

CHAPTER II

THEORETICAL FOUNDATION

A. Reading Comprehension

1. Definition of Reading

According stone in *Best Practice for Teaching Reading* defined that “Reading is a complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader’s competence is continuous to grow through engagement with various types of texts and wide reading for various purposes over a lifetime.⁷ In other opinion, reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.⁸

Based on another expert, reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.⁹ When reading is successful, the result is a coherent usable mental representation of the text. This representation resembles a network, with nodes that depict individual text

⁷ Randi Stone, *Best Practice for Teaching Reading: What Award-Winning Classroom Teachers Do*. (Beverly Hills: Corwin Press, 2009), 85.

⁸ McNamara, *Reading Comprehension Strategies*, 3.

⁹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact* (Chicago : American Library Association 2007), 10.

elements, (e.g., events, facts, setting) and connections that depict the meaningful relations between the elements.¹⁰

Based on the definition above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It is means of communication between the reader and the writer. Reading is the process of understanding the meaning of the content and the writer's idea about the text. Furthermore understand means comprehending the reading material.

2. Definition of Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless.

According to Guthrie, Wigfield, and Perencevich who defined "Reading comprehension is consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text."¹¹ It means, to understand the meaning of a text in reading activity, the reader makes interaction among eyes and mind to gain what the author extend.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the

¹⁰ John T. Guthrie, Allan Wigfield, and Kathleen C. Perencevich, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (New Jersey: Lawrence Erlbaum Associates, 2004), 26.

¹¹ Guthrie, Wigfield, and Perencevich, *Motivating Reading Comprehension*, 227.

text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text type).¹²

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only in comprehension skills but also in students' experience and prior knowledge.

3. Types of Classroom Reading Performance

Variety of reading performance in the language classroom is derived more from the variety of texts. There are several types of classroom reading performance:¹³

a. Oral Reading

Oral reading is not a very authentic language activity. While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph). It may have the outward appearance of student participation when in reality it is mere recitation.

¹² Klingner, Vaughn, and Boardman, *Tracing Reading Comprehension...*, 8.

¹³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition, (New York, Pearson Education Company, 2001), 312.

b. Silent Reading

Silent reading may be subcategorized into intensive and extensive reading.

- Intensive Reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.

Intensive reading calls students' attention to grammatical forms, discourse makers, and other surface structure details for the purpose of understanding literature meaning, implication, rhetorical relationships, and the like.

- Extensive Reading

Extensive reading carried out to achieve general understanding of a usually somewhat longer text (book, long article, essay and etc.).

Most extensive reading is performed outside of class time. Pleasure reading is often extensive reading.

Based on the types of reading classroom performance above, the writer used silent reading in intensive reading because to know structure detail understanding. The writer uses descriptive text in a teaching reading comprehension, so the students can read for knowing new knowledge about the text and for identifying of the text, because the text contains characteristic of a particular person, place, and thing that goal to inform the reader if read the text.

4. Assessing of Reading

According to Brown said that: “Assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered”¹⁴

According to Andriyani, there are five aspects in reading which help students to comprehend English text i.e, main idea, specific information, inference, reference, and vocabulary.¹⁵

a. Main Idea

Main idea is the most important part of the text because it tells about what is the text tells about. the sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

b. Specific Information

Supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison analogy, cause and effect statistics and quotation. Supporting detail help the reader to understand the text and its position sometimes after the main idea or topic sentence.

¹⁴ Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (London: Pearson Education, 2004), 24.

¹⁵ Rima Priska Andriyani, “*Comparative Study of Reading Comprehension Between Students with Introvert and Students withExtrovets*”, (A Paper, Lampung University, 2016), 14.

c. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fill information that the writer only suggests.

d. Reference

Reference is the use of words or phrases either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

e. Vocabulary

A child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

5. Reading Comprehension Strategies

According to Klingner, Vaughn, and Boardman in *Tracing Reading Comprehension to Student with Learning Difficult*, there are five strategies in reading comprehension to develop students' comprehension.¹⁶

¹⁶ Klingner, Vaughn, and Boardman, *Tracing Reading Comprehension...*, 14-15.

a. Activating background knowledge

The strategy of activating background knowledge refers to recalling experiences and knowledge of text before reading, for the purpose of linking new content to prior understanding.

b. Questioning

Questioning refers to asking, or writing, a self-initiated question about the content of the text before reading.

c. Searching for information

Searching for information refers to seeking and finding a subset of information.

d. Summarizing

Summarizing refers to forming an accurate, abstract representation of text after reading all or substantial portion of material.

e. Organizing graphically

Organizing text graphically refers to constructing a spatial representation of text-based knowledge, which may include drawings, concepts maps and diagrams.

Based on reading comprehension strategies above, the writer used searching for information strategies to developing students' reading comprehension. Because the writer ask students to seeking and finding information about descriptive text by forming specific goals, selecting particular sections, extracting accurate information until goals are fulfilled.

