CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Small Group Discussion

Small group discussion is a group which consists of six or fewer students who are assigned a task that involves collaboration (Brown, 2001). Small-group discussion allows presenters to announce a topic or idea for group discussion among participants. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under direction of presenter

The core discussion skills of small group learning are questioning, listening, responding and explaining. These skills provide the basis for the development of teamwork and collaborative learning. In the longer term they can aid the development of communication competency with patients and colleagues.

According to Ernest (1997) there are several point to conduct of small group discussion :

a. Main Procedural Steps in Using Small Group Discussion

   The purpose of the small group discussion is to contribute and circulate information on a particular topic and analyze and evaluate the information for supported evidence in order to reach an agreement on

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general conclusion. To do this several steps must be taken when conducting small group discussion.

1) Introduction. The presenter must be prepared before the discussion for it is successful. The presenter should clear to introduce a topic on which all of the participants have some background knowledge so they have a basis for discussion. If the participants are introduced to a topic that a familiar to them, each will something to contribute that another participant may not have thought of, thus moving the discussion on its way with many new avenues of thought to explore. The introduction should have four parts.

a) Instructional Objective. An instructional objective should be given to the participants at the biginning of the discussion.

b) Purpose. The presenters should explain why the groups will be discussing the chosen topic.

c) Relationship. The presenters must explain how this information fits in whit what has already been learned or what will be learned in future

d) Advanced Organizer. An advanced organizer is some sort of attention-grabber that attracts participants' interest. Many discussion topics fail because participants aren't drawn into the discussion at the biginning.

2) Directing the Discussion. The presenters is in charge of directing the discussion to get it stared. The presenter should ask the participants if they have questions about this topic at hand.

3) Summarizing the Discussion. Sometimes the participant confused or retain a wrong idea as right. The presenter should summarize to make sure the participant understand what has been discussed. For small group discussion, seeking consensus, it is important to summarize to make sure all the participants are thinking along the same lines. A final summary is summary that is essential at the end of the discussion.

b. Variation of Small Group Discussion

1) Cooperative Learning Groups. In cooperative learning, a small group of participants work together to achieve a common goal. Cooperative learning operates on the premise that participants achieve more when they work together. The goals of cooperative learning are positive independence, face-to-face interaction among participants, individual accountability within the group, and interpersonal and small group discussion skills. This teaching method fosters cognitive development in areas of retention and achievement and affective development through socialization and self-esteem. Henson (1993) motes that small group discussion

allow the participants to get to know each other on a personal level and give them a sense of belonging to team.

2) Problem-Solving Groups. These group exist in order to cooperate, discover, inquire, and think critically. The purpose of the problem-solving groups is to approach real-life problems with an appropriate strategy. Cooper (1990) states that problem-solving group help participants come to logical solution and make responsible decision.

3) Group Investigation. The presenter breaks participants up into small group based on particular interest. Each group has a certain category, and they gather information and analyze it foe meaning. The participants then prepare and deliver a presentation to the class about what they discovered. The purpose teachers participants to work together, listen to one another, and support each others' work and opinions.

c. Appropriate Uses Suggestions, and Cautions. The group discussion requires great skill on the part of the presenter. The presenter must encourage participants to participate freely and still keep the discussion on the topic. During the discussion the presenter must help the participants to understand how all the points and facts ralate to the topic. For the presenter to conduct the discussion successfully, he or she must carefully plan it in advance.

2. Reading Comprehension

Reading is one of the main four skills in English beside listening, speaking and writing. Through reading, the students will get many advantages, such as gaining a lot of information, improving their knowledge, solving a new problem 2 and getting the new ideas by understanding what they read. According to Patel (2008) reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concept . People can entertain themselves by reading something they like. Especially for students, it can increase their motivation and build a good atmosphere in teaching and learning process.

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself (Klingner, 2007). Irwin states that reading comprehension is the process in which readers understand and selectively recall idea in individual sentence, understand and infers relationships between classes or sentences. They organize and synthesize the recalled ideas into general ideas, and make inferences not necessarily intended by the author. The readers control and adjust these processes according to intermediate goal. All these processes occur virtually simultaneously, constantly interacting with each other (Irwin, 1986).

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements as follow: (Snow, 2002)

a. The reader who is doing the comprehending.

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

b. The text that is to be comprehended.

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

c. The activity in which comprehension is a part.

Reading is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

The purpose of reading and the type of text determine the specific knowledge, skills, and strategies that reader need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply

them to accomplish the reading purpose.In conclusion, comprehension is a process in order to understand and to get the message from the reading text. In other words, reading comprehension is as a goal of reading itself.

