

## **CHAPTER II FRAME OF THEORIES**

This chapter presents the review of the previous research and review of related literature which covers the concepts of reading, small group discussion, anecdotes text, and procedures of teaching reading using small group discussion technique.

### **2.1 Review of Previous Research**

The researcher showed several results of previous studies, they have been applied each of their technique and method in their research. The previous studies were as follow:

First, Afrilianti (2012) did her research at SMA Al-Azhar 3 Bandar Lampung. She was interested in finding out whether KWHL (know, want, how, learn) technique could improve students reading comprehension achievement. As the result, she found that KWHL technique was be able to improve the number of students who were the active in reading of report text activity during the teaching and learning process. The teachers' performance in reading class improved when KWHL technique was implemented. The technique forced the teacher to act perfectly as a facilitator and expert because the students became more active in asking question to the teacher. It means the technique makes the students-teacher relationship more alive without using KWHL. This can be seen from the result of research observation. More than 80% students were actively involved during the teaching

and learning process. They actively asked question, answer the teacher's question enthusiastically and every steps of KWHL. Especially in group activity when they have to find out their own questions related to the topic and decision.

Second one, Refilda (2012) conducted her research at SMPN 5 Bandar Lampung. She investigated the students reading comprehension achievement through SQ4R (survey, question, read, recite, relate, review) strategy. She found that there was significant increase in students reading comprehension of recount text taught through SQ4R method at the second year of SMPN 5 Bandar Lampung before and after being taught SQ4R Strategy. As seen from the result of the hypothesis showed that at significant level of  $p < 0.05$ . The students mean score in pre test is 59.64 which have increased to 72.50 in post test. It means after implementing SQ4R the students are able to comprehend recount text quite well.

Then, Betaria (2012) conducted her research at SMAN 1 Krui. She investigated the students' achievement in reading comprehension using jigsaw technique. She was interested to know whether jigsaw technique can improve students reading comprehension. She found that jigsaw technique can be used to improved students reading comprehension achievement in learning product. In teaching learning process, the implementation of jigsaw technique made the students more interested in learning. By using jigsaw technique the students rarely get problem during learning process. The effects are that they understood what they wanted to learn and the students felt comfortable learning process. It is high possible the students reading comprehension achievement would be increased. It also could be

seen from the improvement of the students scores from cycle 1 (53.33%) and 2 (83.33%) after implementing jigsaw technique.

And then, Allaydrus (2009) did his research at SMAN 1 Kota Bumi. He was interested to find out whether questioning technique can increase students' achievement in reading comprehension. He found that there was a significant difference of students achievement in reading comprehension skill in class XI IPA 3 before and after being taught through questioning technique ( $p < 0.05$ ,  $p = 0.000$ ). It is taken from hypothesis testing. It indicates that the hypothesis proposed is accepted. In other words, questioning technique can be used to increase students reading comprehension skill. The increase can be seen by comparing the mean score between the pre test and post test.

The last one, Sihombing (2012) conducted at SMP Dirgantara Bandar Lampung. She investigated the students' reading comprehension achievement. She was interested to find out whether discovery inquiry can increase students' reading comprehension achievement by using discovery inquiry narrative text. She found that reading text through discovery inquiry be implemented, it can be seen from the number of the students who were active in reading of narrative text improved in their ability by implementing reading text through discovery inquiry narrative text. This can be seen from the result of the researcher's observation sheets. During the cycle 1, more than 40 % students were active during the teaching learning process. When doing cross check in the number of students who did extensive reading practice before class, there were 15 students did well.

Based on the studies above, the following has been found that the students' reading comprehension achievement can increase by using QWHL technique, SQ4R technique, jigsaw technique, questioning technique, and discovery inquiry. However, there is still one issue which has not been found, that is whether how can the use of small group discussion technique increase the students' reading comprehension achievement significantly? Therefore, the researcher expected that small group discussion technique can decrease the difficulties in reading comprehension.

## **2.2 Review of Related literature**

### **2.2.1 Concept of Reading**

Reading is one of the four skills of language. All people cannot understand a text without reading. So, the students' reading achievement and these reading skills should be increased. According to Wixson, Peters, Weber, & Roeber, (1987) reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. According to Hill (1997:58), reading is a process to understand a written text which means extracting the required information from it as efficiently as possible. The students did not feel bored when they read an entertain and curious passage.

The researcher was interested to increase students' reading comprehension because she wants the students increase their ability to inquires and comprehends what they have read. She was concerned with the students' reading comprehension after she did her pre observe at SMPN 1 Karya Penggawa Krui.

