

## CHAPTER II

### LITERATURE REVIEW

#### A. The Nature of Reading

##### 1. The Definition of Reading

Reading is one of language skills that have various definition. Reading is one of general language skill, and component of written communication (Tampubolon,1987: 5) Reading is an active skill, and it constantly involves guessing, predicting, checking and asking oneself questions (Grellet, 1988: 7).

According Nunan (1991: 70) reading is a 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 content of the text

According to Leu (1987: 9) reading is developmental, interactive and global process involving learned skill. The process specifically incorporates an individual's linguistic knowledge and can be both positively and negatively influenced by nonlinguistic internal and external variables or factors..

From the sources above, it can be concluded that reading is process to understand the messages available in the text. In other words, a process of getting meaning intended by the author from printed or written information. During this process, the readers combine his language skills and knowledge of the real world to grasp the meaning.

## 2. The Importance of Reading

Reading is important to develop our knowledge. By reading lot of literary works on various kinds of subject their mind will be more develop in maturity. Ramellan (1990: 1) said that even after leaving school, reading will be of much use for students.

Reading activities are important for senior high school student, because through reading they will gain knowledge , information, message, and so forth. We can not deny that reading give many advantages for us. When the students want to continue his study at university, he will need knowledge or information from any resources that not only written in Indonesia but also in English as the International language. Therefore, the students are demanded to read as many books as possible to finish their study. Widyanto (1952: 62) said that there are five points in the importance of reading as ways the successfull study; they are

- a. Reading is the most full learning resources.
- b. Reading is the cheapest learning resources.
- c. Reading is the easiest learning resources.
- d. Reading is the most speed learning resources
- e. Be up date

It means that if the students have a good ability in reading they will get much information because reading is easy to be done by them wherever and whenever they want.

### 3. The Aims of Reading

The main aim of reading is looking for and getting information from books or text. In reading , the students have to understand the idea, the context, and the meaning of the texts in the passages. Anderson in Ismah (2011: 10) stated the following aim of reading :

a. Reading for details or facts

The students read the text to get or know the inversion that have been done by the writer or solve the problems of the writer.

b. Reading for the main idea

The students read the text ( books ) to know “ why is the topic is good or interesting , then the problems on the passage, and make summaries of the passage.

c. Reading for the sequence or organization

The students read the text to know “ what is happening in each part of the passage in every episode and solving the problems of the text.”

d. Reading to classify

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 the text in order to find out the conclusion from the actions or idea in the text.

f. Reading to compare or contrast

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

#### 4. The Major Components of Reading Comprehension

The components of reading comprehension will support the success in comprehending reading material and contributing in important way to read. Leu (1987: 30-38), states that there are six major components of reading comprehension.

a. Decoding knowledge

Knowledge is used to determine the oral equivalent of a written word. Decoding knowledge is important for comprehension when determining the oral equivalent of a word to help a reader. Identifying meaning is frequently true and relatively unfamiliar with printed of many word in spoken but are relatively unfamiliar with printed word.

b. Vocabulary knowledge

The knowledge about word meaning used to determine the appropriate meaning for a word in a particular context

c. Discourse knowledge

Knowledge of language organization at units beyond the single sentence level including the knowledge of structural organization of different types of reading.

d. Readiness aspect

It is traditionally refers to the students' ability to read and understand a particular selection.

e. Effectiveness aspect

In reading, the effectiveness aspect includes both competences and attitude reading it will increase motivation and facilitate reading.

f. Syntactical knowledge

Knowledge of word rules that determine grammatical function and sometimes the meaning and pronunciation of words.

## 5. Reading Comprehension

Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material ( Olson and Diller, 1982: 42). This statement it is supported by Harris and Sipay ( 1980: 179), who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language. Clark and Sandra ( in Simanjuntak, 1988: 15) define reading as an active cognitive process of increasing with print and monitor comprehension to establish.

It is sure that reading has many purposes, and among others are to graduate from their school and to provide them with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

From the sources above, it can be concluded that, in order to comprehend a reading selection fast, a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to determine the author's purpose, to evaluate the ideas presented, and to apply the ideas to actual situations.

## **6. The Scope of Teaching Reading Comprehension in Senior High School**

Actually, reading is significant aspect in English. Moreover, reading should be taught in Senior High School. According to Kurikulum Tingkat Satuan Pendidikan (KTSP, 2010) there are some aims of teaching reading in Senior High School. The aims are as follow:

- a. to reveal the meaning of short functional text such as *narrative, descriptive and newsitem*
- b. to comprehend the meaning of short functional text such as *narrative, descriptive and newsitem*
- c. to reveal the meaning and the rhetorical steps of short functional text.

Based on the points mentioned in the above, reading is one of language skills that is taught in Senior High School and it is included in its syllabus that describe one of the aims of English teaching in Indonesia for Senior High School is to develop student's reading comprehension.

## **B. Discussion**

### **1. The Definition of Discussion**

In our life sometimes, we face a difficult problem that can not overcome it with one answer or one way only. It is why we make a discussion to find out the best solution. Every teacher has to find out the way to overcome the problem in order that the teaching laerning process runs well. The problem does not come from the students and the teacher only, but it also comes from all factors that support or hamper the teaching learning process, such as the class situation, time of learning, teaching tools, and teaching material, Tarmuji (1982: 70, cited in Yudi triono 2001: 13) state that discussion is the scientific deliberation which contains ideas exchange carried out by several persons who gather in the group to find the truth.