3. Narrative

There are many kinds of text that students have to be mastered in Junior High School, one of them is narrative text. Narrative is a text focusing specific participants which tell an interesting story. Its social function is to tell stories or past events and to entertain or to amuse the readers. According to Kane (2000), narrative is a meaningful sequence of events told in words. It is sequential in the events ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well).

There are many types of narrative. They can be imaginary, factual combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience. Then, generic structures of narrative text are:

a. Orientation

Orientation is the part of narrative text that introducesmain which the characters and setting of time and place. Usually answers questions who? when? where?

b. Complication or problem

In this stage the main characters get some ploblems and they find ways to solve the problems.

c. Resolution

Resolution is the resolution of the complication/problem. The complication may be resolved for better or worse, happily or unhappily. These add and sustain interest and suspense for the reader.

According to Chris Pearson (2010), Narrative text is characterised by several language features. The general language features of narrative text are:

a. A narrative focuses on specific participants.

b. There are many action verbs, verbal and mental processes

c. Direct and indirect speeches are often used

d. It usually uses Past Tense

e. Linking words are used, related with time

f. There are sometimes some dialogs and the tense can change

g. Descriptive language is used to create reader's imagination

h. Temporal conjunctions are also used.

Narrative text has several kinds. According to Hasibuan and Anshari (2007) , the kinds of narrative texts are fairytales, legends, plays, science fiction, myths, cartoons, fables, and adventures stories.

Based on the explanation above, it can be concluded that narrative text is a story telling that has purpose to entertain the readers. Narrative text tells

about specific participant. There are conflicts and problems in narrative text that is solved at the end of the story. There are several kinds of narrative text such as fairytales, legends, fables,etc.

B. The Relevant Research

This research has relevant with other research. The first research was conducted by Ria (2007), entiled "The implementation of Small Group Discussion in Teaching Reading", In her study about the teaching of reading comprehension by using small group discussion showed that the experimental group got the higher score in the posttest than the control group after they got small group discussion teaching strategy. Besides, some expert argue that small group discussion be able to help the teacher in, increase work and study skill and teach social international skills

Then, the second research was conducted by Yulisa Putri, entiled "The Use of Small Group Discussion Technique To Increase Students' Reading Comprehension". The aim of the research was to find out whether there is any significant increase of students' reading comprehension achievement after being taught by using small group discussion technique. The sample of the research is IXB that consisted of 26 students. The research uses one-group pretest posttest design. The result shows that the students' reading comprehension of anecdote text by using small group discussion technique increased. The gain of the students' mean score of pretest and posttest was 13.61 where the students' mean score was 51.80 in the pretest and 65.42 in the posttest. It can be concluded that

there is a significant increase of students' reading comprehension achievement after they were taught by using small group discussion technique.

Based on the relevant research above, in this research are same with the research. The research is different in how the reseacher took the deta, place and sample. The researcher conduct a research entitled "The Use of Small Group Discussion Strategy: Its Effect on Students' Reading Comprehension at Islamic Junior High School Andalan Pekanbru"

C. The Operational Concept

This operational concept is necessary to clarify briefly the variables use in this research. There are two variables in this research. First is independent or X variable which in this research is small group discussion technique. Second is dependent or Y variable of this research is the students reading comprehension in learning reading comprehension. Therefore, the operational concept of the use of small group discussion technique as the independent variable (X variable) can be seen as follows, According to Ernest (1997) :

a. Teacher divides the class into small group of three to five people each.

b. Teacher gives each group a different discussion topic.

c. Teacher has one student in each group write down the important points.

d. Teacher asks the students to discuss with their friends from the topic.

e. Teacher ask students to explain the topic.

f. Teacher ask students to sharing opinion about topic.

g. After that, the teacher explain to the students about the topic.

Then, the indicators of students' reading comprehension as the dependent variable of this research (Y variable) are as follows:

a. The Students are able to identify the main idea of the narrative text

b. The Students are able to identify meaning of vocabularies the text

c. The Students are able to identify conclusion of the narrative text.

d. The Students are able to identify generic structure of narrative text

e. The Students are able to identify language features of the narrative text

D. The Assumption and Hypothesis

1. Assumption

Based on the theories and explanation above, the researcher assumes that the students reading is still low. Than, small group discussion strategy can help to increase students reading comprehension.

2. Hypothesis

Based on the review of related literature, the writer hypothesized that:

a. Null Hypothesis (Ho)

There is no significant effect of using small group discussion strategy on students' reading comprehension of the second grade Islamic Junior High School Andalan Pekanbaru.

b. Alternative Hypothesis (Ha)

There is a significant effect of using small group discussion strategy on students' reading comprehension of the second grade Islamic Junir High School Andalan Pekanbaru.