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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Nature of Reading Comprehension

Reading is one of the English skills which must be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get the meaning of text. The purpose of reading is to connect the ideas on the page to what the reader already knows. Patel and Praveen (2008: 113) state that “reading is most useful and important skill for people, however this skill is the most important from the other skills, because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one’s knowledge of the language”.

Reading is one way for a reader to understand the information about something. The ability to read and to extract meaning from text is a fundamental skill necessary for most forms of personal learning, intellectual growth, and educational attainment. Soedarso (2006:59) argues that: “Reading comprehension involves understanding of the words, seeing the relationship among words, and concepts organizing the ideas, recognizing the author’s purpose, and making judgment in evaluation.” In advance stage, the goals to be achieve are broader and mostly about concept of reading. It does not only require improvement in reading speed but also in vocabulary recognition and comprehension of sentences as well as in paragraph and completely reading selections.

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Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The reading also helps readers to decipher new words and phrases that they come across in everyday conversations. Brassell and Rasinski (2008: 15-16) “reading refers to the ability to comprehend or make meaning from written text. It can be said that reading can improve someone’s ability in their daily conversation”.

In addition, there are five skills that should possessed by the reader in understanding reading comprehension (Ghaanni (2001:1-11) in Suprizal’s Thesis). First, decoding the meaning of words from the text context. It means analyzing the words and the phrase in the text. So, the reader can identify the function and the types of the words. Secondly, understanding the forms and the meaning of the meaning of non-idiomatic phrases that consist of noun phrase, participle phrase, verb phrase and infinitive phrase. Third, understanding the sentence meaning through syntactical structure. This theory is the application of grammar theory. Fourth, recognizing and understanding rhetorical structure. Rhetorical structure is the framework of context that is related to the topic and the purpose of the writer and readers. Fifth, critical reading skills that consist of: a) understanding the purpose of the writer: b) making inference, generalization, and conclusion; c) evaluating the writer resources; d) evaluating the written type and the language expression of the writers.

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From those definitions, it can be said that reading is an ability to comprehend a written text and interpret the text as well as possible by way of getting reader's purpose of reading. The meaningful interpretations of readers depend on their experience, background knowledge, cultural framework and also the purpose of reading.

Reading is not only the ability to read word by word but the most important goal in comprehension is the ability to get and convey messages in the text. It includes the accurately vocabulary, ability to grasp the meaning, and to understand main idea. Mark Sadoski (2004: 67) reveals that "comprehension is understanding something, getting its meaning". So the purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed. In addition, Nunan (1991:82) reveals that "comprehensio involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating.

So, reading comprehension is the activity between the reader's knowledge and the meaning of the text which is adapted with the prior knowledge. By using reader's background knowledge, it is hoped that the reader can get the meaning of the text. Therefore, there should be an interaction between reader, text, and writer in comprehending the text. Catherine Snow (2002: 11) stated that "reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". She also mentions that comprehension entails three elements:

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- a. The reader who is comprehending the text
- b. The text to be comprehended
- c. The activity in which comprehension is a part.

Besides, Catherine Snow states that to comprehend, a reader must have a wide range of capacities and abilities. These include:

- a. Cognitive capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability)
- b. Motivation (a purpose for reading and interest in content being read, and self-efficacy as the reader).

There are five aspects of reading comprehension process. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference (King and Stanley (2004:8). The above theory can be described as follows;

- a) Finding main idea

Reading concerns with meaning to a greater extend that it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author, in order words, some of ideas are super ordinate while other subordinate.

- b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason,

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purpose, result, comparison, means, identify, time, and amount. In which most of the answer can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such as it, she, he, this, those, and so on.

e) Making inference

The importance of reading is to understand what the writer wrote; it is expected that reader can infer what the writer wrote. In order words, a good reader is the one who is able to draw inference logically and make accurate prediction.

All of reading components mentioned are used as guidance for indicators in reading comprehension. When the students do reading activity, they must know what the main idea, find the factual information, and find the supporting idea within a paragraph. The important one is finding the meaning of the words because the key when reading is the mastery of vocabulary. If the students have

adequate vocabulary, it is very likely that they understand and comprehend the text. On the other hand, if the students have lack of vocabulary, it will make them difficult to comprehend the text. Therefore, the students must know the meaning of each word to make them easier to get information in the text and add their knowledge especially to know the meaning in new words.

### 2.1.1 Purposes of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment of the language being read. The purpose of reading is guiding the readers to select texts.

The purpose for reading is also to determine the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to recognize the name of every appetizer listed. A person reading poetry for the enjoyment needs to recognize the words the poet uses the ways they are put together, but does not need to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. Grace Stovall Bukart (1998) state that: "Reading research show that good readers have some criteria that are read extensively, integrate information in the text with existing knowledge, have a flexible reading

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style depending on what they are reading, rely on different skills interacting ; perceptual processing, phonemic processing, recall, read for a purpose, reading serves a function.”

To comprehend words, sentences or a text everyone has different style, skill, and technique. Not all people have the same technique to comprehend the text. Good readers indicate the way in acquiring information integrated with their background knowledge of what they read. Besides, it can be inferred that different readers have different motivation depending on their purpose in reading.

