

CHAPTER II

THEORITICAL REVIEW

A. Reading

1. The Definition of Reading

a. Reading

Reading is constan of guessing, what one things to the text is often more information than one finds in it (Grellet, 1987:7).

Reading is a developmental, interactive, and global process involving learned skills. The process especially in corporates an individuals knowledge, and can be both positively influenced by nonlinguistic internet and external variable and factor (Leu and Kinzer, 1987:9).

Reading is dynamic process in which the text elements interact with other factors outside the text; in this case most particularly with the reader's knowledge of experiencetial content of the text (Nunan, 1991:70).

In foreign language learning, reading is likewise a skill that the teachers simply expect learners to acquire (Brown, 2004:185).

Based on the defenition above, the writer concludes that reading is process in using ability to understand the message from printed or written material through words or written language.

b. The Importance of Reading

Reading is important to develop our knowledge. Learning without reading is impossible to succeed, students who only confide in what in his teacher give at class without having an effort to read much reference will not pass in the time and success. According to Ramelan (1990:1), Reading is a good activity for the learners, reading also something crucial and indispensable since success of their study depends for the greater part on their ability to read.

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

c. The Aims of Reading

According to Tarigan (2008: 9), There are some aims of reading:

a. Reading for details of fact

The student read to get or know the invention that have been done by the writer or solve of the problem 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 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 or paragraph.

e. Reading for inference

The students read in order to find out the conclusion from the action or ideas in the text.

f. Reading for comparison or contrast

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

d. The Ways of Reading

Through reading, students meet and become familiar with new grammar structures. At the same times they widen their vocabulary.

According to Grellet(1984:4) the ways of the reading are as follows:

a. Skimming

Skimming is reading quickly by running one’s eyes over a text to get the gist of it. There are some activities in skimming. They are compare values, find and compare events, select a title, draw inferences, decide the question, and create the title.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They are finding new words for old, locating grammar features, finding a

specified advertisement, comparing details, checking dates, shopping lists, making words sets, and newspaper headlines.

c. Extensive reading

Extensive reading is reading longer text, usually for one's own pleasure. There are some activities in extensive reading. They are keep records and wall charts, make summaries, and indicate the difficulty.

d. Intensive reading

Intensive reading is reading shorter text to extract specific information. In intensive reading is found some activities, they are match nouns and verbs, split sentences, combine sentences, make summaries, recorder paragraph, fill the gaps, complete tables and graphs, take sides, read and choose, select a summary, compare version, identify facts, focus on form and style.

e. **Evaluating Reading**

Reading is the process of understanding and interpreting to get out of the printed message or written text. The main purpose of reading is to find out and get information (it includes the content and the meaning).

The exercising of receptive skills do not necessarily, or usually, manifest itself directly in overt behaviour. When people write and speak, we see and hear; when they read and listen, there will often be nothing to observe. The task of the language tester is to set reading and listening tasks which will result in behaviour that will demonstrate their successful completion.

a. Specifying what the candidates should be able to do

In order that we should be clear about the population of abilities that we went to test, it is worthwhile specifying these accurately and completely as possible. The populations of abilities include the content and criteria level of performance.

1. Content

a) Distinguish between the letter m and n, or b and d.

Distinguish between the letters could only be useful for diagnostic purposes and can be carried out through informal observation. There is no call for formal testing.

b) Exercise of straight forward grammatical and lexical abilities, such as:

- 1) Recognizing the significant of the use of the present continuous with future time adverbial,
- 2) Knowing that the word "brother" refers to a male sibling.

Grammatical and lexical abilities would only be diagnostic and in any case would be acquired through test of grammar and vocabulary, not necessarily as an integral part of a reading test.

c) Micro skills

Micro skills include:

- 1) Identifying referents of pronouns, ect,
- 2) Using context to guess meaning of unfamiliar words,
- 3) Understanding relation between parts of the text by recognizing indicators in discourse, especially for the introduction, development, transition, and conclusion of ideas.

d) Macro skills

Macro skills include:

- 1) Scanning text to locate specific information,
- 2) Skimming text to obtain the gist,
- 3) Identifying stages of an argument,
- 4) Identifying examples represented in support of an argument.

2. Criteria levels of performance

There is no need to specify criteria levels of performance before test are constructed, or even before they are administered. In the case of the testing of writing, it is possible to describe levels of writing ability that candidates have not attained. While this would not satisfy everyone's definition of criterion-referencing, it is very much in the spirit of that form of testing, and would promise to bring the benefits claimed for criterion-referenced testing.

