

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of Reading Comprehension**

##### **1. The Definition of Reading Comprehension**

Reading comprehension is the process of finding the point of the text that readers read. Reading comprehension is very important in our real lives, we need to read every day and every time. By reading, students are able to know as much information as they want, which helps them gain more knowledge. Reading relates to reading comprehension. According to Kligener, Vaughn, and Broadman (2007:2), reading comprehension is the process of constructing meaning by arranging some complex processes in the brain that contain reading words, world knowledge, and fluency. When students are reading, they are doing a thinking process by comprehending all the words, phrases, sentences, and paragraphs in order to get the meaning of the text as a whole. In addition, Pang (2003: 6) states that reading comprehension is the process of making sense of words, sentences, and connected text.

In order to get information, readers should know what they have read. Reading comprehension is not quite easy; the readers should require their thought and perception to get information from the text. Furthermore, Woolley (2011: 15) states that reading comprehension is the process of making meaning from text. As the process of extracting meaning and constructing meaning concurrently through interaction and involvement with written language. Reading a written text is useless if the reader does not know what the author wants to convey in the text. Written text was made by the writer in order to share ideas, information, and knowledge.

From the definition above, the researcher can conclude that reading comprehension is a complex process of understanding the meaning of each word and connecting the text with the word. Reading comprehension can be an

ability if the reader reads fluently.

## 2. The types of Reading

In reading comprehension, the learner may find some types of reading that need to be done for some logical reason. . There are types of reading as follows:

### a. Intensive reading

Intensive reading is text reading to get information or analysis. Intensive reading provide a basis for explaining difficulties in structure and for extending knowledge of vocabulary and idioms. In intensive reading, the readers not only read the text but are also discussed in detail in the target language.

### b. Extensive reading

Materials for extensive reading are chosen with a lower level of difficulty than materials for intensive reading. It happens because extensive reading has the purpose of training the students directly and fluently.

### c. Aloud reading

Aloud reading is a reading activity that must be given to the primary level because, in this case, the words are pronounced.

### d. Silent reading

Silent reading is an important skill in teaching English. This activity should increase the student's abilities. Silent reading is done to get a lot of information.

From the types of reading comprehension, the researcher applied intensive reading and silent reading in teaching English activities.

### 3. The indicators of Reading Comprehension

In reading comprehension, there are several indicators of reading that can be used to measure the student's comprehension. The indicators should be mastered by the students to comprehend the text. There are some experts who have stated the indicators of reading comprehension. According to Mc Namara (2007: 49), there are three indicators or aspects of reading comprehension:

a. Inference making

Inference-making is essential to ensuring a good understanding of a text. The readers focus on what they are looking for from the text and not on the text, which is not important.

b. Comprehension monitoring

The ability to monitor one's understanding of a text is an important skill for constructing meaning. Comprehension monitoring is often assessed by requiring readers to detect inconsistencies in text, such as scrambled sentences, contradictory sentences, or statements that conflict with readily available general knowledge.

c. Understanding text structure

Explicit awareness about text structure and the expectations engendered by certain common features of text may be useful aids for readers, helping them to invoke relevant background information and schemas to facilitate their construction of a meaning-based representation.

Furthermore, Gunning (2010: 24) mentions four elements of reading comprehension, as follows:

a. Main idea

The main idea is a summary statement that includes the details or ideas in a selection. It is what all the other sentences are about. The main idea is more specific than the topic. Whereas the topic is the subject, the main idea is the general idea that is expressed about the topic.

b. Supporting details

Supporting details are additional information that explains, defines, or proves the main idea. In the text, we can find supporting details to answer the questions who, why, when, where, what, and how. There are explicit and implicit details in supporting detail. Explicit is something that is clearly expressed or stated in text. Moreover, implicit is something that is implied indirectly without being directly expressed in the text.

c. Inferring

Inferring, which includes predicting and concluding, is an essential comprehension skill and lend itself to instruction. Making inferring is independent on understanding the details in a selection and so builds on the previous units.

d. Facts and opinions

The ability to identify statements as the fact or opinion is a simplification of the sophisticated skill of classifying statements as being empirical or analytical means as accurate or inaccurate by counting, measuring, weighing, touching, hearing, observing, or analyzing. Whereas, opinions are statements that express an attitude or a value and cannot be proved.

Brown (2004: 206) states that there are 8 indicators or aspects of reading comprehension, they are:

- a. Main idea (the most important idea the researcher wants the reader to know about topic).
- b. Expression.
- c. Grammatical features.
- d. Inference.
- e. Detail (facts most ideas that prove or explain the main idea).

- f. Excluding facts not written (unstated details).
- g. Supporting idea.
- h. Vocabulary in context.

Based on the explanation of the theory, in teaching reading comprehension, the researcher would focus on five indicators based on the problem faced by the students: the main idea, vocabulary (word meaning), supporting details (explicit and implicit), and inference.

#### **4. The purposes of reading comprehension**

Reading comprehension is very beneficial for students and academic learning. The purpose of reading is to comprehend the text to gain any information, which includes In the text and in academic learning, it is important to master reading in their subject to achieve a good result, because in every subject, students learning activities involve reading. are as follows:

- a. Reading to search for simple information

In reading to search, the readers typically scan the text for a specific piece of information or a specific word.

- b. Reading to skim quickly

Reading to skim involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

- c. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

- d. Reading to integrate information, write and critiques texts.

