CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review related to this study. Therefore, this chapter includes the concept of Reading Skills, Teaching Reading Skills, Reading Comprehension Skill and Discussion Method. These themes are discussed in the following description.

2.1 Reading Skills

Reading is more than the mechanical act of decoding words--either silently or aloud--it is a complex cognitive process that involves constructing meaning from written texts. As a receptive language skill, reading requires the ability to comprehend, interpret, evaluate, and apply textual information in both personal and social contexts (Broughton et al., 1980; Sulistyaningrum & Sumarni, 2023). Proficiency in reading supports the development of other language skills such as speaking, writing, and overall comprehension (Agandari, 2019). It also encourages learners to engage in higher-order thinking, allowing them to analyze and reflect critically on the texts they read.

In EFL and ESL contexts, reading is recognized as a major area of inquiry and instruction (Marlina, 2013). It plays a pivotal role in helping students understand a wide range of fiction and non-fiction texts, many of which are presented in English (Arrasul et al., 2023). Effective reading instruction requires the use of learner-centered strategies, particularly those that encourage active mental engagement. For instance,

metacognitive strategies such as skimming, questioning, monitoring comprehension, and rereading can significantly improve understanding. Similarly, compensation strategies--like using contextual cues to infer the meaning of unfamiliar words--support language learners in overcoming vocabulary gaps (Marlina, 2013).

Despite the importance of these strategies, research shows that Indonesian students continue to struggle with reading comprehension. A research by Belinda and Syafei (2023) at SMA Pembangunan Padang revealed that many students have limited vocabulary, poor reading habits, and difficulties in identifying main ideas, distinguishing facts from opinions, and making inferences. One contributing factor may be the disconnect between reading texts taught in schools and students' real-world exposure to English. Teachers often emphasize narrative structure without addressing functional language use or cultural context, which can leave students underprepared for authentic reading situations (Marlina, 2013).

To address these challenges, the teaching of reading should follow a structured sequence: pre-reading, while-reading, and post-reading phases. In the pre-reading phase, teachers activate students' background knowledge and introduce the text's main ideas. The while-reading phase engages students in silent reading and comprehension tasks that build connections between prior knowledge and new information. Finally, in the post-reading phase, students reflect on the text's content, express their interpretations, and respond to comprehension questions that encourage critical thinking (Mulatu & Regassa, 2022).

In light of these insights, this research argues that effective reading instruction must combine structured teaching phases with appropriate strategies --such as discussion and metacognitive techniques-- to foster deeper engagement and comprehension, particularly among EFL learners at the senior high school level.

2.2. Teaching Reading Skills

Teaching reading in an EFL (English as a Foreign Language) context requires not only a focus on linguistic components but also on strategies that facilitate comprehension and engagement. According to Broughton et al. (1980), reading instruction can be effectively implemented once students are familiar with the Roman alphabet. At this foundational stage, one useful technique is the use of picture series, which builds associations between visual images and text. This method supports comprehension by helping learners connect written language with real-world meaning.

Another important method is extensive reading, where students are exposed to a wide range of English materials that align with their interests. When students read texts they enjoy, they are more likely to internalize language patterns, idioms, and collocations in a natural and meaningful way. Unlike highly structured classroom drills, extensive reading allows students to encounter authentic language use in various contexts, offering broader exposure and deeper linguistic input (Broughton et al., 1980).

Furthermore, several strategies have been found helpful by students in improving reading comprehension. Mardiah and Safitri (2023) found that learners benefit significantly from techniques such as rereading the text, taking notes,

annotating, looking up keywords, making personal connections, linking multiple ideas, and comparing contrasting viewpoints. These strategies encourage active engagement with the text and help readers move beyond surface-level understanding.

Children's literature is another effective medium for teaching reading in schools, especially for EFL learners. Literature written for young audiences often mirrors real-life situations, making it easier for students to relate to the themes and language used. According to Marlina (2013), children's literature boosts motivation, supports language acquisition, and promotes critical thinking. It presents culturally rich content with vocabulary and sentence structures that reflect authentic communication. Short stories, a genre widely appreciated by students (Tseng, 2010), are particularly useful for developing not just reading skills but also writing, speaking, and listening abilities.