### 2.1.2 Technique of Teaching Reading Comprehension

The comprehension to understand the reading text depends on familiarity with the type of material involved and the particular purpose of reading. This particular skill will develop with practice of reading. In addition, good result in reading comprehension can be achieved if the reader can choose and apply an appropriate strategy. There are many kinds of strategy is teaching reading according to Harmer (2000:69) some strategies of reading to be manifested on technique of teaching reading are as follows:

The first strategy is identifying the purpose of reading. Efficiency of reading consists of clearly identifying the purpose of reading something. By doing so, the readers know what they are looking for and can eliminate potential distracting information. So, in teaching reading

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in English the teacher should make sure that the students know their purpose of reading a text.

The second strategy is using grapheme rules and patterns to aid in bottom-up decoding (for beginning level learners). At the beginning level of learning English, one of the difficulties students encounter in learning to read is making correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They need to be given hints and explanation about certain English orthographic rules and peculiarities.

The third strategy is using efficient silent reading techniques for relatively rapid comprehension (for intermediate and advance level). This strategy will not apply to beginning level students because they are still struggling with the control of limited vocabulary and grammatical patterns. Intermediate to advanced level students need to be speed-readers. So, the students have to know a few silent reading rules, like they do not pronounce each word, they should try to visually perceive more than one word at one time, and unless the word is absolutely crucial to global understanding, students should skip over it and try inferring its meaning through its context.

The forth strategy is skimming. Skimming is quickly running one's eyes across a whole text (in essay, article, or chapter for example) to get the gist. Skimming gives readers the advantage of being able to predict

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the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

The fifth strategy is scanning. Scanning is quickly searching for some particular piece of pieces of information in a text, scanning exercises may ask students to look for names or dates, to find a definition of a key concept or list a certain number of supporting details. The purpose is to extract certain specific information without reading through the whole text. Almost every teacher in every classroom use question as we know by asking the students questions, the teacher may help students to stimulate their mental activity and whether to attract their attention. And when using this technique, the question should not mainly come from the teacher himself, but the student should be asked to make question related to the passage that being discussed. It is believed by using this technique the comprehension of student could improve their reading.

### 2.1.3 Assessing the Reading Comprehension

The assessment is usually with test. Generally, there are two kinds of tests that can be used in measuring the students' comprehension, namely, oral test (it usually used in test of listening and reading) and written test (usually used for making test of reading and writing). Brown (2004:165) argues that assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a

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student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. Based on this, it can be said that assessment is used to determine the quality of students' works.

Elizabeth Pang S *et al.* (2004:21 offer two forms of reading assessment. First is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. Second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension. Text comprehension is usually assessed through questions. Questions should focus on main ideas and viewpoints, not minor details. Therefore, these terms are called higher order questions.

## 2.2 Nature of Descriptive Text

One of the text types that should be learnt by the students in junior high schools level is descriptive text. Descriptive text is a skill that needs extra attention (Soejatmiko and Taloko, 2003: 62). A descriptive text is used to create a vivid image of a person, place, or thing. It draws on all of the senses, not merely the visual. Its purpose is to enable the reader to share the writer's sensory

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experience of the subject. Descriptive text portrays people, places, things, moments, and theories with enough vivid detail to help the reader create a mental picture of what is being written about (Abisamra, 2001: 6).

Tompkins (1994: 111) points out that descriptive text is painting pictures with words. In a descriptive paragraph, a writer should try to visualize something or someone using vivid words in order to show a clear picture of what he or she is describing. Good description then should begin with a close observation. The observation should be recorded with specific details to touch the reader's senses, to picture out clearly of what is being described.

In addition, Smalley, *et al.*, (2001: 66) support that descriptive text uses sensory details to paint a picture of a place, a person, or an object. The details in descriptive text should not only be logically arranged but also vivid. As a painter with words, we want to give the reader as precise a picture as possible; otherwise, the reader will have only a vague sense of what we are describing. To make the details more vivid, we need to modify them (Modify means to restrict or narrow down the meaning).

From the opinions above, it can be concluded that descriptive text is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, describe the most important person in our life, and describe the animal's habitat in our report. Descriptive text is usually used to help a reader and writer develop an aspect of

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their work, e.g. to create a particular mood, atmosphere, or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

### 2.2.1 Generic Structure

The generic structure of text organization of description is: Identification (mention the special participants). In this structure students may write the people, things, or place on their writing. Description (mention the part, qualities and characteristics of the subject).

### 2.2.2 The Kinds of Descriptive Text

#### 1. Describing people

Describing people is one of language functions related to learning and developing cognition; it occurs in every curriculum and without it child's potential in academic setting cannot be related. It means that description, including describing people is an important language activity that must be done in the classroom.

There are pairs of words and phrases that contain the characteristics of a general description:

1. Age: old, young, middle age
2. Looks: beautiful, cute, cool, plain or ugly
3. Complexion: fair, dark
4. Height: tall, short of average height

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5. Built/figure: small, tiny, big, stocky, muscular, skinny, slim, slender, plump, fat, and obese.

Describing parts of the body:

Each person has his or her own physical appearance. The physical appearance can distinguish one person from another person. In this case, the students need to know the words that are used to give a physical description. One of them is adjective, such as: hair (short, straight, curly), face (long, oval, around), eyes (small, bright), cheeks (chubby, hollow), shoulders (narrow, broad) and leg (slender, long, short).