According to Hasibuan and Moedjiono (1985: 20) discussion is a process of two or more persons who interacted in verbally about a certain purpose or target by changing the information, defends the ideas, or problem solving. They also state that discussion technique is more suitable and needed if the teacher wants to:

1. Exploit the various capacities of the students.
2. Give chance for the students to channel their capacity.
3. Get feedback from the students whether the teaching learning succeeds or not.
4. Help the students to learn their capacity and participation in the laerning process.

5. Help the students in order that they can formulate the various problems, whether the problems come from their experience or their school lesson

Another definition is given by Semiawan in Arif (2010: 16) that discussion is the way to present the teaching material through opinions exchange to solve the problem. This technique also called conference technique includes the activity to develop ideas change between teacher and students and also students to other students.

Based on definition above it is concluded that the discussion technique is the way to present the teaching materials in which the teacher gives chance to the students or the group for a scientific discussion in order to collect an opinion, take a conclusion or arrange the various alternatives of solving a problem.

Discussion can be applied to senior high school students, because it helps the students become more confident and fluent communicators and it makes the students aware of certain communication strategies.

## **2. The Aim of Discussion**

When we have discussed something, we can exchange the idea, opinion, and experiences, more than that, discussion give an extra point to the students who participate actively. Hartono (1991: 106) states the aims of the discussion as a part of learning process; they are

- a. To involve the students as a part of component system.
- b. To stimulate and motivate the students.
- c. To train the students for critical thinking.



d. To develop their team work ability.

According to Suharyono (1990: 115), there are some aims of discussion technique; those are

1. Implanting and develop the courage of the students to propose their own idea.
2. Getting the truth with honest by considering the different opinion between them.
3. Training their self to get agreement by discussion.
4. Giving a live situation in the class.

The discussion not only helps teach material, but it also develops the thinking proses, promotes a positive attitude towards learning, and develops interpersonal skills. Group discussion foster interaction between students whose skills, attitudes, and interest differ, and allow the students to use democratic leadership skills to lead the direction of the discussion and participation. In this manner, discussion helps students extend their knowledge through higher-level independent thought.

### **3. The Characteristic of Discussion**

There are some characteristics of discussion technique. According to Zuwariyah in Risa (2011: 19), there are four the characteristics of discussion they are;

- a. Discussion is a social activity where by several people reacts to each other.

- b. Discussion is also a cooperative ending without winners or loser unlike the argument and debate, which trick on competition.
- c. Unlike the free conversation among friends, reason and purpose and focus on an agreed upon-topic can distinguish the discussion. Participants are required to think reflectively and to weigh argument.
- d. Discussion is creative. It is through the participant asking, responding, and reacting to question, that remark are shape and that discussion is created.

#### **4. The Advantages and Disadvantages of Discussion**

Discussion is a very effective way to solve the problem. As we know each person has different problem. Not all people can solve the problem that they face. Discussion is a good technique to solve the problem together.

Discussion is very useful technique in learning process. It has many advantages and disadvantages for students. According to Hartono (1991: 106) there are some advantages and disadvantages of discussion technique; those are

- a. The advantages of discussion technique
  - There are some advantages of discussion technique
  - 1.) Share ideas and experiences from group
  - 2.) Effective after a presentations, film or experience that needs to be analyzed
  - 3.) Allows everyone to participate in an active process.
  - 4.) Effectively to conveys the information

- 5.) Train the students for critical thinking
- 6.) Develop their team work ability.

b. The disadvantages of discussion technique

There are some disadvantages of discussion technique.

- 1.) Not practical with more than 20 students
- 2.) A few students can dominate
- 3.) Some students may not participate
- 4.) It is time consuming
- 5.) Can get off the track

**5. Teaching Reading Using Discussion Technique**

The following steps in using discussion technique for teaching reading.

a. Pre teaching process

1. The teacher introduces the discussion technique to the students as the technique to teach reading.
2. The teacher gave the motivating strategy by giving explanation about the material today.

b. Whilst teaching activity

1. The teacher explains about the kind of the text.
2. The teacher proposed the problem / text to be discussed and gives a necessary direction to the students how to solve the problems.

3. The teacher and the students determine the main problems together and the problem that will be discussed have to be formulated clearly in order that the students can get a good comprehension.
4. The teacher asks each group to discuss the text about generic structure, the tenses and the content of the text.
5. Then, discuss together, each group has to report their discussion result, and other groups give reaction, protest or questions.

c. Post teaching activity

1. The teacher reviews the lesson by asking some questions orally to check their comprehension in the reading text given.
2. The teacher gives summary about the material.

They are taught in four meetings. In each meeting the students are given a different text that must be discussed by each group. Then, each meeting after have discussing in group, the students will be tested individually by doing reading exercise given by the teacher.

**6. The Indicators in Teaching Discussion Technique**

There are some indicators in teaching discussion technique. Risa (2011: 25) state that there are nine the indicators in teaching discussion technique; those are

1. Enthusiastic in learning reading
2. Responsive in Discussion
3. Cooperative in Discussion
4. Organizing his or her idea

5. Enthusiastic in doing assignment
6. Active in asking question
7. Active in answer question
8. Get actively in pairs/ group Discussion
9. Can finish the exercises correctly.

The indicators above will be observed by the writer while teaching learning process. The students will be active in learning process if the students brave to ask and give the question and the students have high motivation to interact each other for discussing during the lesson.

### **C. Basic Assumption**

Discussion technique is one way that can stimulate students' ability and cooperation in reading activity in the class.

By applying discussion technique in reading activities, the students can get any ideas, they would be easier to understand the content of a text. It could stimulate their motivation and interest to read. It was assumed that, by applying discussion technique, their reading comprehension will be better.