

CHAPTER II

THEORETICAL FOUNDATION

A. Student's Reading Skill

1. Definition of Reading

Reading is the practice of using text to create meaning¹. The reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their eyes then their mind will process them. Since then, a process of viewing changes into a process comprehending. Therefore, this process can be called a cognitive process. According to William Grabe, "Reading is something many of us take for granted. We read with what appears to be little effort and little planning."² Frank Smith said that "Reading is the most natural activity in the world."³

Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and

¹ Johnson, *Teaching Reading and Writing: A Guidebook for tutoring and Remediating Student*, 3.

² Grabe, *Reading in a Second Language*, 4.

³ Frank Smith, *Understanding Reading* (Lawrence Erlbaum Associates, 2004), 2.

respond to a message from a writer who is distant in space and time.⁴

Moreover, according to Ilzamudin Ma'mur said that:

“ . . . Membaca merupakan keterampilan dasar dalam belajar.” (Reading is the basic skill in study), “Membaca adalah landasan bagi semua pendidikan.” (Reading is the basic of all education), “Membaca merupakan cara utama mencapai pengetahuan.” (Reading is the primary avenue to knowledge), “Membaca merupakan keterampilan yang sangat penting bagi pendidikan formal dan kesuksesan perorangan dalam masyarakat.” (Reading is a skill essential for formal education and for an individual's success in society), . . .”⁵

Based on the definition above, the writer conclude that reading is an ability of cognitive process of interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has messages in his or her mind, such as feeling, facts, ideas, and arguments he or she wants to share.

⁴ Naf'an Tarihoran dan Miftahul Rachmat, *Reading 1: Basic Reading Skill* (Serang: Loquen Press, 2012), 1.

⁵ Ilzamudin Ma'mur, *Membangun Budaya Literasi: Meretas Komunikasi Global* (Serang: IAIN Suhada Press, 2010), 139.

2. Reading Skill

Definitional component of reading skill which is stated by Perfetti states that “Reading skill is an individual’s standing on some reading assessment.”⁶ Reading is important to language, because it is one of the activities to make the reader know the meaning of passage. Reading is skill that must be developed. It enables students to get much information about knowledge and also interpret the contents of reading itself.

Brown says that explicit reading skills consist of two big elements, namely microskills and macroskills.

The microskills are presented below:

- a. Discriminating among the distinctive graphemes and orthographic pattern of English.
- b. Retaining chunks of language of different length in short-term memory.
- c. Processing writing at an efficient rate of speed to suit the purpose.

⁶ Perfetti, *Reading Skill*, 12800.

- d. Recognizing a core of words and interpreting word order patterns and their significance.
- e. Recognizing grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
- f. Recognizing that a particular meaning may be expressed in different grammatical forms.
- g. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, macroskills include:

- a. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognizing the communicative functions of a written text according to form and purpose.
- c. Inferring context that is not explicit by using background knowledge.
- d. Distinguishing between literal and implied meanings.
- e. Detecting cultural specific references and interpreting them in a context of the appropriate cultural schemata.

- f. Developing and using patterns of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, activating schemata for the interpretation of texts.⁷

Based on the micro and macro skills in reading, it can be concluded that the writer used some micro and macro skills to the students of the first grade of SMAN 14 Pandeglang. Such as recognize grammatical words classes, the communicative functions of written texts according to form and purpose, and recognize that the particular meaning may be expressed in different grammatical forms.

3. Types of Reading

Reading can be categorized into some types regarding the purpose of the readers. In this regard, H. Douglas Brown purpose three types of reading, namely academic reading, job-related reading, and personal reading.

Genres of reading that belong to academic reading are textbooks, thesis, essays, papers, references material,

⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (America: Longman, 2004), 187-188.

editorials and so on. Types of reading which are job-related reading are such as memos, applications, schedule, letters or emails, reports and so on. Genres of reading that belong to personal reading are such as newspapers, magazines, invitations, novels, short stories, etc.⁸

So, a reader must be able to anticipate those ways in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very excellent.

4. Types of Reading Performance

- a. Perceptive. Perceptive reading tasks involve attending to the *components* of larger stretches of discourse: letters, words, punctuation, and other graphemic symbol.
- b. Selective. Selective reading tasks include sentences, brief paragraphs, and simple charts and graphs.
- c. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, *interact* with the text. The focus of an interactive

⁸ Brown, *Language Assessment: Principles and Classroom Practices*, 186-187.

task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

- d. Extensive. Extensive reading include professional articles, essay, technical reports, short stories, and books.⁹

Based on the explanation above, there are some points of reading performance to understanding and measuring reading performance. The purposes of assessment usually are to tap into a learner's global understanding of a text.