## 2. Description of Place

The description of anything in writing should be clear. Therefore, in describing a room, for example, there are some considerations that should be taken:

1. The location of the object in the rooms should be clear.
2. The details should be arranged logically and semantically so that it is easy for the reader to visualize the description in his mind.
3. Most importantly is that there should be a controlling idea, because a strong controlling idea gives a text a focus.

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**3. Description of Thing or Object**

When you describe the way something looks, its physical description, you have to describe it according to space and we should arrange your sentence and details according to the objects being described.

Describing a thing/an object is one way of communicating information. Description begins from general to specific, from qualitative description to quantitative to be able to describe things/objects properly, a good observation would have to be translated to communicable language communicating as a recess skill that can be done in different ways.

**2.2.3 Language Features**

This following is the Significant Lexico Grammatical Features of descriptive text:

- a) Focusing on specific participants
- b) Using attributives
- c) Use linking verbs
- d) Using Simple Present Tense
- e) Time conjunctions (when, then, suddenly, etc)



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### 2.3 Nature of Motivation

Motivation is regarded by experienced and inexperienced teachers as prerequisite for affective learning, and the greatest challenge that many teachers face is to make their students want to learn (Thornes, 2004:40). If the students do not want to learn, their learning efficiency will be slow that they may learn virtually nothing. According to Kevin and Maxine (2002: 7) motivation includes direct communication with students, emotion detection, and recorded interactions with an intelligent tutor. For modelling and understanding user behaviour automatically. Motivation is defined as the desire to achieve the goal combined with energy to work to reach the goal.

The term motivation in a second language learning context is seen according to Gardner (1985) as to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Motivation, on the other hand, can be defined as an inner drive impulse, emotion or desire that move one to a particular action (Brown,1980). It is interesting to note here that Brown (1980: 112) states that motivation is probably the most often used catch-all term for explaining the success or failure of virtually and complex task.

According to Albert Bandura (1986) motivation is a goal oriented behavior inspired and sustained by exceptions concerning the anticipated outcomes of actions. Suggest that motivation (or a lack thereof) is the result of an individual's self-efficacy related to a task. Bandura defines self-efficacy as the beliefs we have about ourselves that cause us to make choices, put forth effort, and persist in the

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face of difficulty. And for help in the classroom, Bandura notes that one of the most powerful sources of self-efficacy is mastery experience.

Mastery experience occurs when a child evaluates his or her own competence after learning and believes their efforts have been successful. Mastery experiences increase confidence and willingness to try similar and more challenging tasks. In addition, studies have also found that social experiences play a powerful role in development of self-efficacy. The beliefs and behaviors held by teachers and peers are important in building the self-efficacy of all children in the classroom.

Reading motivation is defined as the value, belief and behaviors reading for an individual (Cambria and Guthrie, 2010). Similarly, Guthrie and Wigfield (1999) define reading motivation as the individual's goals and beliefs regarding reading. It may be influenced and stimulated by home and may be influenced by peers, but the teacher is the main actor influencing students' development of reading motivation.

### 2.3.1 Element of Motivation

Gardner and Lambert (1972) have done a pionnering work to explore the nature of motivation specifically on language study. Gardner highlights two different types of motivation:

#### 1. Instrumental motivation

Instrumental motivation is the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc.

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2. Integrative motivation

Integrative motivation is the desire to learn a language in order to communicate with people from another culture who speak that language and also to identify closely with the target language group.

Sardiman (2002), states that there are three functions of motivation:

1. Encouraging students to do something.
2. Determining the direction of action towards the goal to be achieved.
3. Determining what actions should be done to match in order to achieve the goal.

Sardiman (2002) also explains the characteristic of a motivated person as in the following:

1. Dilligent in facing task (he can work continuously for a long time and does not stop before the finish).
2. Not quickly despair. He does not require a push from outside to participate as possible (not easily satisfied with the achievements of the accomplishments that has been achieved).
3. Showing interest in various problems
4. Preferring to study independently.
5. Quickly bored with routine task (things that are mechanical, repetitive, and not creative)
6. He can maintain his opinion

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7. Not easily lose the things that he has believed.
8. Often finding and solving problems.

As reading is an effortful and purposeful activity that often involves choices and perseverance, motivation is crucial for students to develop their reading skill (McGeown, 2013). Research proves that skill and will (motivation) go together. In other words, to become successful readers, students need the “skill” and the “will”. Wigfield and Guthrie (1997) developed a set of possible dimensions that could comprise reading motivations. They mention three major learner factors that affect reading comprehension:

1. Individual beliefs that they are competent and efficacious at reading.
2. Achievement values and goals.
3. Social reasons for reading.

One of the instruments to assess reading motivation is ‘The Motivation for Reading Questionnaire (MRQ)’.

Wigfield and Guthrie (1997) conceptualized 11 different dimensions of reading motivation derived from three major categories. One category includes self-efficacy, the belief that one can be successful at reading and challenge, the willingness to take on difficult reading material. When individuals believe they are successful in an activity, they are more likely to engage in it (Bandura, 1997 cited in Wigfield and Guthrie). A third dimension in this category is work avoidance, or the desire to avoid reading activities. When students lack a sense of efficacy, they are likely wish to avoid challenging reading activities.

