

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension.<sup>1</sup> Word recognition refers to the process of thinking how written symbols accord with one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. It can also be defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity or purpose for reading. Proficient comprehension of text is influenced by: 1. accurate and fluent word reading skills; 2. oral language skills (vocabulary, linguistic comprehension); 3. knowledge of text structure and genre; 4. reasoning and inferential skills; 5. motivation to understand and interest in text and material. Learners/students typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading is one of the most important language skills that could be developed inside and outside the classroom. It is also one of the most common ways to get information. Many readers can get pleasure in reading since they are

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<sup>1</sup> Elizabeth S. Pang, et al. *Teaching Reading "Educational Practices Series-12"*. (Switzerland: International Academy of Education. 2003). p.6

able to comprehend and obtain information and content of reading text as they read. Reading can be enjoyable activity when it is carried out effectively. This can be done by providing instruction in the form of interesting games and activities.<sup>2</sup> By reading, students can spend their time in good way, get new information, enrich their vocabulary, and also improve their structure.

Reading means perceiving a written text in order to understand its contexts. According to Harmer, “Reading is an exercise dominated by the eyes and the brain”.<sup>3</sup> In addition, reading is an action of a person who reads texts. By reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.<sup>4</sup>

Reading is an activity with a purpose.<sup>5</sup> In general, the aim of teaching reading is to develop the students’ ability to read the material, to get information from the text, to comprehend and to react to what is written. Besides, students determine what is important based on their purpose of reading. When they do not have a reason or purpose of reading, they do not care about the topic, they can not relate to the topic, can not stay focus, and get bored. So, the writer concludes that a student’s purpose affects everything about reading.

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<sup>2</sup> Danny P. Steinberg et al. *Psycholinguistics*. (Malaysia: Pearson Education Malaysia. 2001.) p.111

<sup>3</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (London: Longman, 1991). p, 90

<sup>4</sup> AS Hornby. *Oxford Advanced Learner’s Dictionary (Sixth Edition)*. (Oxford: Oxford university press. 2000.) p. 104

<sup>5</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English As A Foreign Language*. (Pekabaru: Alaf Riau. 2007). p.114

## 2. The Nature of Reading Comprehension

The goal of reading is comprehension. Readers' ability to understand the authors' message is influenced by their background knowledge. It is stated by Burnes and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an authors' message.<sup>6</sup> In addition, Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that the primary activity of reading is to comprehend what the text about. It is because they do not know the exact meaning of the words that the writer uses. That is why, reading comprehension section is always given along with vocabulary section.

In addition, Jack C. Richards and Richards Schmidt state that different type of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading effected.<sup>7</sup> The followings are commonly referring to:

- a. Literal comprehension: reading is to understand, remember, or recall the information explicitly contained in a passage.

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<sup>6</sup> Burnes D. and Page, G, *Insight and Strategies for Teaching Reading*.(New York: Harcourt Brace Jovanich Group. Pty Limited, 1985). p.46

<sup>7</sup> Jack C. Richards and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic. 3<sup>rd</sup> Edition* (Malaysia: Pearson Education Limited, 2002), p. 443

- b. Inferential comprehension: reading is to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading is to gain an emotional or other kinds of valued response from a passage.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

### **3. The Students' Reading Comprehension**

Meaning, learning, and pleasure are the ultimate goals of learning to read.<sup>8</sup> Although fundamental skills such as phonics and fluency are important building blocks of reading, comprehension is the main purpose of reading activity after all.

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<sup>8</sup> Janette K. Klinger, et al. *Teaching Reading Comprehension To Students With Learning Difficulties*. (USA: The Guilford Press, 2007). P. 2

passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They already know most of the words in the text. They can also determine the meaning of many of the unfamiliar words from the context. They can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task that they are employed in. And they can do it quickly.

All of the students are expected to be good reader, but many of them always have problem and difficulties in comprehending the text. It can be seen when they spend much time to understand the text.