B. Procedure Text

1. Definition of Procedure Text

A procedure text is a piece of text that gives us instructions for doing something.

Thus, from the explanation above, the writer concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to

⁹ Brown, *Language Assessment: Principles and Classroom Practice*, 189.

describe how something is accomplished through a sequence of actions or steps.

2. Purposes of Procedure Text

The purpose of procedure text type is to explain how something can be done. An anticipated outcome that is intended or that guides your planned action.

3. Features of Procedure Text

a. Constructing a procedure text

Constructing a procedure text also called as the generic structure of procedure text. Both them same meaning, there are three generic structure of procedure text.

They are:

- 1) An introductory statement that gives the aim or goal.
- 2) A list of the material that will be needed for completing the procedure.
- 3) A sequence of steps in the order they need to be done.

b. Language features of a procedure text

The language features usually found in a procedure are:

- 1) The use of technical language.
- 2) Sentences that begin with verbs and are stated as commands.
- 3) The use of time words or numbers that tell the order for doing the procedure.
- 4) The use of adverbs to tell how the action should be done.

c. Examples of procedure texts

Some examples of procedure texts are:

- 1) Directions.
- 2) Recipes.
- 3) Instruction manuals.
- 4) Itineraries.¹⁰

Based on the explanation above, there are examples and language features of procedure text. Moreover there is steps for constructing a procedure text, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it

¹⁰ Mark dan Kathy, *Text Type in English 2*, 50-52.

is to tell someone how to do something or how to make, and how to do operate something. The writer choose recipe as an example of procedure text in this research.

C. Group Investigation Technique

1. Definition of Group Investigation Technique

Group investigation is part of cooperative learning method. According to Slavin said that “Cooperative learning is one of the most important human activities.”¹¹ Cooperative learning actually can be as alternative method in teaching because the useful integrated elements of cooperative learning relates to the nature of human life that can not alone, they always need other man to life together. Group investigation was introduced by Slavin states that “Group Investigation is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion, and cooperative planning and projects.”¹²

¹¹ Robert E. Slavin, *Cooperative Learning: Student Teams* (Washington, D.C: A National Education Association Publication, 1987), 7.

¹² Slavin, *Cooperative Learning: Student Teams*, 17.

Group investigation is part of task specialization methods (Co-op and Jigsaw II) from cooperative learning. Task specialization solves the problem of individual accountability by every student have responsible to his or her contribution to the group although every group have different tasks. Further, giving students different tasks may help avoid from comparisons among groupmates.

Based on all statement above, the writer summarized that cooperative learning Group Investigation is a learning model which provides opportunity to interact and communicate each other. Group investigation technique is not just putting students into groups but they should learn social skill. Group investigation technique requires the students to be active in the group and achieve the main goals of every member in the group.

2. The Procedures of Group Investigation Technique

According to Arends in Cooperative Learning there are six steps of the group investigation procedures:

- a. *Topic selection.* Students choose specific subtopics within a general problem area, usually delineated by the

teacher. Students then organize into small two- to six member task oriented groups. Group composition is academically and ethnically heterogeneous.

- b. *Cooperative planning.* Students and the teacher plan specific learning procedures, tasks, and goals consistent with the subtopics of the problem selected in step 1.
- c. *Implementation.* Pupils carry out the plan formulated in step 2. Learning should involve a wide variety of activities and skills and should lead students to different kinds of sources both inside and outside the school. The teacher closely follows the progress of each group and offers assistance when needed.
- d. *Analysis and synthesis.* Pupils analyze and evaluate information obtained during step 3 and plan how it can be summarized in some interesting fashion for possible display or presentation to classmates.
- e. *Presentation of final product.* Some or all of the groups in the class give an interesting presentation of the topics studied in order to get classmates involved in each other's work and to achieve a broad perspective on the

topic. Group presentations are coordinated by the teacher.

- f. *Evaluation.* In cases where groups pursued different aspects of the same topic, pupils and the teacher evaluate each group's contribution to the work of the class as a whole. Evaluation can include either individual or group assessment, or both.

In the structural approach, teams may have from two to six members, and the task structure may emphasize either social or academic goals.¹³

From several steps above, the writer abridges that the teacher has to do all steps of group investigation technique. If one of steps does not apply in the classroom, the process of teaching will not effective because all of the techniques related each other. Moreover, group investigation technique is not just to train the students to have a good ability in reading skill, but also to train the students to have a good ability in speaking. So, the students can be communicate and express their opinion.

¹³Arends, *Learning to Teach*, 369-370.