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The second category concerns the purposes students for reading. The particular dimensions in this category comprise several constructs from the motivation field, including intrinsic and extrinsic motivations achievement goal.

The third category addresses the social purpose of reading based on the engagement perspective's premise that reading is inherently a social activity (Baker and Wigfield, 1999) and that social aspect of classrooms have an important impact on students' achievement. One aspect is social reasons for reading, or the process of constructing and sharing the meaning gaining from reading with friends and family. The second aspect is compliance, or reading to meet the expectations of others.

### 2.3.2 Intrinsic Versus Extrinsic Motivation

Students who consistently read for their own interest are often quite competent and are usually highly achieving readers. Wighfield and Guthrie (1997) documented that students who are intrinsically motivated spend 300% more time reading than students who have low intrinsic motivation for reading. Compared to 10 other kinds of motivation, intrinsic motivation for reading is most highly associated with whether or not students read widely and frequently on their own accord.

When students read a passage or a book, they usually have a reason for doing it. Likewise when they avoid reading a text that they may be expected to read, they usually have a reason for their resistance. The

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most prominent reason for recreational reading is “I enjoy it.” This reason refers to interest or intrinsic motivation, which means doing something for its own sake, and these kinds of motivation are internal to the students.

Another reason students read in school is external pressure. Often students say that their reason for reading is that “The teacher assigned it, “ or “ I’ll get in trouble if I don’t.” In this case the reason for reading is external motivation (Ryan & Connell, 1989). This reason is not chosen by the students and this reading will be avoided if possible. An extremely widespread research finding is that internal motivation (interest, intrinsic motivation) are positively correlated with reading achievement, and external motivation (pressure, requirements, rules) are not correlated with reading achievement (Guthrie & Coddington, 2009).

In elementary school external motivation is usually not negatively correlated with reading competence, but in secondary school the external reasons for reading become negatively related to achievement. By secondary school, students who read only for the reason of avoiding getting in trouble, or only to avoid feeling ashamed for failing, show low and declining achievement (Otis, Frederick, & Pelletier, 2005).

The reason for reading, then, are crucial. Simply reading is insufficient. When internal motivation such as intrinsic motivation and interest energize students’ reading, students interact with text deeply and gain relatively high amounts of knowledge or aesthetic experience

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(Schiefele, 1999). If students' reading interests are weak, their competency grows little and their quality as readers diminishes (Guthrie et.al, 2007).

Students who read for the sheer enjoyment of reading are intrinsically motivated. They are not reading for the external rewards sometimes offered by teachers, such as toys, food, candy, or grades. These students also choose to read during their free time both in and out of school, initiating reading without promises of either reward or punishment. Teachers can implement practices in the classroom that either support or undermine student intrinsic motivation.

## 2.4 Theory of Shared Inquiry Method

Alan Crawford & et. al (2005:92) states Shared Inquiry is one way for a teacher to lead a deep discussion into a work of literature and can motivate really inspired discussion in classrooms. And also it is best done in a group.

According Great Books Programs Foundation 2009 it is said that Shared Inquiry is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text. This search is inherently active; it involves taking what the author has given us and trying to grasp its full meaning, to interpret or reach an understanding of the text in light of our experience and using sound reasoning.

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The success of Shared Inquiry depends on a special relationship between the leader and the group. As a Shared Inquiry member, remember that your teacher does not impart information or present their own opinions, but guides participants in reaching their own interpretations. This is done by posing thought-provoking questions and by following up purposefully on what participants say. In doing so, the teacher helps the students develop both the flexibility of mind to consider problems from many angles, and the discipline to analyze ideas critically.

In Shared Inquiry, participants learn to give full consideration to the ideas of others, to weigh the merits of opposing arguments, and to modify their initial opinions as the evidence demands. They gain experience in communicating complex ideas and in supporting, testing, and expanding their own thoughts. In this way, the Shared Inquiry method promotes thoughtful dialogue and open debate, preparing its participants to become able, responsible citizens, as well as enthusiastic, lifelong readers.

### 2.4.1 What is Shared Inquiry?

The educators Robert Maynard Hutchins and Mortimer Adler established the Great Books Foundation (1947), after many years of leading Great Books seminars at the University of Chicago. Their purpose was to expand opportunities for people to read and talk about the significant works of the Western intellectual tradition. To help

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explore, interpret, and evaluate the complex and challenging ideas in these works, the Great Books Foundation developed a discussion method known as Shared Inquiry.<sup>TM</sup> Many of the Foundation's reading and discussion programs and publications for grades K–12, colleges, and adult book groups are based on this technique.

### 2.4.1.1 How Shared Inquiry Works

Shared Inquiry promotes an intellectually stimulating interpretative discussion of a work— a group exploration of meaning that leads to engaging and insightful conversation. It helps participants read actively, articulate probing questions about the ideas in a work, and listen and respond effectively to each other. And it is based on the conviction that participants can gain a deeper understanding of a text when they work together and are prompted by a leader's skilled questioning.