B. Cooperative Learning

1. The Understanding of Cooperative Learning

Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom. It has been defined as follows: “Cooperative is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.”¹⁷

According to Jolliffe in *Cooperative Learning in the Classroom*, “Essence cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.”¹⁸

Another expert, explain about “Cooperative learning allows students to be actively involved in learning, communicate their ideas with each other, brainstorm, provide immediate feedback, work to solve problems together and fostering their learning outcomes. The importance of students becoming more involved with the learning process has been emphasized and need to be implemented in classrooms around the world.”¹⁹

¹⁷ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 2nd ed, (New York: Cambridge University Press, 2001), 192.

¹⁸ Wendy Jolliffe, *Cooperative Learning in the Classroom*, (London: Paul Chapman Publishing, 2007), 3.

¹⁹ Amosa Isiaka Gambari, Madasiru Olalere Yusuf, and David Akpa Thomas, “Effects of Computer-Assisted STAS, LTM and ICI Cooperative Learning Strategies on Nigerian Secondary

Cooperative learning may be defined as a classroom learning environment in which students work together in small mixed ability heterogeneous groups in academic tasks. Cooperative learning is viewed as a means for improving student achievement and other cognitive skills.²⁰

Cooperative learning creates opportunity for students to help their group members to solve their learning problems which in small group students feel more comfortable asking for help. In cooperative learning students can work their assignment together.

Cooperative learning methods adaptable to most subject are Group Investigation, Learning Together, Complex Instruction and Structure Dyadic Methods.²¹

Based on the all statement above, the writer summarized that cooperative learning is a learning model which provides opportunity to interact and communicate with each other. The objective of Cooperative Learning is to motivate students to encourage and to help each other in mastering material presented by the teacher.

School Students' Achievement, Gender and Motivation in Physic", *The Malaysian Online Journal of Education Science*, Volume-III Issue-4, (2015),12.

²⁰ Sathyprakash C V, Nandini N, Kalyani K, "Research on Cooperative Learning- A Meta-Analysis" *International Journal of Informative & Futuristic Research*. Volume-1 Issue-10, (June 2014), 141.

²¹ Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice* (London:Allymand Bacon, 2005), 24-25.

2. Types of Cooperative Learning

Cooperative learning utilizes three types of cooperative learning group.²²

a. Formal cooperative learning group

These last from one lesson to a few weeks and need to consist of the following to work effectively:

- (1) Team-building activities to establish team identity and cohesion
- (2) Specific teamwork skills highlighted each lesson and /or week
- (3) Teacher monitoring and support for task and teamwork skills
- (4) Evaluation of learning and teamwork by pupils and teacher.

b. Informal cooperative learning groups

These last a few minutes to a whole lesson and usually consist of 'turn to your partner' discussion or think/pair/share and can be extended from pairs to fours or eights (often termed 'snowballing').

c. Cooperative base groups

These usually last for a term or a school year and consist of heterogeneous cooperative learning groups with stable membership to build on support and encouragement to each other. The elements described informal cooperative learning groups above will need to be incorporated and built on.

²² Jolliffe, *Cooperative Learning in the Classroom*, 43.

These three types of cooperative learning may be used together. A typical class session may begin with a base group meeting, which is followed by a short lecture in which informal cooperative learning is used. The lecture is followed by a formal cooperative learning lesson. Near the end of the class session another short lecture may be delivered with the use of informal cooperative learning. The class ends with a based group meeting.²³ In this lesson the writer used cooperative based group to apply Group Investigation in teaching learning process.

C. Group Investigation Strategy

1. Definition of Group Investigation Strategy

Some definition of Group Investigation are given as follows:

- a) According to Sharan and Sharan, Group investigation is a strategy for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study.²⁴
- b) Another expert, Slavin state that Group investigation Strategy is related to the activities of collecting, analyzing, and synthesizing information in order to solving a multi-task problem. The students can look for any

²³ Robyn M. Gillies, Adrian F. Ashman, and Jan Terwel, *The Teacher's Role in Implementing Cooperative Learning in the Classroom*, (New York: Springer, 2008), 32.

²⁴ Sharan, Yael., and Sharan, Shlomon., *Expanding Cooperative Learning Through Group Investigation*, (New York and London: Teachers Collages, Columbia University, 1992), 2.

information from the inside or outside the classroom, such as: books, institution, or society.²⁵

From the ideas above, it can be concluded that Group Investigation is a strategy of learning in small group with collaboratively. This strategy can help students to solve the problem in learning process.

2. The Stages of Group Investigation

Group investigation strategy is consists of six stage. They are:²⁶

- 1) Identifying Topics about Descriptive Text of place and Arranging Students into Groups
 - a. Students examine several sources and purpose a number of topics
 - b. Students join their groups to study the topics they have chosen.
 - c. Group investigation is based on student interest and must be heterogeneous.
 - d. The teacher assists in gathering information and facilitating arrangements.
- 2) Planning tasks to be learned students plan together about: what students learn, how students learn, for what purpose or interest do students investigate this topic.
- 3) Carry out investigation

²⁵ Robert E. Slavin, *Cooperative Learning*, (Bandung: Nusa Media, 2008), 3.