In the EFL classroom, folktales and short fiction are commonly used forms of short stories. These texts can be implemented through structured teaching models such as the ITB (Into, Through, Beyond) framework. This model begins with pre-reading activities (Into) to activate background knowledge, followed by the main reading and analysis phase (Through), and concludes with post-reading tasks (Beyond) like discussions, assessments, or reflections. Organizing group discussions as part of the reading cycle can help students articulate their thoughts and engage with the text more deeply.

According to Ilyas (2016), teaching literature provides numerous benefits, including the enhancement of critical thinking, the development of students' viewpoints and expression, and the promotion of tolerance and self-confidence.

Literature also enriches language knowledge by exposing learners to authentic and culturally meaningful texts, helping them internalize language use in a more natural and holistic manner.

In summary, teaching reading skills in EFL classrooms requires a combination of practical strategies, meaningful texts, and structured instructional models. Through methods such as extensive reading, literature-based instruction, and discussion, students can develop both linguistic competence and critical thinking, while also becoming more motivated and confident language users.

2.3 Reading Comprehension Skill

Reading comprehension is the ability to understand the meaning of a text, not just to read the words. According to Angandari (2019), students need to focus on three important aspects: understanding the content, recognizing how words are connected (lexical cohesion), and identifying how sentences relate to each other (grammatical cohesion).

To comprehend texts effectively, students should first be familiar with the Roman alphabet and be able to read both silently and aloud (Broughton et al., 1980). Silent reading can be used for different purposes, such as reading for pleasure, scanning for information, or studying in detail. However, strategies like skimming and surveying are often not taught directly, even though they are helpful for improving reading speed and understanding.

Good readers usually ask questions before reading and use strategies like SQ3R (Survey, Question, Read, Recite, and Review) to improve comprehension. Students

who do not understand what they read may miss key ideas in the text (Broughton et al., 1980).

Some effective methods for teaching reading include the Cooperative Integrated Reading and Composition (CIRC) model, which combines reading and writing activities with group discussions. This approach has been proven to improve students' comprehension scores significantly (Angandari, 2019).

To check students' understanding, teachers often use true/false, yes/no, or multiple-choice questions. Group discussions are also useful, as they let students share ideas and analyze texts together. Asking students to create their own questions encourages deeper thinking. However, teacher guidance is still important to make sure students interpret the text correctly (Broughton et al., 1980).

In conclusion, reading comprehension is a key skill in English learning. It requires not only reading words but also thinking critically, using the right strategies, and practicing regularly in a supportive classroom environment.

2.4 Narrative Text in the Form of Legends in English Language Learning

Narrative texts are a prominent genre in English language instruction, aimed at entertaining, informing, or inspiring readers through a sequence of events. According to Fadilah et al. (2024), narrative texts typically follow a structure comprising three main elements: orientation (introduction of characters and setting), complicating action (conflict or problem), and resolution/coda (solution and reflection). This structure helps students understand plot development and character dynamics.

A well-constructed narrative should exhibit coherence in its plot and character development, along with cohesion in its use of grammatical and lexical devices. Marlina (2013) emphasizes that coherence and cohesion are key to ensuring clarity and reader engagement. Additionally, grammatical accuracy and semantic clarity are essential in making the text comprehensible and meaningful.

Among narrative text types, legends hold a unique place due to their cultural richness and moral messages. Legends, as part of folklore, serve both linguistic and educational functions. They expose students to culturally embedded values while enhancing reading, writing, listening, and speaking skills (Safitri, 2023; Ocsis et al., 2024). Research shows that legends such as Malin Kundang not only introduce students to local wisdom but also stimulate reflection on social and moral issues (Monica & Soplantila, 2024).

The integration of legends into reading instruction supports national educational goals by embedding local culture within learning materials. This approach promotes cultural awareness and language acquisition simultaneously. Using legends in class also facilitates engaging activities like group discussions, which allow learners to explore themes, analyze characters, and relate the story to their own experiences (Safitri, 2023; D et al., 2024).