In Shared Inquiry discussion, each participant engages in an active search for the meaning of a work that everyone in the group has read. With the energy and encouragement of the group, participants articulate and develop their ideas, support their assertions with evidence from the text, and consider different plausible meanings. The discussion leader provides direction and guidance by asking questions about the text and about the comments of the participants. The participants in the group should look to the leader for questions, not answers.

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Shared Inquiry discussion is most rewarding when the leader and participants come to it well prepared. This preparation often involves reading the text more than once and making notes of questions that occur while reading.

A Shared Inquiry discussion typically begins with the leader asking an opening interpretive question—that is, a question that has more than one plausible answer based on the work that is the focus of the discussion. This question should reflect genuine curiosity on the part of the leader about some aspect of the text. In addition to asking an opening question, the leader uses follow-up interpretive questions to guide the exploration of the work.

#### 2.4.1.2 Procedures of Shared Inquiry (Alan Crawford et.al, 2005: 93)

**Step 1:** Choosing a work that encourages discussion. Before the discussion takes place, the teacher has chosen a work or part of a work that encourages discussion. Such a work should lend itself to more than one interpretation (not all works do this well) and raise interesting issues. Folk stories often meet these criteria surprisingly well.

**Step 2:** Having the students read the material. The teacher makes sure that all of the students have read the material carefully. It is preferable if the students read the material twice before discussing it—or that they read it using the Directed Reading Activity of Directed Reading-Thinking Activity described earlier.

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**Step 3:** Preparing questions for discussion. The teacher prepares four or five discussion questions. These should be what Great Books calls Interpretive Questions, and they have three criteria:

1. They are real questions: the sort of question one might ask a friend, as you walk together, about a provocative movie.
2. They have more than one defensible answer. (This criterion invites debate. If it is not met, the discussion won't be a discussion, but a read-my-mind exercise).
3. They must lead the discussion into the text. A question like, "Why was the giant's wife kinder to Jack than his own mother was?" leads the students to talk about what is in the text first, even though they may then comment on what they know from experience. A question like, "Have you ever done anything as brave as Jack?" leads the discussion away from the text and out into twenty-five different directions.

**Step 4:** Share a Question. The teacher writes the first question on the chalk board for all of the students to answer.

**Step 5:** The students consider the question and write down their answers. The teacher asks the students to think about the question, and then briefly write down their answers. (If the students are so young that writing answers is laborious, the teacher can say he will count to 60 before he calls on anyone, so they should be thinking about their answers for all of that time).

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**Step 6:** The teacher elicits answers from the students. As the teacher invites students to answer she may encourage reluctant speakers to read what they wrote. She provokes debate between students, pointing out differences in what they say and asking those and other students to expand on the differences. She may press students to support their ideas with references to the text or to restate ideas more clearly. She does not, however, correct a student or in any way suggest that any one answer is right or wrong. Finally, the teacher does not offer her own answer to the question.

**Step 7:** The teacher keeps a *seating chart*. A seating chart is a list of the students' names with a brief version of each student's answer. The teacher uses the seating chart to convey respect for the students' thoughts, to slow down the conversation, to keep a record of what has been said, to make note of who has participated and who has not.

**Step 8:** The teacher summarizes the discussion. When discussion of a question seems to have run its course, the teacher reads aloud her summaries of the students' comments. Then the teacher or one of the students makes a summary of the discussion of that question.

**Step 9:** The teacher asks more questions. The teacher may write another question on the chalk board and proceed as before. But at the teacher's option, once the discussion gets going, she follows the students' lead and continues to discuss the issues and questions they raise.

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From these procedures above, it is clear that the second step is a process in reading activity. At the fifth and the sixth steps is to know the students' comprehension of the text. Then, to increase the students' motivation it can be seen at the seventh step.

### 2.4.1.3 Guidelines for Shared Inquiry Discussion

The following guidelines will help keep the conversation focused on the text and assure all participants a voice:

1. Reading the selection carefully before participating in the discussion.

This ensures that all participants are equally prepared to talk about the ideas in the work.

2. Discussing the ideas in the text and explore them fully.

Reflecting on what the text means makes the exploration of both the text and related issues more rewarding.

3. Supporting interpretations of the text with evidence from the work.

This keeps the group focused on the text and builds a strong foundation for introducing insights and related issues based on personal experience into the discussion.

4. Listening carefully to other participants and respond to them directly.

Shared Inquiry is about the give and take of ideas, the willingness to listen to others and converse with them respectfully. Directing

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comments and questions to other group members, not always to the leader, will make the discussion livelier and more engaging.

5. Expecting the leader to mainly ask questions rather than offer his or her own interpretations of the text.

The leader of a Shared Inquiry discussion asks an opening question and follow-up questions about participants' comments. This encourages everyone to participate. Group members can enrich discussion by striking a balance between making assertions and questioning others, including the leader, about their ideas.

## 2.4.2 Shared Inquiry Basic

The practice of Shared Inquiry is very similar for both leaders and participants: both look closely at the reading before the discussion and both drive the discussion forward through close, inquisitive attention to the text, its possible meanings, and its broader implications. Many discussion groups alternate their leaders from session to session and some designate co-leaders who help each other prepare questions for discussion. However a group arranges its leadership, an effective Shared Inquiry leader cultivates the same skills that an effective participant develops.