#### **4. The Factors Influence Students' Reading Comrehension**

Proficient comprehension of text is influenced by<sup>9</sup>:

- a. Accurate and fluent word reading skills.
- b. Oral language skills (vocabulary, linguistic comprehension).
- c. Extent of conceptual and factual knowledge  
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- d. Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down.
- e. Reasoning and inferential skills.
- f. Knowledge of test structure and genre.

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<sup>9</sup> Joseph K. Torgesen. *Factors That Influence Reading*. (Florida: FCRR, 2006)

- g. Motivation to understand and interest in task and materials.

### 5. The Nature of Literature Circles

Just as the book club program models different ways of responding to text in the reading logs, so the “literature circles” program developed by Daniels and Daniels and Bizar specifically recognizes the different ways people talk about books together.<sup>10</sup> In this form of discussion, students all can read the same or different books and share their responses to it. There is no teacher in a leadership role; the teacher can observe and make notes on the group’s success and on questions that arise. Students know they have a responsibility to the whole group and need to be prepared to make their contribution.

According to Noe and Johnson, a literature circle is more than a book club. Where as a book club's discussion only centers on events and plot, a literature circle format promotes discussion from varying perspectives, which provides members with a deeper understanding of the text. During the reading of the selected literature, students complete various jobs emphasizing skills such as questioning, vocabulary development, and writing.<sup>11</sup>

In other side, Literature Circles promote the pleasure of sharing reading experiences and thinking about what has been read through discussion and the opportunity to speak and be heard. This strategy motivates students to explore deeper into their books through questions and comments from group members and

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<sup>10</sup> Daniels and Bizar in Camille Blachowicz and Donna Ogle. *Reading Comprehension*. (London: The Guilford Press. 2008). p. 161

<sup>11</sup> Katherine L. Schlick Noe and Nancy J. Johnson. *Getting Started With Literature Circles*. Retrieved on 17<sup>th</sup> February 2012 from [http://www.educationworld.com/a\\_curr/curr259.shtml](http://www.educationworld.com/a_curr/curr259.shtml).

teachers. This is a strategy that literally puts reading, comprehending and learning in the hands of the students, boosting literacy and building communities of learners, a privilege all children deserve. Based on Daniels' experience, he found that groups get hooked, energized, and bonded the fastest when they begin with novels, with narratives, with stories.<sup>12</sup>

Furthermore, Bonnie Campbell Hill states that Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response.<sup>13</sup>

#### **a. The Roles in Literature Circles**

Each member of a circle is assigned a specific role, with specific responsibilities, which are used to guide the group in a discussion of the text material they are all reading. It can be shown as table below:

**Table I**  
**Roles in Literature Circles**

The Roles	Sample Questions
1. Discussion Director is to identify the important aspects of his/her assigned text, and develop questions his/her group will want to discuss.  Focus on the major themes or "big ideas" in	- What connections can he/she make to his/her own life?  - What other places,

<sup>12</sup> Harvey Daniels. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. (Maine: Stenhouse Publishers, 2002) p.179

<sup>13</sup> Bonnie Campbell Hill. *Literature circles and Response*. (Athens: NESA Conference. 2007) p.1

<p>the text and his/her reaction to those ideas. What interests he/she will most likely interest those in his/her group. He/she is also responsible for facilitating his/her group's discussion.</p>	<p>people or stories could be compared by him/her with this story?</p>
<p>2. Summarizer is to prepare a brief summary of the day's reading. Use the questions to the right to help decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a timeline.</p>	<ul style="list-style-type: none"> <li>- What are the most important events in the section he/she reads?</li> <li>- What makes them so important?</li> </ul>
<p>3. Connector is to connect what he/she is reading with what he/she is studying or with the world outside of school. He/she can connect the story to events in the own life, news events, political events, or popular trends. Another important source of connections is books he/she has already read. The connections should be meaningful to the group.</p>	<ul style="list-style-type: none"> <li>- What connections can he/she make to his/her own life?</li> <li>- What other places, people or stories could be compared by him/her with this story?</li> </ul>
<p>4. Literary Luminary is to find passages his/her group would like to/should hear read aloud.</p>	<ul style="list-style-type: none"> <li>- What one question he/she might ask the</li> </ul>