²⁶ ShlomonSharan, *Handbook of Cooperative Learning Methods* (New York: Praeger Publisher, 1999), 101-109.

- a. Students gather information, analyze the topic, and make conclusion.
 - b. Each group member contributes to the efforts of his group.
 - c. Students exchange, discuss, clarify, and synthesize all ideas.
- 4) Prepare the final report
- a. Group members determine the essential messages of their project.
 - b. Group members plan what they will report, and how they will make their presentation.
 - c. Group representative form an event committee to coordinate presentation plans.
- 5) Presenting the final report about name of place.
- a. Presentations made for all classes in various forms.
 - b. The various presentations must actively involve the listener.
 - c. The listeners evaluate the clarity and appearance of the presentation based on criteria predetermined by all class members.
- 6) Evaluation

- a. Students give feedback to each other on the topic, about the tasks they have done, about the effectiveness of their experiences.
- b. Teachers and students collaborate in evaluating student learning.
- c. Assessment of learning must evaluate the highest thinking.

From the stages above, it can be concluded that Group Investigation has six stages to apply in teaching learning process on descriptive text to examine students' reading comprehension.

3. Preparing for Group Investigation

In Group Investigation, the teacher coordinates and facilitates the learning process as well as the social process. Advance planning for this complex role includes the following:²⁷

a) Assessing Students' Ability to Plan and Study Together

Before undertaking a Group Investigation project, teachers should de-sign short-term cooperative learning tasks that provide students with the necessary practice in participating in group discussion, in rotating group-management roles, in cooperative planning, and in processing their cognitive and affective experience.

b) Choosing the problem for investigation

²⁷ Shlomo Sharan, *Handbook of Cooperative Learning Methods...*, 111-113.

The teacher should choose a general problem that is both challenging and stimulating and invites genuine inquiry. A suitable problem is one that will lead to multifaceted inquiry by a variety of means, using a variety of sources that contribute different perspectives. The general problem is often part of the curriculum, or it may originate in a timely issue.

c) Thinking through possible questions for inquiry

After the teacher has chosen the general problem, the next step is to think through the central issues it involves. As the teacher scans a wide range of sources and talks about problem with experts or colleagues, teacher become aware of what is entailed in investigating the various facets of the problem. It is helpful to actually list the questions that come to mind. Time spent in this type of exploration will make it easier for the teacher to help the students see how their questions are connected to the key concepts of the general problem.

d) Locating resource material

While the teacher thinks through the possible questions that the general problems stimulates, teacher searches for appropriate resources in the class's textbooks, in the school and public libraries, and in various institutions and sites. Whenever possible, the teacher should visit one of the sites and discuss the problem with one or

more experts. Before the project begins, the teacher brings a variety of material to the class so as to arouse the students' interest in the topic and demonstrate its diversity.

Based on the statement above, the writer concluded that the teacher must be prepared all of the administration to support in teaching learning process before applying Group Investigation in teaching reading comprehension.

4. The Advantages and Disadvantages of Group Investigation

Every method or strategy certainly has advantages and disadvantages, such as Group Investigation has several advantages and disadvantages. According to Sharan, they are as follows:²⁸

a) Advantages of Group Investigation strategy are:

1. Teacher and students may participate in working groups by preparing small group investigative principles.
2. Interaction in small group requires knowledge as the basis of group work and discussion skill as group dynamics that develop student exercises and activities.
3. Bringing encouragement for students to develop ideas, focus attention to tasks and contrast or discuss ideas using different perspectives.

²⁸ Sharan, Yael., and Sharan, Shlomon., *Expanding Cooperative Learning Through Group Investigation*.... 20.

4. Social interaction is used by students to cultivate and build new knowledge gained by the group during the course of the investigation.
5. Group investigations allow students to interact with fellow researchers covering different aspects of the same common theme interpreted through cooperative information.
6. Group investigation motivates students to take an active role in determining what is learned and how to learn it.
7. Group investigation raises personal interest in searching for the necessary information at the time of investigation based on shared responsibility and interaction between group members.

b) Disadvantages of Group Investigation strategy are:

1. Group Investigation is a learning strategy that has different difficulty level with other cooperative model.
2. The degree of difficulty of this strategy lies in organizing group investigations.
3. The students will be confused at the time of presentation because students are less willing to express opinion in front of a classmate.
4. Group Investigation is a complex learning strategy and difficult to apply in cooperative learning and using group investigation also takes a long time.

Based on the expert above, the writer concluded that group investigation has several advantages and disadvantages. The advantages of group investigation strategy put in processes and learning outcomes such as student centered learning and improved student achievement. But it also has disadvantages that put in the learning process because the students felt confused to express their work sheet in front of the classmates.