### 2.4.2.1 Preparing for Shared Inquiry Discussion

#### A. Read the Text Twice

To prepare for Shared Inquiry discussion, read the text at least twice, taking notes and forming questions as you read. Read a text first just to

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comprehend its overall scope. During your second reading, concentrate on specific portions of the work that interest or puzzle you, analyzing and relating them to its argument or story as a whole. For a work of fiction, ask yourself why its characters act as they do, why events or conclusions follow one another, and what the author thinks or feels about them. For a work of nonfiction, sort out the terms and structure of the author's argument.

**B. Practice Active Reading**

In preparing for Shared Inquiry discussion, active reading is essential. Locate passages that sum up the author's argument, provide examples illustrating an idea, or eloquently express an idea that seems central to the text.

Jot down your insights, questions, and arguments with the author. The following are suggestions on how to note your responses to the reading:

- Mark passages you find especially interesting, noting the ideas and questions they suggest to you.
- Pencil in your own titles for sections, paragraphs, or pages so that you can follow the text more easily and refer to it more readily in discussion.
- Review the text, numbering the major points and identifying examples and arguments that support them, so that the margins are marked like an outline.
- Draw rough diagrams or charts to help you make sense of complex passages or the overall plot or structure of the text.

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- Underline any term that the author seems to use in a special way. Trace the term throughout the text in order to understand what it means in different contexts.

#### 2.4.2.2 Participating in Shared Inquiry Discussion

The following suggestions will help both leaders and participants develop practices that make Shared Inquiry more rewarding.

**Concentrating on the text.** Refer frequently to the text to support statements with quotations and paraphrases. The discussion will be more rewarding if it is based on specific material rather than vague impressions of what is in the reading. Avoid referring to other books or articles that not everyone has read.

**Addressing the question.** A leader's questions are intended to focus on important issues in the work. Speak to the issues the leader is currently addressing. If different issues are intriguing, raise them separately.

**Speaking up.** State opinions and be ready to explain them. Ask others to clarify their ideas when necessary.

**Disagree respectfully.** Disagreement can bring out the contradictions in an opinion or reveal the complex nature of a question. The leader should ask that participants support their different interpretations with evidence from the text.

**Listen carefully.** Listen to what others say and pursue the implications of others' thoughts. Participants will learn more when their ideas are challenged, supported, and modified by others in the group.

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**Revisit the text.** Examine an important or difficult passage line by line, or even word by word, paraphrasing the text and noticing how it relates to the rest of the work.

## 2.5 Theoretical Frame Work

Based on the theoretical description and result of the relevant studies, the writer arrives at theoretical framework of this study. In teaching and learning process, especially in English, many problems and activities faced by the students and also the teachers. But, mostly the success of the students in learning the English should be determined by themselves. Besides the students study the English at the school, they should study hard at home by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

In English language teaching in Indonesian, reading and motivation place in high priority, we can see it from the curricula. Senior high school curriculum, junior school curriculum, even elementary school curriculum emphasize the English language teaching on the reading comprehension. Therefore, reading and motivation are the most important factors to encourage the students to study hard.

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## 2.6 Related Studies

Related studies require some previous researchers' conducted by other researcher in which they are relevant to this research itself. Besides, it is necessary to analyze what the point that focuses on, inform the design, finding and conclusion of the previous research, that of:

1. Research from Katie Covert (2009) on her title "Shared Inquiry and their effects on Student Motivation and Reading Comprehension". Based on the data analysis, she used the students's result that was completed by the mean score of experimental group and control group to know the difference between the two groups. The result showed the difference between two groups that that upon implementation of the intervention student motivation increased between 14-65% for students in Group A, the Experimental Group. Students in Group B, the Control Group, who did not participate in literature circles, did not have nearly as high an increase in motivation. The comprehension percentages for Group A were much greater than for Group B. The scores for Group A increased anywhere from 5-23% whereas Group B only increased 1-5%. The similarity of this research used one method "Shared Inquiry" to improve students' reading comprehension and motivation. And the difference in this research was the use of narrative text, while this research used descriptive text.
2. Research done by Dr. Mary Kennedy entitled "The Relationship between Literature Circles and Student Response to Literature and Literacy Skills: A Synthesis of Existing Research". This synthesis reviews four studies which

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explore the relationship between Literature Circles, a peer-led collaborative learning strategy, and students' spoken and written responses to literature, attempting to evaluate the effects Literature Circles have on reading comprehension. The both quantitative and qualitative studies referenced herein gauge the success of Lit Circles mainly in tests for improved reading comprehension (Brown, 2002; Farinacci, 1998; Davis *et. al.*, 2001). Davis *et. al.* (2001), in addition to exploring the effects on comprehension, also set out to discover how effective Lit Circles would be in reaching reluctant readers and increasing their motivation to read. The similarities of this research focused to improve students' reading comprehension and used descriptive text. And the differences in this research used collaborative learning strategy, did not improve students' motivation.