<p>These passages should be memorable, interesting, puzzling, funny, or important. The notes should include the quotations but also why he/she chooses them, and what he/she wants to say about them. He/she can either read the passage aloud himself/herself or ask members of his/her group to read roles.</p>	<p>writer if he/she got the chance?</p> <p>- And why?</p>
<p>5. Word Searcher, while reading the assigned section, he/she watches out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.</p>	<p>- Which words are used frequently?</p> <p>- What new words does he/she find in this section?</p>
<p>6. Illustrator is to draw what he/she reads. This might mean drawing a scene as a cartoon like sequence, or an important scene so readers can better understand the action. He/she can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how the drawing relates to the text. Label the drawings so the others know who the characters are. Make the</p>	<p>- What did this passage make he/she think about when he/she reads it?</p> <p>- How does this drawing relate to the story?</p>

drawing on the back of this page or on a separate sheet of paper.	
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Focus Questions for Literature Discussions:

1. Is the student prepared for the literature discussion?
2. Does the student listen actively to others?
3. Does the student ask questions?
4. Do the questions get a thoughtful response?
5. Does the student contribute thoughtful ideas?
6. Does the student build on other students' comments?
7. Does the student discuss unknown or interesting words?

It is also recommended that at least one student with higher level proficiency is included in each group in order to help lead more success and in depth discussions. This strategy is suitable for students of all ages. Responses to, and interpretations of, books help students of any age gain a deeper understanding of themselves and the world around them.

**b. The Advantages of Using Literature Circles Towards Students' Reading Comprehension**

There are some advantages or benefits of using Literature Circles<sup>14</sup>:

1. Help teachers to teach, not merely check comprehension.
2. Allow teachers to teach many facets of comprehension.
3. Encourage students to learn from one another.

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<sup>14</sup> [http://drscavanaugh.org/lit\\_cir/literature\\_circle.htm](http://drscavanaugh.org/lit_cir/literature_circle.htm)(Retrieved on 16<sup>th</sup> February 2012)

4. Motivate students naturally.
5. Promote discussion more effectively than whole groups.

Moreover, literature circles have the potential to transform power relationships in the classroom, to make kids both more responsible for and more in control of their own education, to unleash lifelong readers, and to nurture a critical, personal stance toward ideas.<sup>15</sup>

Another advantage of this program is that students learn about different ways they can contribute to group discussions and different ways they can also engage when they are reading (thinking of vocabulary, images, characters, etc.). The liability is that by only taking on one role at a time, some students think of fulfilling a “task” rather than of reading to engage fully with a text.<sup>16</sup> The goal of the strategy is to aid the students in comprehending reading text and all students can develop their own interests and preferences.

### **c. Procedures of Teaching Reading Comprehension by Using Literature Circles Strategy**

#### **Organization**

1. The teacher divides the class into groups of four to six students, and begin by letting the students choose which novel/story their circle is going to read, or teacher can choose for them.
2. Have the students assign roles within their group for each discussion date.

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<sup>15</sup> <http://www.teachervision.fen.com/group-work/teaching-methods/48704.html>(Retrieved on 10<sup>th</sup> Juny 2011)

<sup>16</sup> *Ibid*

3. Pick a day when the whole novel/story has to be read, and then leave it up to each circle to assign specific sections to read before their discussion sessions.
4. Have students meet in their Literature Circles for discussion twice a week. Each student, depending on his or her role in the group, has a different task to complete beforehand, in order to prepare for the circle discussion.