Small group discussion is a technique that has been chosen by the researcher. She was interested to increase students' reading comprehension by using small group discussion technique.

#### **2.2.1.2 Five Aspects of Reading**

According to Suparman (2012), there are several aspects of reading. But in this research, the researcher focus on five aspects namely topic sentence, making inference, multiple meaning (vocabulary), interpreting problem, and characters view.

##### **a. Topic Sentence**

Topic sentence is a helpful guide for both writer and reader. Three important points to remember about the topic sentence are as follow:

- It is a complete sentence containing a subject, a verb, and (usually) a complement.
- It contains both topic and controlling idea
- It is the most general statement in the paragraph because it gives only the main idea. (Suparman, 2012:132)

##### **b. Interpreting Problem**

A story really has some problems and every problems should be interpreted by the readers. Everyone has the different opinion to interpret a problem from a passage. The readers interprets the problem based on own mind of them.

**c. Multiple Meaning (vocabulary)**

Multiple meaning is called Vocabulary. According to Suparman (2012:129), many words have multiple meaning. Some of readers may be unfamiliar with and may need to look them up in a dictionary if the meaning you know doesn't make the sense. The readers have to analyze and determine the meaning that applied in the sentence given from multiple meaning for familiar word.

**d. Inference**

Inference is one of comprehension strategies to make conclusion about what is not directly stated in the text based on clues given. To making inference is to come to a conclusion after considering all the fact ( Suparman, 2012: 35). In addition, inference is educational guess or prediction about something unknown based on available fact and information, Kathleen (1986:31).

**e. Characters View**

Characters view is the similar with point of view. Characters view is the feeling or emotional of characters in a story. Everyone has his or her own view of the world. Authors share their point of view through their writing. Recognizing point of view is an important previewing skill, Suparman (2012:132).

There is no reading accurate without comprehension. According to Texas Reading Initiative (2002), the purpose of reading is comprehension or to get meaning from written text. Similar to this, Grabe and Stoller (2002: 17) define reading comprehension as the ability of understanding and interpreting information in a text correctly. Comprehension in reading becomes important because it makes the

readers have meaningful in their reading. In other word, their reading is not useless. Reading comprehension 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 generate knowledge outside the text. Dallman (1982: 23) states that reading is more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place. It is also supported by Simanjuntak (1988: 4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is an interactive process between the readers' background knowledge and the text itself. Reading comprehension is the ultimate goal of learning to read and it is the foundations for education.

Based on the explanations above, researcher concluded that comprehension is the process to understand the meaning and content of a passage in order to know what was the information based on the readers. According to Wedman et al (1996: 112) in Hararit (2007: 12), the technique to comprehends the text is group work. In other words, to have better comprehension of a text, the readers are expected to discuss what they read with other people in a group. Because of the reason, the researcher used small group discussion technique in this researcher. Through small group discussion, the students comprehend the text together.

### **2.2.2 Concept of Small Group Discussion**

Small group discussion is one of the cooperative learning techniques in which students work in groups of four or five. A small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal (Kenz and Greg, 2000:4). Sagala (2008: 20) says that group discussion team is more effective if the group consists of 3-4 students, enable students gives their opinions or ideas to other students easily. Supporting this, Slavin (1995: 75) argues that group contingency is essential if a small group structures are to enhance achievement.

They will be more creative in thinking to give opinion in solving problems of the topic. According to Johnson et al (1998: 14), a teacher should asses each student's performance and return the result to the students as soon as possible in order to ascertain who needs more assistance, support, and encouragement in completing the assignment. The students can works together in solving their problem or answer the question from the teacher. In a group, the students are free to talk in discussing to solve problem and answer the question because they do not finish their task individually. It is why the researcher chosen this technique to increase students' reading comprehension.

According to Brown (2001:178), small group provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges. So the students are more confidence to give opinion in each of their small group. Discussion is scientific conversation among some people who make the group to exchange opinion about a problem and together to solve and to get good answer of the question. Group discussion



technique is always where teacher gives opportunity to the students to the scientific discussion in giving and answering the question based on the topic. According to Brihart (2001:8), discussion is primarily verbal exchange among member though which the work of the group is accomplished.