3. Research conducted by Christina Anderson (2005) entitled "Exploring The Effect of Literature Circles on Reading Comprehension and Motivation". The purpose of the study was to investigate the effect of literature circles on elementary school children. The sample included a predetermined class of 24 third-grade students, which consisted of 9 females and 15 males. the researcher found that most scores where significantly low, almost all students improved on the post-tests. There was no differences in this research, started from the method, skill, and kinds of text. Only location of the research was not the same.
4. Research carried out by Ashley J. Ulbrich (2013) entitled "The Impact of Shared Inquiry on the Comprehension and Motivation to Read of Sixth-Grade

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Students in a Middle School Reading Classroom”. The purpose of the following study was to monitor the effects that Shared Inquiry had on the comprehension and motivation to read of sixth grade students. In this research, three separate sixth grade reading classes, a total of 67 students, participated in this study. When combining means from journal responses across all four Shared Inquiry sessions, fifth hour had a pre-test mean 1.302 and a posttest mean of 1.477. sixth hour had a pretest mean 1.271 and a posttest mean of 1.415. seventh hour a pretest mean 1.380 and a posttest mean of 1.415. even though the gains were small, each of the three reading classes did increase in reading comprehension. In reading motivation, overall 35 students had a positive change in motivation from pretest to posttest. The largest change was 16 % for Student A. For the similarity, this research also focused on reading comprehension, motivation and used three variables. And the difference in this research applied to elementary school of the sixth grade.

Research done by Jeff Whittingham (2014) entitled “Reading Motivation: A Study of Shared Inquiry”. The purpose of this study was to determine if the use of Shared Inquiry using non-fiction texts in a university classroom would motivate students to read more of their assigned reading material. The Participants consisted of 34 students, 18 undergraduate and 16 graduate. When asked if participating in the Shared Inquiry had motivated the students to read more of the assigned textbook reading for the course, 97.1% responded positively. Further, 88.2% responded positively when asked if they read a greater percentage of the assigned textbook reading when compared to reading

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assignments in other courses. When participants were asked what percentage of the assigned textbook reading they had completed using literature circles, 88.2% reported that they had read 90% to 100% while only 32.2 % reported reading 90% to 100% in other courses. The successful implementation of Shared Inquiry described in this study provides evidence that Shared Inquiry increase reading motivation, promotes collaboration, and provide a purpose for completing reading assignments. For the difference, this research focused on reading motivation and used two variables. And the similarity in this research applied to junior high school.

6. Research from Dudley-Marling, C. & Michaels, S. (2012), the title is Shared Inquiry: Making students smart. In C. Dudley-Marling & S. Michaels (Eds.), *High-expectation curricula: Helping all students succeed with powerful learning* (pp. 99–110). Both chapters draw on data collected during a study of Shared Inquiry in a fourth-grade classroom at a high-poverty, underperforming school in New York City. Those students with a history of educational failure learned to engage in high-level literacy discussions and construct the kinds of arguments that are the hallmark of academic discourse when given challenging texts and supportive “talk moves” by their teachers and peers. The data were gathered from observations and video recordings of Shared Inquiry discussions in two fourth-grade classrooms at Lexington Elementary in New York City. Quantitative analysis focused on the effect of Shared Inquiry practice on students’ learning identities. After the implementation of Shared Inquiry, over 50% of Lexington students met or

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exceeded standards on the district reading assessments. For the difference, the aim in this research focused on helping all students succeed with powerful learning, did not use kinds of text. And the similarity in this research used Shared Inquiry method to solve the students' problems.

7. Research undertaken by Waters, K. C. (2010) entitled 'Literacy initiatives in the urban setting that promote higher-level thinking'. In J. L. Collins & T. G. Gunning (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions* (pp. 263–284). Describes efforts to improve the literacy curriculum of a large, culturally diverse urban school district. A pedagogical overhaul of traditional practices ultimately led to a curriculum "embedded with activities emphasizing higher-level thinking, data-driven decision-making, learning walks focusing on rigorous thinking within standards-based lessons, and a heightened sense of community awareness of the interdisciplinary nature of literacy." High comfort ratings on the survey contrasted with low student achievement data. Teachers acknowledged a need to deepen their knowledge in the teaching of reading. National and local experts worked with the district's 55 literacy coaches on the integration of literacy content and the process of coaching. As part of the initiative, teachers in grades 1–8 were offered professional development in the Shared Inquiry method and given Junior Great Books materials to use with their students. Teachers reported that "Shared Inquiry procedures were generalized into the disciplines of science and social studies and used with text other than the program materials. For the difference, the aim in this research promoted

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higher-level thinking, did not use kinds of text. And the similarity in this research used Shared Inquiry technique to solve the students' problems.

8. Research done by Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009) entitled 'Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740–764. This comprehensive meta-analysis of empirical studies examines evidence of the effects of classroom discussion on measures of duration of teacher and student talk and on individual student comprehension, critical thinking, and reasoning outcomes. Effects were moderated by study design, the nature of the outcome measure, and student academic ability. While the range of ages of participants in the reviewed studies was large, a majority of studies were conducted with students in grades 4–6. The nine approaches identified for inclusion were Collaborative Reasoning, Paideia Seminar, Philosophy for Children, Instructional Conversations, Junior Great Books Shared Inquiry, Questioning the Author, Book Club, Grand Conversations, and Literature Circles. The Junior Great Books Shared Inquiry approach exhibited moderate to strong effects on text-explicit and text-implicit comprehension as well as critical thinking and reasoning. For the difference, in this research focused on students' comprehension. And the similarity in this research used Shared Inquiry method to solve the students' problems and applied to junior high school.