Setting criteria levels for receptive skills are more problematical. Traditional pass marks expressed in percentages such as 40 percents, 50 percents, and 60 percents are hardly helpful, since there seems no way of providing a direct interpretation of such a score. The best way to proceed is to use the test tasks themselves to define the level. All of the items (and so the tasks that they require the candidate to perform) should be within the capabilities of anyone to whom we are prepared to give a pass. In other words, in order to pass, a candidate should be expected, in principle, to score 100 percent. But since we know that human performance is not so reliable, we can set the actual cutting point rather lower, say at the 80 percent level. In order to distinguish between candidates of different levels of ability, more than one test will be required.

b. The levels of comparison question

This approach specifies several different levels of questions depending on the amount and type of information a reader must contribute to the answer. According to Leu (1987: 226), there are three levels of questions: literal, inferential, and evaluative.

1) Literal – level question

Literal – level question ask for information directly in the text. Reader can answer literal – level question by relying on the literal, word – for – word, meaning that exist in a passage. Readers need to contribute little, if any, information to answer literal – level questions appropriately.

2) Inferential – level question

Inferential – level question ask for information that is not explicitly stated in the text but, must be supplied by reading between the lines. Inferential – level questions usually require that readers contribute background knowledge in conjunction with the literal meaning in a text to respond appropriately.

3) Evaluative – levels questions

Evaluative – levels questions ask readers to make a critical judgment about information in the text and, often, to relate the information in the text to their own past or future experience.

In this research, literal and inferential level questions are used by the writer. Scoring rubrics of those level questions are:

Table 1
Literal – Level Questions

Score 1	Score 0
The students are able to answer the questions correctly by relying on literal, word for word, meaning that exists in the text.	The students are not able to answer the questions by relying on literal, word for word, meaning that exists in the text.

Table 2
Inferential- Level Questions

Score 1	Score 2
The students are able to answer the questions correctly that is not explicitly stated in the text.	The students are not able to answer the questions that are not explicitly stated in the text.

2. Reading Comprehension

a. The Definition of Reading Comprehension

Reading comprehension is reading with understanding or silent reading. The aims is to get information's, to understand and to draw something from the text. The primary purposes of reading comprehension is to improve the students ability to understand English as it is used in written material.

Nuttal defines reading comprehension just as it quoted in Anton (1995: 24) as follows:

“ Reading comprehension means reading comprehension lesson that have traditionally centered on a passage of the text followed by questions. Good questions are the ones which help readers to contribute actively to the process of making sense of it. Rather than expecting understanding just to happen”

Reading comprehension is the process of understanding and constructing meaning from a piece of text. From view points above, it can be conclude that reading comprehension understanding a written text.

b. Component of Reading Comprehension

According to Leu and Kinzer (1987: 30-37), there are six major component of reading comprehension;

a. Decoding knowledge

knowledge is used to determine the oral equivalent of written word

b. Vocabulary knowledge

The knowledge one has about word meaning if used to determine the appropriate meaning for a word in particular context.

c. Discourse Knowledge

It is the knowledge of language organization of units beyond the single sentence level. It includes knowledge of structural organization of different type of writing.

d. Readiness Aspect

Traditionally, it refers to the students ability to benefit from initial reading instruction. It also refers to the students ability read and understand a particular selection.

e. Affective Aspect

In reading comprehension, affective aspects include a readers and interest. These increase motivation and facilitate reading comprehension.

f. Syntactic Knowledge

The knowledge of the word order rules that determine the grammatical function and sometimes the meaning pronunciations of words.

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

B. Cooperative Learning

1. The Definitions of Cooperative Learning

Cooperative learning is a model of teaching with a set of common attributes and features. It has several variation, the following are its essential features: students work in team to master academic materials, teams are made up of high, average, and low achievers and are racially and

sexually mixed, reward system are group – oriented rather than individually oriented (Arends, 1994,p.344).

Cooperative learning is learning together, helping each other in learning, and certaining each of the students in a group to reach the aim or the task that is determined before (Isjoni, 2009:6).

From all the defenition above can be concluded that cooperative learning is collaborative learning essentially involves students have to do with social mediating activity and interaction with others, each member of a team is responsible not only for learning what is taught but also for helping teammates learn.

C. Group Investigation

1. Concept of Group Investigation

Model of group investigation method of learning is one form of cooperative learning teaching model that emphasizes student participation and activity to seek their own information on the lessons will be learned through the materials available, such as textbooks, library books, newspapers, magazines. And /or the Internet. Group Investigation method requires students to have good skills in communicating and in skilled process of group discussion.