These skills inevitably require critical evolution of the information being read so that the reader can decide what information to integrate and

how to integrate it for the reader's goal. In this aspect, both reading to write and reading to critique text may be task variants of reading to integrate information.

e. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Based on the purposes that have been mentioned, the researcher concludes that reading has a lot of purposes. To know the meaning of a text, the students should read it first. Through reading, the students are able to understand the information given in the text and explore their knowledge. The most important thing is that the students want to get information from reading a text.

## **B. The Nature of Round Robin Technique**

### **1. The Definition of Round Robin Technique**

Round robin is one of the cooperative learning techniques. Cooperative learning is an instructional technique in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal. Jacobs and Loh (2003: 143) stated that cooperative learning can be defined as concepts and techniques for enhancing the value of student interaction.

The round-robin technique is a technique that gives the students the opportunity to write their answer or ideas by themselves and work together with other students. Based on Maldonado et al. (2011: 39), round robin is a technique where the activity requires people to form groups. If there is a recorder to enunciate a question, then groups should be told that their job is to brainstorm as many answers as they can. Similarly, Kagan (2009: 246) states that Round Robin is one of the simplest yet most flexible teambuilding structures. In Round Robin, each teammate takes a turn sharing for a preset amount of time. In addition, Hunton (2008: 6) states that "round robin" is an interactive technique that reflects a structured sharing of ideas where each team member is called on one at a time to share his or her ideas with the rest. By sharing ideas together, the students can achieve their goals as a team.

Based on those statements, the round-robin technique is one of cooperative learning where the activity requires students to form groups and there is a recorder in each group. Each teammate takes turns sharing ideas, and then the recorder records all the member ideas.

## 2. The procedures of Round Robin Technique

In teaching English, teachers needed to have a good plan for teaching to have a good result. To achieve a good result, the teachers prepare a lesson plan to know what they are going to do in the class. It is very important to think about the procedures and techniques that would taught in the class to achieve better reading comprehension. Based on Kagan (2009: 155), the procedures of the Round Robin technique are:

- a. The students are divided into small group of 4-5 students each group.
- b. One person in the group is designated as the recorder.
- c. The teacher would pose a question to the group, the question should have multiple answer.
- d. The students are given thinking time.
- e. After the thinking time is complete the students share their response round robin time among their group.
- f. The recorder writes down all the answer of group members.
- g. The person next to the recorder starts and each person in the group gives an answer until time is called.

Based on the explanation of experts. The researcher used the Round Robin procedure based on Kagan.

The researcher would implement the Round Robin procedure in the classroom. The Round Robin procedure technique is based on experts' explanations. The researcher wants to make it easier for students to understand the procedure and help researchers more easily implement the technique. The procedures are:

- a. The teacher divides the students into small groups of 4-6 students.
- b. One person in the group is designated as the note taker.
- c. The teacher gives the students a text and asks them to find the main idea, supporting details, conclusion, and vocabulary according to the context.
- d. Then, the teacher gives the students time to think about the answers.



- e. Once all group members have answered the question, the group members should present their answers to the recorder.
- f. The members discuss the correct answer.
- g. Then the recorder records the answer.
- h. The recorder reports the answer to the teacher.
- i. The recorder reads the report in front of the class.

### **3. The advantages of Round Robin Technique**

The round-robin technique that applied has advantages for the students. As stated by Kagan (2009: 35), by using this technique, students may hear multiple perspectives and may be more open to alternative explanations than if they hear a single response. Based on the explanation, it can be concluded that the Round Robin technique can increase students reading comprehension. By implementing this technique, students can share their ideas, explore new ideas, and enhance their motivation. Round Robin is a great choice because it allows the entire team to hear every response. Thus, Kelly (1955: 108) mention that Round Robin has 5 advantages, they are:

- a. To involve student in reading
- b. To build confidence and develop schema
- c. To foster comprehension
- d. To asses reading
- e. To develop fluent reading

From the advantages, Round Robin technique helps to motivate student interest in reading comprehension. This technique makes the student easier to understand the text.

#### **4. The Disadvantages of Round Robin Technique**

Although the round-robin technique has advantages, it also has several disadvantages. According to Kagan (2009:455), there are some disadvantages that can arise when implementing the round-robin technique. They are:

Round Robin technique needs more time. The researcher made the Round Robin technique more time-efficient by giving team members time to think about ideas and concepts before the session took place. By giving them this time, when they attended the Round Robin session, each member already had ideas and concepts to propose so that they could run more productively. This technique would also encourage each team member to have independent ideas and not just agree with other people's ideas.

Division of the group and sharing between students make it less conducive. The researcher conditioned the class to be conducive in a way when the division of research groups used the lottery method. How to form groups with the lottery method is by knowing in advance the number of students in the class and then determining the number of groups to be formed. For example, in a class of 20 students, 5 groups would be formed, so 4 rolls of paper are made with numbers 1, 4, 2, 3, 4, and 5. Furthermore, students are asked one by one to take one roll of paper each, and students who get the same number automatically become one group.

### **C. Review Related Study**

The use of the Round Robin Technique in the English teaching and learning process is not relatively new. Some researchers have conducted studies on the use of the round-robin technique. Hukunala Gresyea Kristina (2023) is the researcher under the title "Improving Reading Comprehension Through on Narrative Text to the Eight Grade Students of SMPN 5 Salatiga. The research findings showed that the use of the Round Robin Technique can improve the student's reading comprehension of texts. The students were able to improve the interaction among them, and they were more motivated to join the class.

Based on previous studies, it was shown that the use of the Round Robin Technique in teaching and learning English is an effective technique to improve students' reading comprehension. The technique has been proven by some researchers to improve students' reading comprehension.