Instructional strategies for teaching narrative texts include using picture-moving media, applying the ITB model (Into, Through, Beyond), and encouraging student-centered learning. The Into phase activates background knowledge, the

Through phase guides textual analysis, and the Beyond phase fosters critical discussion and reflection.

In summary, narrative texts--particularly legends--are effective tools for developing reading comprehension in EFL contexts. Their familiar themes and cultural relevance make them ideal for both language learning and character education. When properly implemented, they can improve students' understanding of text structure, vocabulary, and critical analysis.

2.5 Discussion Method

Discussion is a learning activity where ideas and opinions are exchanged among individuals or groups (Abdulbaki, 2018). It can be conducted either in person or online, making it a flexible method in modern education (Handayani et al., 2022). This method is also known as the Socratic method, which emphasizes reasoning and questioning to guide learners toward deeper understanding (Kusmaryani, 2021). To ensure effective learning, teachers need to select methods that suit their students' needs. As Trigan (in Masruroh et al., 2023) stated, the success of the learning process depends not only on the materials provided but also on the teaching strategies used. The discussion method encourages students to collaborate in small groups to gather information, analyze opinions, and draw conclusions that help answer questions or solve problems (Rachman, 2023).

There are several types of discussion methods that can be used in classrooms. One of the most common is classroom discussion. According to Apriyanti and Ayu (2020), this can be done by forming discussion pairs where two students talk about a

specific topic and then present the results to the class. This method ensures that every student participates actively. Similarly, Johanna et al. (2023) support small group discussions involving three to five students, which help students engage in deeper thinking and collaborative problem-solving. Another type is the panel discussion, where students work in groups and use academic sources to discuss a specific topic. According to Paredes et al. (2023), this method encourages students to become more familiar with academic vocabulary and expressions, improving their communication skills while maintaining meaningful interaction and emotional connection among group members.

A more formal discussion format is the symposium. As explained by Vanek et al. (2011), in a symposium, student groups present their projects--often using PowerPoint or posters--in front of a large audience, including teachers and school leaders. This format enhances students' public speaking and academic presentation skills. Another academic discussion format is the colloquium, which usually takes place at the university level and involves discussions led by experts, lecturers, or researchers to address specific issues and explore potential solutions (Zaretsky, n.d.).

In summary, the discussion method offers various formats that support interactive and student-centered learning. Whether used in small classroom settings or larger academic forums, discussions help students develop their language skills, critical thinking, collaboration, and confidence in expressing ideas. By participating in discussions, learners not only understand content more deeply but also engage more actively in the learning process.

2.5.1 The Advantage of Discussion Method

The discussion method offers several significant advantages in the context of English language learning. Research by Masruroh and Andriani (2023) highlights that this method enhances students' thinking skills by encouraging fluency, flexibility, originality, elaboration, and evaluation when solving problems. It also nurtures both critical and creative thinking, helping students to become more independent in processing information and drawing logical connections that can be shared with others. In addition, Ying (2020) emphasizes that discussion activities teach students to be open-minded and respectful of differing opinions, guiding them toward consensus rather than conflict through patience and mutual understanding.

Beyond cognitive development, the discussion method also increases student engagement and motivation. According to Ying (2020), students are more likely to prepare ahead of time when they know they will participate in discussions, leading to greater focus and involvement during lessons. Apriyanti and Ayu (2020), along with Johanna et al. (2023), found that the method also improves students' appreciation of literature, particularly when discussions revolve around narrative or literary texts. Even in large classes, such as those with up to 70 students, the discussion method helps build closer relationships among learners and creates a sense of classroom community (Vanek et al., 2011).

Empirical studies further support these findings. For instance, Johanna et al. (2023) observed that small group discussions--typically involving three to five students--significantly improved students' critical thinking, problem-solving abilities, and confidence when expressing ideas in both group and full-class

settings, especially within the subject of Islamic studies. Similarly, Arrasul et al. (2023) identified several additional benefits of using the discussion method in reading courses. These include encouraging wider participation by making students feel more comfortable working collaboratively, fostering active engagement, creating a relaxed and welcoming learning environment, and providing more opportunities for peer interaction and idea exchange.