### **Process**

1. Have the students fill out their journals, quickly summarizing what they read in preparation for their discussion group, reacting to the reading, and making a prediction of what they think will happen next in the novel/story.
2. Once in their Literature Circles, students present the material they have prepared for class, following the assignments in the Group Role Sheets. At the end of the discussion time, students evaluate their discussion for that day, noting their evaluation on the Attendance Evaluation Form. If the discussion did not go as planned, students will discuss why, and offer solutions for ensuring their next discussion goes more smoothly. Students then assign roles to each member for the next discussion group, and also decide how much of the novel/story they will read before their next discussion.
3. After their discussion, they come back to their journals to reflect on how the discussion changed their way of looking at the novel/story as well as to evaluate their performance in the circle that day. At the end of class, each student hands in their journal and completed role assignment from the Group Role Sheets.<sup>17</sup>

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<sup>17</sup> <http://www.litsite.org/index.cfm?section>(retrieved on 26<sup>th</sup> september 2012)

## B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself<sup>18</sup>.

1. In 2011, research was done by Rizkha Ummul Khaira entitled "The Use of SQRW Strategy to Increase Reading Ability Students in Comprehending Narrative Text By The First Year Students of MA Darel Hikmah Pekanbaru. It was an action research. The findings of the research indicated that SQRW strategy was successful in increasing students' reading ability.<sup>19</sup>
2. In 2005, research was done by Kim Barker. He did his research in a high school classroom observing ELL (English Language Learners), actually participating in literature circles. The most important discovery he made while conducting this research that literature circles are, indeed, being used successfully.<sup>20</sup>

## C. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research, they are:

- Variable X is using Literature Circles strategy

<sup>18</sup> M. Syafi'i. *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Syaf Intensive, 2007). p, 122

<sup>19</sup> Rizka Ummul Khaira. *The Use of SQRW Strategy to Increase Reading Ability Students in Comprehending Narrative Text By The First Year Students of MA Darel Hikmah Pekanbaru*. (Pekanbaru: Unpublished, 2011).

<sup>20</sup> Kim Barker. *Literature Circles: Implementing A Rich Strategy For english Language learners*. (<http://ebookbrowse.com/kim-barker-literature-circles>). p.3

- Variable Y is students' reading comprehension

To complete the literature strategy usually needs two meetings or more. But in this research, the writer took only twice to complete it. The following treatment is a collection of procedures of the implementation of literature circles Strategy that can be seen in the following steps:

1. The teacher divides the students into some groups or circles.
2. The teacher assigns roles for the members of each circle .
  - a. Discussion director develops questions for the group to discuss.
  - b. Summarizer prepares a brief summary of the passage read that day.
  - c. Connector finds a connection between the story and another book, event in their personal life or the outside world.
  - d. Literary luminary chooses a selection that the group rereads and discusses because it is interesting, informative, the climax, well written.
  - e. Word Searcher chooses words that are difficult or used in an unfamiliar way.
  - f. Illustrator draws a picture or organizational trees relates to the text.
3. The teacher assigns a story to be completed by the circles.
4. The teacher commands each circle to discuss about the story and each member works as their role.

To know the students' reading comprehension of the first year student at SMAN 1 Kampar Kiri, the writer determines some indicators for reading comprehension as the follows:

1. The students are able to find the new vocabulary from the reading text.

2. The students are able to find out the specific information of the text such as characters, time and place of the story in reading text.
3. The students are able to find factual information of sentence.
4. The students are able to understand the content of reading text.
5. The students are able to enlarge their thinking and develop idea.

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

In general, the assumptions for this research can be exposed as follows:

- a. Students' reading comprehension is various.
- b. The better of using Literature Circles Strategy in teaching, the better increase students' reading comprehension will be.

##### **2. The Hypothesis**

Based on the assumptions above, hypothesis of this study can be forwarded as follows:

###### **1. The Alternative Hypothesis ( $h_a$ )**

There is significant effect of using Literature Circles Strategy towards students' reading comprehension of the first year at SMAN 1 Kampar Kiri.

###### **2. The Null Hypothesis ( $h_0$ )**

There is no significant effect of using Literature Circles Strategy towards students' reading comprehension of the first year at SMAN 1 Kampar Kiri.