According to Udin S. Winaputra (2001: 75) says that Group Investigation there are 3 (three) main concepts, namely:

- a. Research or Enquiry

The study is meant to give the dynamics of the students' response to the problem and how to solve the problem.

b. Knowledge

Knowledge is the student learning experience obtained either directly or indirectly.

c. The dynamic of the learning group

Group dynamics indicates that represent the atmosphere of interacting groups involving a variety of ideas and opinions and exchange their experiences through the process of arguing with each other.

Slavin In Siti Maesaroh (2005: 28) argues it is important to make learning model using Group Investigation as follows:

a. Requires the ability of Groups

Groups in doing all tasks, each member should have the opportunity to contribute, and at the time of the investigation, students can seek information from a variety of information from inside the classroom as well as out class, then the group collects information or record the results of an investigation that originated from each group member, and further to work on the worksheet.

b. Cooperative Plann

Students are jointly investigating the matter given by teachers and led by the head of the group, the source of the recording where needed, anyone who would do something as simple.

c. Role of Teachers.

The teacher provides resources and facilitators. Teachers rotate among groups concerned students organize the work and help students

organize their work and help when students find difficulty in group interaction.

Trianto (2007: 59) in this book Model-oriented innovative constructivist learning model, said that teachers who use the group method of investigation generally divide the class into groups of 5 - 6 students with heterogeneous characteristics. Distribution groups can also be based on pleasure friends or common interests of a particular topic. Students choose a topic for investigation, conduct in-depth investigation of topics that have been selected, then prepare and present its report before the class.

2. Advantages of Group Investigation Method

By Trianto (2007: 65) there are 4 kinds of excess group investigation method in the process of learning activities, namely:

1. Active learning and student-centred communicative.
2. Learning by making an atmosphere of mutual cooperation and interaction among students in the group regardless of their background.
3. Students are trained to have a good and conducive to communication.
4. Students are motivated, so active in the learning process from the planning phase until the final stage of learning that is presented the results of investigation of each group.

Based on the advantages above, the writer conclude that group investigation make the students be active in classroom teaching learning

process and the students have more confidence to communicate with the other.

3. Disadvantages of Group Investigation

By Trianto (2007: 65) there are 3 kinds of weaknesses in the process of investigation methods of group learning activities, namely:

1. For students who are weak power potential he thought, not very active in working maximally and discussion group.
2. Students who occupy as a member of the group, not necessarily willing to present the results of investigation, discussion and group work, they will give full trust to the chairman of the group.
3. Students who are weak intellect and his ability, tended trails only to the friends group.

Based on disadvantages above, the writer gets conclusion that the teacher must change method of teaching and the teacher make that students active in classroom, such as; giving score if the students can answer the question well, and also ask them to do exercise in a group.

D. Teaching Reading Through Group Investigation

Implementation of the learning model using group method of investigation according to Slavin (2009: 218), must comply with the steps as follows:

- a. Identification of the topic

The students' investigated some resources, the teacher divided the students in groups based on students interest and the teacher helps in getting information.

b. Planning the task

In this step, each group should formulate a problem which could be investigated. Decided how to implement it, and determine the sources which would be needed for doing that investigation.

c. Doing investigation

Each students collected information, analyzed the data, and made conclusion, and students discussed, and clarified idea.

d. Preparing the final report

Member of group planed what would they present, and how they would make their presentation.

e. Presentation

Each groups prepared their self to present their final report in front of class.

f. Evaluation

Teacher and students collaborated in evaluating students learning

Group Investigation learning methods can be called a model of learning activities that focus groups, integrated, effective, efficient, examine things through forms of cooperation and mutual aid help, so the learning process and achieve a productive learning outcomes.

Opinion of the writer, that the group method of investigation is a model of learning that involve students more actively from the beginning to the end to study or work in small groups together to perform tasks in a way to discuss and present / submit the report of the discussion group.

While Slavin in Nur (2004: 24) says that the Procedure of Group Investigation are as follows:

- a. Assign students to teams. In assigning students to teams, balance the team so that each time is composed of students whose performance level range from low to average to high
- b. Make students worksheet and quiz for the lesson that we plan to teach
When explaining Group Investigation, read the task that must be done by the team.
- c. Distribute the quiz and give students adequate time to complete it. Do not let students work together in the quiz.
- d. Make individually and team scores.
- e. Team recognition is done soon after making individual and team scores

E. Basic Assumption

Reading skill is the most important thing in mastering language because it would be useful to improve their comprehension of the text. We can see that most of the students still find difficulty in reading or comprehending a text when they do it in teaching learning process. Group Investigations is one of strategy which can help the students to overcome their problem in reading, so the writer thinks that Group Investigation can improve student's comprehension in reading.