2.5.2 The Disadvantage of Discussion Method

Despite its many benefits, the discussion method also presents several disadvantages that may hinder its effectiveness in the classroom. One common issue is unequal participation among students. In some groups, certain members may dominate while others remain passive, resulting in an imbalance that can undermine the learning objectives (Broughton et al., 1980). This disparity becomes more pronounced when group strengths vary significantly, making it difficult to ensure equal contribution and engagement. Another concern is that students may frequently switch to their native language during discussions, especially when they face difficulties expressing themselves in English. This behavior reduces valuable opportunities for practicing the target language and can limit students' language development (Broughton et al., 1980).

Additionally, the success of a discussion heavily depends on the appropriateness of the material chosen by the teacher. If the topic is too difficult, irrelevant, or uninteresting, students may quickly lose motivation, and the discussion may fail to meet its instructional goals (Broughton et al., 1980). The

discussion method is also relatively time-consuming, often requiring extended preparation and class time, which may not be feasible within a tightly scheduled curriculum. Moreover, it is not always suitable for all topics, particularly those requiring more direct instruction or individual focus. This can lead to gaps in learning, especially among students with differing language proficiency levels (Destari, 2022).

Classroom management poses another challenge. According to Arrasul et al. (2023), organizing students into discussion groups can lead to increased noise levels and distractions. Without firm guidance, the classroom environment may become difficult to control, reducing the overall effectiveness of the activity. Furthermore, as students interact, they may continue to rely on their native language unless the teacher consistently monitors and encourages the use of English. These challenges suggest that while discussion methods offer many pedagogical advantages, they must be implemented carefully and strategically to avoid potential drawbacks.

2.5.3 The Implementation of Discussion Method

The successful implementation of the discussion method in the classroom requires thorough preparation and clear instructional strategies. Teachers must first prepare appropriate learning materials, which may include texts, videos, articles, or other online resources. It is also important to design open-ended discussion questions that allow for multiple perspectives and promote critical thinking. To ensure a productive classroom environment, teachers need to establish clear ground

rules, such as respecting others' speaking time and avoiding personal remarks. These rules help maintain order and foster a respectful atmosphere where all students feel encouraged to participate. Moreover, teachers play a vital role as facilitators or mediators during the discussion, offering constructive feedback, guiding the conversation when necessary, and correcting errors in a supportive manner. If face-to-face interaction is not feasible, online discussion forums can also be utilized to facilitate student engagement (Apriyanti & Ayu, 2020; Johanna et al., 2023; Handayani et al., 2022).

Research conducted by Maslina et al. (2020) highlights the effectiveness of small group discussions (SGD) in improving students' reading comprehension and increasing their interest in engaging with texts. SGD promotes collaboration and healthy academic competition, providing opportunities for peer learning and self-monitoring. It has also been shown to enhance students' ability to identify both the content and structure of narrative texts, particularly in high school settings where topics like romance are discussed (Theofilus et al., 2021). In a case study conducted in a 10th-grade classroom at SMK Kebonagung, Wannisa et al. (2023) outlined several steps for implementing discussion activities effectively. These include: preparing relevant learning materials; organizing students into small groups; assigning discussion tasks related to the text; guiding students to present their ideas; encouraging peer questioning and critique; and concluding with feedback and individual assignments to assess comprehension.

Similarly, Rizwan (2021) proposed a structured three-phase approach to small group discussions: pre-discussion, discussion, and post-discussion. During

the pre-discussion phase, the teacher introduces the topic—such as a narrative text-
-and explains its elements using an example to support student preparation. In the
discussion phase, students work collaboratively in groups to answer questions
while the teacher provides guidance and clarification when needed. Finally, in the
post-discussion phase, students submit their group work, and the teacher
summarizes the results, offering feedback without necessarily engaging in further
oral questioning due to time limitations. When implemented thoughtfully, this
method not only boosts student interaction and comprehension but also supports
the achievement of broader learning objectives in EFL classrooms.

