CHAPTER 2

LITERATURE REVIEW

This chapter was deal with relevant theories to this research. In details, this chapter would explain some theoretical foundation about previous study, reading and reading comprehension, Word Walls media, Group Investigation method and explanation about the implementation of Word Walls media combined with Group Investigation method.

2.1 Previous Studies

In this research, the researcher takes some previous studies related to this research. The first previous study that the researcher takes is a thesis by Siska Nuzulina entitled **"The Influence of Using Word Wall Toward Students' Vocabulary Mastery at MTs Al-Furqon DUMAI"**. The researcher used a quasi-experimental research. In this research, she finds the information about any influence of using word wall in students' vocabulary mastery. The result of this research showed that using word wall can improve students' vocabulary mastery. The students' scores in pre-test showed there are 2 students who have good category (6,66%) and there is no students who have excellent category. The students' scores for post test showed there are 3 students who have excellent category (10%) and 10 students who have good category (33,33%). From this data, that showed there is any influence for students' vocabulary mastery after taught using word wall media.

For the second previous study is a journal by Ridho entitle **"Improving Students' Vocabulary Mastery Through Word Wall".** The researcher used one

group pretest-posttest design of experimental research. The research aimed to find out the result of using word wall in improving students' vocabulary mastery. The result of this research is considering able to represent the students' improvement after being taught using Word wall. It was found that there was a significant improvement in which pre-test was lower than post-test. The average score of pre-test was 54.00 while the average of post-test was 81.07. This data showed that there is any influence for the students' vocabulary mastery.

For the third previous study is a thesis by Muhammad Fathoni **"The Influence of Using Group Investigation Toward Students' Speaking Ability at the Second Semester of the Eight Grade of Mts Hasanuddin Teluk Betung Bandar Lampung in 2015/2016 Academic Year"**. The researcher used quantitative research that is an experimental research method. This research aimed to know the significance influence of using Group Investigation technique toward students' speaking ability. The result of pre-test was 61.87. While post-test result was 67.40. That showed there is any influence of the students in speaking subject.

The fourth previous study is a paper graduation by Alfida Alfiani Mahmuda entitled **"The Use of Group Investigation (GI) Method in Improve Students' Reading Ability in Describtive Text (A Classroom Action Research of the Eight Grade Students of MTs Aswaja Tengaran in the Academic Year 2016/2017)"**. In this research, the researcher found a problem that is the students getting difficulty in understanding the main ides of writing text. The writer used group investigation method in teaching learning process to solve the problem. The improvement in this research reach around 7,22%.

The fifth previous study is a paper graduation by Ummil Khoir entitled **"The Influence of Using Word Wall on the Students' Vocabulary Mastery at the Second Semester of the Eight Grade of SMP Dwi Pangga Bandar Lampung 2017/2018 Academic Year"**. In this research, the researcher found a problem that is the students have lack vocabulary and they cannot express their ideas. The researcher used word wall in teaching learning process to solve the problem. There were any improvement of this research, that showed by the maximum score of pre-test = 62 and post-test = 84 in experimental class.

This research has similarity with those previous studies. The similarity is about the implementation of word walls and group investigation method. The differences of this research is in the subject and focus on English skills. In some those previous studies just focus on students' vocabulary mastery, speaking skill and writing skill. While in this research is focus on students' reading comprehension by developing student's vocabulary mastery. The subject of those previous study are students at junior high school, the subject of this research is the tenth grade students in vocational high school.

2.2 Theoretical Review

This section discusses about the literature review of this study. Those are reading, word walls, group investigation, and word wall media combined with groupinvestigation method.

2.2.1. Reading

a. Definition of reading

Reading is one of language skill. Reading is an activity to understand a writing text with aim to get some information from the text. According to Mubarok & Sofiana (2017:121), reading is an activity to comprehend written text in order to get information, knowledge, and message implicitly and explicitly. Usually consists of an implicit meaning and written meaning in a text. Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text (Zare & Othman, 2013:188). Djufri (2015) states that reading is a communication process from the writer to the reader. So, reading is also a communication. That is communication between a reader and a writer through a text.

As we know that reading has a purpose that is looking for some information. According to Newmark (1998:11), there are two purposes on reading. First is to understand what about it is about. For the second is to analyse it from a 'translator' point of view.

