategy used to increase the students' motivation / class participation, or to overcome their passiveness and shyness by making the class participation as a part of students' grade and providing some rewards to motivate the students to participate.

According to Jeffrey (2003: 2), *participation point system* is a something to give students a highly visible reward for participating, especially in a communicative sense, and to help them overcome their

concern to say "right" words, and in that way help students overcoming their shyness and passiveness.

Actually, participation point system can be called "*the participation point system*" because of such function as a way to encourage students to be active in learning activity and they can feel the progress of their achievement. It was invented in 1997 by Gregory Hadley, an English foreign language teacher of Keiwa College in Japan. The aims of this strategy is to turn out successful in overcoming the students' passiveness in classroom activity and It is also to overcome the obstacle of teaching learning process especially in students' participation by giving students something that lets them know immediately of their progress.

Based on the definitions above, the writer concludes that *the implementation of point system* is a system of evaluation based on awarding points according to rules to improve the students' participation in the class especially for reading class. Through the implementation point system, the students can feel the progress of their achievement.

2. Why Use *Participation Point System*

In the teaching and learning process, the teacher usually asks the students to participate well. By students' participation, the teacher will know whether his or her material is delivered successfully or not. It is also a something special to bridge between the teacher and the students. Therefore, the teacher should able to improve students' participation in

learning activity. The teacher needs something special as a motivation to make students interested to do it well. It is a point as reward that they get in every meeting. If they want to get a lot of points, they have to participate in the teaching and learning process. For instance, the students will get one point if they answer a question, offer an opinion, give a rebuttal and do the task. If they want to get two points, they have to ask a question to the teacher.

As a result, the students will have high motivation and interact actively in teaching and learning process. It will change their behaviors from passiveness to activeness. Thus, there is interaction and participation of students in the class. It will make the teaching and learning process in a reading class successful.

Based on the descriptions above, the writer concludes that *the participation point system* is the important teaching strategy used to increase students' participation and has purposes to change their behaviors from passiveness to activeness.

3. The Procedure of Implementing *Participation Point System*

In this research points will be given to students who participate in the classroom especially for readings class in both contributive and initiative participation. The procedures of applying the participation point system are as follow, which adopted from Jeffrey's research result (Marom, 2008: 10):

- a. Teacher explains about *the participation point system* to students at the beginning the lesson.
- b. Teacher makes agreement with students about the rule of *the participation point system* in the classroom.
- c. Teacher gives points to the active students (participate) i.e.:
 - 1) Two points are given to the students who ask a question.
 - 2) One point is given to:
 - a) the students who answer a question,
 - b) the students who give an opinion,
 - c) the students who give a rebuttal, and
 - d) the students who have done the homework or exercise also get one point.

Based on the descriptions above, the writer concludes that the procedures of *the participation point system* are teacher explains about *the participation point system* to students at the beginning the lesson, makes agreement with students about the rule of *the participation point system* in the classroom and gives points to the active students (participate).

4. The Advantages of Implementing *Participation Point System*

Participation point system is one important way in learning activity. David McLachlan Jeffrey result (in Marom, 2008: 10) stated that there are at least two the advantages of implementing *participation point system*.

Firstly, It can overcome the students' passiveness and shyness. *Secondly*, It can motivate the students.

In addition, the participation point system is used to encourage students to overcome psychological barrier to communicate in English and to overcome their passiveness so that they are able to participate in the classroom in both contributive participant and initiative one. Thus, the participation point system is able to make the students to speak as much English as possible during the activities in the classroom especially in reading class, class becomes active and students have initiative to do the exercise.

Based on the descriptions above, the writer concludes that the advantages of *the participation point system* are to overcome the students' passiveness and shyness and motivate the students.

C. The Participation *Point System* in Reading Class Teaching

In reading class teaching, teacher usually gives the students a text at the beginning activity. Then, the teacher asks the students to comprehend it by skimming. If they undergo a difficulty to comprehend it well, the teacher directly asks the students to find out some difficult words by scanning. After that, they discuss it with the teacher. Afterwards, the teacher gives an evaluation to measure the students' comprehension in reading a text by doing question and answer activity. In this activity, the teacher conducts *the implementation of point system* to the students. The teacher will give students

one point if they answer a question, offer an opinion, give a rebuttal and do the task. If they want to get two points, they have to ask a question to the teacher. All of them are the examples of students' participation in a reading class. If the students are able to do all it well, the goal of learning process will be reached successfully. They will be accustomed to do it in the teaching and learning process although sometimes they do not get a point as reward. It happens because they are happy to participate in the class. It is also a something special to bridge the teacher and the students. On the other hand, if the students are not able to do it, the teacher will undergo difficulty in delivering material because he or she cannot know whether his or her material is delivered successfully or not.

Based on the descriptions above, the writer concludes that the teaching technique in reading class are the teacher usually gives the students a text, asks the students to comprehend the text by skimming, if they undergo a difficulty, the teacher asks the students to find out some difficult words and discuss together. After that, the teacher gives an evaluation as feedback to the students in the teaching and learning process to know students' comprehension toward the text that they have been read by implementing *point system* as a reward of students' participation. All of them need students' participation in the class in reaching the goal of teaching and learning process.

D. Basic Assumption

The Implementation of point system strategy gives the students pleasure in reading class. Besides, the students can be more easily involve with the material that they read and they also can be easily to have an interaction among them. In addition, it is used to increase students' participation and has purpose to solve students' passiveness in the classroom and it has made the class easier to teach in reading class. This is based on the reason that generally students like reading texts because they can get a lot of information and will be active in participating each other.

E. Hypothesis

Based on the basic assumption above, the writer proposes the hypothesis:

“The Implementation of point system can improve students' participation in reading class at at Grade VIII E Students of SMP Negeri 1 Cilongok in Academic Year 2011/2012”.