2.6 Previous Research

Several studies have explored the implementation of the discussion method in
English language teaching, particularly in the context of EFL classrooms. Zahrah et al.
(2025), in their study titled "Implementation of Small Group Discussion in Teaching
Writing Descriptive Text: Senior High School Teacher's Experience," found that
discussion is an effective instructional method to enhance student engagement in
writing. The study used a qualitative approach involving one senior high school
teacher, with data gathered through semi-structured interviews. The teacher shared six
key insights, including the use of the discussion method to promote student-centered
learning, organizing lessons into introduction, main activity, and post-activity stages,
and dividing students into small groups to complete tasks. Group presentations were
used for evaluation, and the teacher provided feedback and follow-up explanations.
While the method increased confidence, idea generation, and writing detail, it also

faced challenges such as unequal participation. To address this, the teacher rotated group members to balance abilities and promote collaboration. However, the study lacked detailed information about time allocation and specific content focus beyond idea development.

Another study by Sapitri et al. (2024), "Implementation of Small Group Discussion in an EFL Classroom," investigated the use of group discussions in a vocational high school. Conducted over two sessions with 34 students, the research employed questionnaires, interviews, and documentation to explore how students learned analytical exposition texts. Students were divided into groups of 4–5 and learned both theoretical aspects and practical writing tasks, including composing texts on the topic of recession. The findings revealed that students felt more comfortable completing assignments through group discussions and that the method helped them express ideas more confidently. The teacher played a key role in maintaining a smooth learning process, and students adapted well, showing improved participation in the second session.

Similarly, Wannisa et al. (2023), in their study titled "Implementation of Small Group Discussion in Teaching Reading for Tenth Grade Students," examined the impact of group discussions on reading comprehension. Using a descriptive qualitative design, data were collected from 21 students through observations, questionnaires, and interviews. Students were randomly grouped in pairs, and the discussion activities included presenting findings, providing peer feedback, and taking individual reading tests. Most students reported that the discussion method made reading more enjoyable, improved their understanding, and increased motivation. It also helped low-performing

students grasp material more effectively and encouraged students to speak more confidently in English.

Kurniawan et al. (2024) conducted a study on the implementation of the discussion method in teaching Past Tense (Nominal and Verbal forms) to 10th-grade students at SMA N 5 Pekanbaru. Using a two-phase approach involving controlled discussion, the study included preliminary meetings and three-session cycles: preparation, discussion, and closing. The teacher used PowerPoint materials, assigned group tasks, monitored discussions, and provided feedback. Results showed improved student focus, motivation, and classroom engagement. The discussion method also encouraged the teacher to develop more creative instructional strategies.

Lastly, a quasi-experimental study by Pahamzah et al. (2020) compared the effectiveness of the discussion method and role play in improving speaking skills among 12th-grade vocational students in Banten. Sixty students were randomly divided into experimental and control groups. Through pre-tests and post-tests, the study showed that while both methods were effective, the discussion method yielded significantly better results in enhancing speaking skills. Based on these findings, the researchers recommended the discussion method as a more impactful strategy for teaching spoken English.

2.7 Critical Analysis in Previous Research

Previous studies on the implementation of the discussion method have primarily concentrated on various aspects of language learning, such as writing skills (Zahrah et al., 2025; Sapitri et al., 2024), grammar and sentence structure (Kurniawan et al., 2024),

general reading comprehension without specifying text types (Wannisa et al., 2023), and speaking skills (Pahamzah et al., 2020). While these studies highlight the positive impact of the discussion method on student engagement and learning outcomes, several limitations can be observed.

For instance, the study by Kurniawan et al. (2024) lacks clarity regarding its research design, particularly in specifying whether it followed a descriptive qualitative or another qualitative framework. In contrast, Sapitri et al. (2024) provides a more detailed and transparent account of the research procedures and implementation stages, offering stronger methodological rigor. Moreover, the findings of Wannisa et al. (2023) and Zahrah et al. (2025) go beyond academic achievement by showing how the discussion method fosters collaborative learning, mutual respect, and active participation among students.

Despite these contributions, few studies have examined the application of the discussion method in teaching specific genres of reading texts—particularly narrative texts in the form of legends, which are rich in cultural and moral values. To address this gap, the present study introduces a new perspective by focusing on how the discussion method can support students' comprehension of narrative texts rooted in folklore. It employs a qualitative approach using a narrative design to explore the effectiveness of this method in promoting deeper understanding and cultural engagement among senior high school students.