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9. Research from Wood, P.F. (2008), the title is Reading instruction with gifted and talented readers: A series of unfortunate events or a sequence of auspicious results? *Gifted Child Today*, 31(3), 16–25. This article explores a discouraging and very real tragedy for many gifted and talented readers: the unfortunate and unnecessary disparity between what they need from a reading instructional program and what classroom instruction typically provides. Junior Great Books is highly recommended as a discussion-based program “designed to develop critical thinking and reading skills through the use of authentic literature. Its shared inquiry [sic] approach stimulates lively text discussion vis-à-vis open-ended questioning that challenges students to think critically about the reading assignment, develop their own interpretations, and support their ideas with evidence from the text. For the difference, in this research focused on a gifted and talented readers, did not find out students’ motivation. And the similarity in this research used Shared Inquiry method to solve the students’ problems and applied to junior high school.
10. Research done by Soter, A. O., Wilkinson, I. A., Murphy, P. K., Rudge, L., Reninger, K., & Edwards, M. (2008) entitled ‘What the discourse tells us: Talk and indicators of high-level comprehension. *International Journal of Educational Research*, 47, 372–391. The purpose of this study was to validate and extend the findings of an exhaustive literature search in Year 1 and a meta-analysis in Year 2 of a three-year project involving nine small-group discussion approaches. Having identified parameters of discussion present in these nine approaches, researchers evaluated the approaches on a common set

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of discourse features known to characterize “quality” discussions. Discussion approaches were grouped according to stance toward the text: expressive, which gives prominence to an affective response to the text; efferent, which gives prominence to acquiring information from the text; and critical-analytic, which gives prominence to querying or interrogating the text in search of underlying arguments, assumptions, worldviews, or beliefs. Researchers found a larger percentage of authentic teacher and student questions in Junior Great Books discussions than inauthentic (“test”) questions. For the difference, in this research focused on talk and indicators of high-level comprehension, did not find out students’ motivation. And the similarity in this research used Shared Inquiry method to solve the students’ problems and applied to junior high school.

Based on the relevant studies above, it can be inferred that those methods are useful to increase student achievement and make students active in learning process in teaching reading comprehension. The methods have positive responses in reading classroom because it can improve students’ reading comprehension and their motivation. Since the previous researches have been shown the improvement of students’ reading comprehension and their motivation in learning process, through this technique.

## 2.7 Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it still operates in an abstract

from the research planning which should be interpret into particularly words in order to be easy to measure. The operational concept in this research can be seen on the table below:



Based on the statements above, the indicators of each variable in this research can be seen as follows:

#### 2.7.1 Indicators of Shared Inquiry method (variable X) are:

1. The teacher asks students to be divided into some groups, and each group consists of five students. The students work cooperatively
2. The teacher gives an example of narrative text to the students.
3. The teacher chooses a work that encourages discussion.
4. The teacher asks the students to read the material carefully
5. The teacher prepares four or five discussion questions.
6. The teacher shares a question (One by one of the question)
7. The teacher asks the students to think about the question, and then briefly write down their answer.
8. The teacher invites students to answer she may encourage reluctant speakers to read what they wrote.
9. The teacher keeps a seating chart.

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10. The teacher summarizes the discussion.
11. The teacher asks more questions.

2.7.2 Indicators the students' Reading Comprehension (variable Y1) are:

1. The students' ability to find out the main idea of the text.
2. The students' ability to find the meaning of vocabulary.
3. The students' ability to identify the reference of the text.
4. The students' ability to find general and specific information.
5. The students' ability to find out the purpose of the text.
6. The students' ability to find inference.

2.7.3 Indicators of students' motivation (variable Y2) are:

1. The students always attend the class.
2. The students participate and complete the work well.
3. The students persist to do the task.
4. The students can accept their errors when being corrected.
5. The students have good quality of task involvement.
6. The students want to learn independently.

## 2.8 Assumption and Hypothesis

### 2.8.1 Assumption

In this study it was found that the students' ability in comprehending the English text was different from one each other and

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also had different motivations in teaching and learning process, especially in narrative text. They got difficulties in getting information in the text because of the influence of many factors, such as their motivation, intelligent, learning strategies and many others. So , it is study assumed that by using Shared Inquiry technique can gives good effect to increase all the factors above. And also it is hoped that can stimulate the students way of learning reading comprehension and its also can improve the students' motivation.

### 2.8.2 Hypothesis

There are two kinds of hypothesis in this research, null hypothesis and alternative hypothesis. The research hypotheses are formulated as in the following:

Ho1: There is no significant difference of the students' reading comprehension pre-test mean score between the experimental and the control group.

Ha2: There is a significant difference of the students' reading comprehension between the pre and post test mean score of the experimental group.

Ha3: There is a significant difference of the students' reading comprehension between the pre and post test mean scores of the control group.

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Ha4: There is a significant difference of students' reading comprehension the post-test mean score between the experimental and the control groups.

Ho5: There is no significant difference of the students' motivation pre-test mean score between the experimental and the control group.

Ha6: There is a significant difference of students' motivation between the pre and post test mean scores of the experimental group.

Ha7: There is a significant difference of the students' motivation between pre and post test mean scores of the control group.

Ha8: There is a significant difference of the students' motivation post-test mean score between the experimental and the control group.