In discussion as a way of teaching, Brookfield and Preskill (1999) state that discussions tend to increase motivation, promote engagement with difficult material, and give people appreciation for what they can learn from one another and for what can be accomplished as a group. By using small group discussion, the students did not learn individually. The following are several characteristics of small group discussion proposed by Brihart (2001:9):

1. A small group member of human to be aware and have some reaction to each other.
2. A mutually interdependent purpose, making the success of one member contingent on the success of all.
3. Each person having a sense of belonging, of being part of the group.
4. Interaction verbal and nonverbal channels, within word conveying the contents of the discussion. Members continually responded to and adapt their action to each other.
5. A sense of cooperation among members. Although there are disagreements and conflicts individually, all members perceive themselves as searching for a group outcome that will be as satisfactory as possible to all of member. So that no one in the group trusted at losing to another group member.

### 2.2.3 Concept of Anecdotes Text

According to Bima and Cicik (2005:14) anecdotes text is a kind of text which deals with something unexpected or out of the ordinary. It usually contains some unusual or amusing incident. Its purpose is to entertaining the readers. Sometimes humorous, anecdotes are not jokes because their primary purpose is not simply to evoke laughter, but to reveal a truth more general than the brief tale itself, or to delineate a character trait or the workings of an institution in such a light that it strikes in a flash of insight to their very essence. The researcher is interest to use anecdote text because the communicative purpose of anecdote text is retelling the unusual incident of someone. So the text makes the students curious to read and comprehends the text.

The structure of anecdote text, Bima and Cicik (2005:93) consists of :

1. Abstract : signals the retelling of an unusual incident
2. Orientation : sets the scene, characters in the story
3. Crisis : provides details of the unusual incident
4. Reaction : reacts to crisis
5. Coda : reflects on or evaluates the incident ( optional )

Language features of anecdote text:

1. Use of punctuations : !, "...", ?, etc.
2. Additive connectors : and, as well as, etc.
3. Temporal connectives : first, then, ever since, etc.
4. Causal connectives : because, as, for, etc.

5. Verbs of action : sit, laugh, scream, etc.
6. Verbs of thinking and feeling : feel, think, seem, etc.
7. Words reflecting the writer's attitude : find out, shock, surprise, etc.

Hasnova (2011:19) says that using anecdote means a media used for teaching and learning by using funny story, anecdote is a media in order to make the students both understands and comprehends the text easily and effectively they can be asked to understand the contents of the anecdote stories given and retell it to their friends by using their own words. Based on the theory above, the researcher used anecdote text in applied small group discussion technique.

### **Example of anecdote text**

#### **A Face on the Window**

Nasreddin heard news that the richest man in town would give charity to all poor people there. Nasreddin wanted to come there soon but he also had to finish his job at home. First he did his job quickly and then run the rich man's house.

When he arrived there, there was no people outside the house. He tough he was late. He looked at the house from a distance. Because he saw the rich man through the window, he knocked at the door.

A moment later, the servant came up and said, "Sorry, sir. My master is out now."

Nasreddin was very disappointed. He knew that the rich man had lied to him. He wanted to get angry but there was no reason for him.

He said to the servant, "That's alright. Although he could not give me charity, I will give him advice. Tell him later, if he wants to go out, he should not leave his face on the window otherwise somebody will steal it.

(Let's Talk Grade V111 in Hasnova)

## **2.5 Teaching Procedure**

Reading can be taught in a variety of way, many opportunities for teaching reading skills and strategies can be included into daily classroom language experience.

The procedure of teaching reading using anecdote text on small group discussion as follow:

### **Pre activity:**

- a. Greeting
- b. The teacher checks the attendant list.
- c. The teacher asks to students about anecdotes and small group discussion.
- d. Brainstorming between the teacher and students.

### **While activity**

- a. Students are divided into several groups based on small group discussion technique rules with three or four students within a group.
- b. The teacher gives the material for the students.
- c. Students listen to the rules of small group discussion technique told by the teacher.
- d. Before starting to work in a group, the students receive a brief explanation about the printed materials and answering several questions given by the teacher orally.
- e. The teacher asks the students to discuss the materials and do the assignment in a group.

- f. Some representative students from each groups present their discussion in front of class while discusses it together with the teacher.
- g. The teacher monitors the student's activity while they are presenting and discussing the materials together.
- h. The teacher gives rewards to the best group in order to appreciate their work. This scoring methods reward students for improvement (Slavin, 1986). The use of improvement points is shown to increase student's academic performance even without teams (Slavin, 1986), and it is an important component of student team learning (Slavin 1986; 1995).

**Post activity:**

- a. Students ask the teacher about the difficulties in understanding the lesson.
- b. The teacher gives homework to students.