In learning foreign language, reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2004:185). Reading is an important skill to learn by the students. Reading needs to understand the meaning of the text. In an examination of English many question about written text. So, the students must learn more about English texts by reading.

b. Genres of reading

Each genre of written text has its own rules and convention. The reader should be anticipate that convention to process the meaning efficiently. With the total of genre that extraordinary present in any literate culture, the readers' ability to process a written text should be very sophisticated. Brown (2004:186) state that the genres of reading are following:

1. Academic Reading

This genre is usually on general interest articles, technical reports, reference material, textbooks, essays, papers, test directions, editorials and opinion writing.

2. Job-related Reading

This genre is usually on message, letters/emails, memos, reports, schedule, labels, announcements, forms, applications, questionnaires, financial documents, and directions.

3. Personal Reading

This genre is usually on newspapers and magazines, recipes, menus, maps, greeting cards, invitations, notes, calendars, advertisements, novels, short stories, jokes, drama, medical reports, immigration documents, comic strips and cartoon.

c. Reading Technique

For understanding in reading quickly the readers also need some technique. These are some techniques that usually use in reading:

1. Skimming

Skimming is the reading way to get the main idea (Soedarso, 2005: 84). This technique uses when the reader does not need the fact and the detail. So, the readers only look for the main idea or an important thing. It is also an efficient technique to reading.

According to Djufri (2015: 13), Skimming is quick reading to know the general meaning of a passage, to know how the passage is organized, and to get an idea of the intention of the writer. The reader that uses this technique should to organize and remember the information, it is why skimming more complex than scanning.

2. Scanning

Scanning is the skipping technique to the what do you look for directly (Soedarso, 2005:8). This technique is used when the readers just need to find the specific fact and to find out the information. In other hand, scanning is very high-speed reading (Djufri, 2015:07). When the readers read a book, they must have some questions in their mind, and to get the

answer the readers usually use this technique. The readers that use this technique just read the word or sentence that is needed to answer their questions.

d. Reading comprehension

In reading, students also need a comprehension to understand a text. Comprehension itself means how far a reader understanding about what they read. Student calls comprehend a text if the students can retell the text, find the main idea, and also state the purpose of the text. There are many kind of texts, and every text have their own purpose for the reader.

Reading comprehension is so complex and requires multiple cognitive skills and memory of stored, several barriers to improving comprehension must be overcome (Moore, n.d., 2012). It is not easy when the readers have a limited in memorize and have many barriers in reading comprehension. The readers need a technique to help them in reading comprehension. Reading comprehension also has a purpose. The purpose of reading comprehension is to get an understanding of the text rather than to acquire meaning from individual words or sentences (Gilakjani, 2017). Not only to get meaning of the word or sentence, reading comprehension also it aims to get an understanding the whole of the text.

2.2.2. Word Walls

a. Definition of Word Walls

Theory word wall firstly uses by Janiel M. Wagstaff in 1999. Word wall is a group of vocabularies systematically showed with a big alphabet and stick on the class wall. A word wall is literacy tool composed of an organized collection of words which are displayed in large visible letters on a wall, bulletin board, or another display surface in a classroom. (Sipayung, 2018:256)

Word wall is a media that usually used by the teacher to increase the students' vocabulary. Word wall is media that consist of some word stick on the wall or whiteboard. According to Jackson & Narvaez, n.d. (2013:43), interactive word wall are planned by the teachers but created by students during the school day. Word wall is planned and provided by the teachers, students in the class just do the teachers' instruction in apply word walls. The students can be more active in the class by using this media.

b. The Benefit of Word Walls

Word wall activities encourage the applications of these words (Jasmine & Schiesl, 2009:302). Sometimes students are confused when want to state word grammatically. So, word wall can help the students to understand how to implement some words in a sentence correctly. This media also can help the students to improve their vocabularies. Word walls have a function as students' permanent

notes from their study. Word walls also can use for looking the students' ability improvement.

c. Implementation of Word Walls

Implementing word walls media is variety, depend on the teacher. In this model, the teacher can use vocabulary cards on which students write definition, synonyms, drawings, and sentences using the words in context (Fraga, et al, 2011:42). The word walls also must make very creativity to get students' interest. Word wall here is used as a media. Media as teaching aids are needed to help students' understanding and to increase the effectiveness in the communication between teacher and students in teaching and learning process (Urbayanti, 2017:3). Giving some colours in word walls media can increase the students' interest in learning process.

To apply word wall media, teacher must plan some steps. According to Jackson & Narvaez, n.d. (2013:44), there are some steps to build word wall:

1. Planning the word wall

Teachers' plan here is teacher preparing of word wall. Teachers think everything, such as determine the important word, what should to teach, what should the students do with word wall, etc. Here, teacher prepares to make scetch of the interactive word wall and identifying the words. Words that provide to the students are important

words that connect to the material. The scetch need to interest the students and to make students more easy and fun in learning and playing.

2. Create a students work sheet

After identifying the words and make the scetch, teachers should provide the students work sheets connect to the scetch. The students' work sheet should relate to the material and the word wall.

3. Place the word wall

After that, teacher needs to place the scetch of word wall in classroom. The strategic place needs in this step. All of the students must interest and just focus on the teacher and the scetch.

4. Build the wall in class

After placing the word wall, the teacher is ready to apply word wall with the students. Here, the teacher makes some instructions around the scetch. Strategically, the teacher introduces the students with new vocabularies.

5. Complete students record sheet and word wall together

Students have done their work sheet that related with the scetch of word wall. The students also have to make a copy of the word wall, so the students can learn again about their new vocabularies.

2.2.3. Group Investigation

a. Definition of Group Investigation

Group Investigation includes in cooperative learning. Group investigation is a complex model, because integrating between the learning of principle inner-procedure that very systematic in organizing learning experiences to achieve certain learning goals, and work as a guide for the designers of learning and teachers in implementing the learning activity (Pramuningtyas, et al, 2015).

Group investigation method trains the students to think by their own mind critically and to solve the problems in group. Group investigation method is a model who do not need students memories the fact formulas but a model that guide the students to discuss the topic, planning an investigation in a group, doing an investigation, report, and presenting the result of discussion (Harahap and Derlina, 2017).

Group investigation has some benefits in teaching learning process that effect for the students. According to Arinda, Wilujeng, & Kuswanto (2019:255), group investigation learning model is considered appropriate to be applied in the learning process because it can improve students' scientific working skills, group investigation learning models can also facilitate the limited time provided by the school. By using group investigation the students will be able to understand the material, doing the task more quickly because they

work in a group. Students will take a long time to do a task if they did individually.

b. Procedure of Group Investigation

When the teachers teach the students using method, of course the teacher need some steps. Every method in teaching has their own procedure. Like this method also have the procedure according to Barkley, et al. :200:

1. have students brainstorm potential topics that fit within your parameters.

2. Select the topics for investigation from the list that students have generated.

3. Form team based on topic interest.

4. Give teams time to organize their efforts such as preparing a prospectus in which they formulate their research questions, identify goals and the resources they will need to carry out their investigation, choose their methods of investigation, and divide up and assign the tasks.

5. Ask groups to begin their investigation, gathering information, reviewing it, deciding whether more information is needed, analyse and interpreting the information.

6. Have groups prepare their final report.

c. The Use of Group Investigation

Group Investigation method gives a chance for the students to participate in solving the problem in their group to get an agreement in solve the problem that given by the teacher (Artini, et al, 2015:46). According to Achmad, Bundu, Suradi, & Jufri (2018:42), group investigation method aimed to communicate their knowledge to friends to other groups.

Group investigation method can increase the students learning results because this method can make the students easier in learning process and catch the material, so the students can give their results optimally (Faujiyah,. et al, 2017). The students will be fun and enjoy in learning process when the teachers use this method because the students did not work self but work in group. They can discuss with their group, when one of them get trouble the other will help. The students fun when they work in group.

2.2.4. Word walls Media Combined with Group Investigation Method

Combination is more of one thing that mix be the one. Here, the researcher uses group investigation method in teaching class as a treatment. While the process occurs the researcher also uses word walls media. So, the combination in this research is word walls media and group investigation method.

Word walls media use by the researcher as a game in process learning during apply group investigation method. For the first, the

students are divided into some groups apply group investigation method. After giving the material the researcher uses word walls media as a game in a group. After that, students will be asked to do the test from the researcher.