

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contained the review of related literature. It consists of the nature of reading, the important of reading, the use of STAD model index card match strategy, previous studies.

A. The Nature of Reading

There are some definitions about reading given by some experts. According to Lado, reading is grasping the language patterns from their written representation quickly without analyzing of what symbols represent what sound. In this statement, Lado concentrates on language “patterns” in the text, so that there is a material or text, reader asked to clarify the “pattern” in the text,⁹ such as: what is the subject of the sentence?; what is the predicate of the sentence?; what is the object of the sentence?; and also what does the activity happen?.

Throughout history, reading has become realization of knowledge and education and the cue of intellect. Reading competence is very important in our complex daily life. We always apply this skill in order to get information. Reading is a silent and individual activity, while the reader is reading and comprehending the text. It means that the students can improve the reading

⁹Robert Lado, *Language Teaching: A Scientific Approach* (New York: McGraw – Hill Company, Inc, 1964), 137.

skill by reading a lot, even though the teacher does not guide during the process of reading activity.¹⁰

Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. It means that reading is a process of guessing continuity. Before doing that the readers have something in their mind that is usually called background of knowledge, the readers compare with the content of the text.¹¹ Good readers are able to relate the text and their own background of knowledge efficiently. Here, the background of knowledge is important, because it brings the reader easy to guess the content of the text.¹²

Reading is a process of matching information in a text to internally activated information. There is a matching information process between the readers' background of knowledge and the content of the text. Reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes.¹³

Reading has been defined as the ability to recognize printed symbols and comprehend the reading. It means by reading the students will get the news, facts, and information. Another statement about reading says that reading is an

¹⁰Albert J. Harris, *Effective Teaching of Reading* (New York: David McKay Company, 1965), 7-8.

¹¹Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems, Assessment and Instruction* (Canada : Harper Collins, 1990), 7.

¹²David Nunan, *Language Teaching Methodology* (New Jersey: Prentice Hall International, 1990), 33.

¹³*Ibid*, 33.

active and ongoing process that is affected by an individual's interactive with his environment.¹⁴

Usually some educators define reading similar to what Harris said. He in Olson and Dillner states that reading is a process of meaning elaboration or thinking to written symbol.¹⁵

B. The Importance of Reading

Reading is very important in someone's life. By reading he will be able to get information about the world, and reading has become the realization of knowledge and education. It was supported by Harris and Sipay's note that reading ability increases in importance as the society becomes complex and industrialized. As technology advance, more occupation requires high level of specialized training which good reading ability is vital.¹⁶

The importance of reading does not work only in first language study. In the study of foreign language, it was considered so as well. In addition most people are aware that reading has become the realization of knowledge and education. According to Bright that:

Only by reading the pupil can acquire the speed and skill he will need for practical purpose when he leaves school, in our literate society, it is so hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it.¹⁷

¹⁴RJ.Smith and Johnson, *Teaching Children to Read* (Philippines: Addison – Wesley Publishing Company, 1980), 15.

¹⁵P. Joanne Olson and Dillner, *Learning to Teach Reading in The Elementary School* (New York: Macmillan Publishing Company, 1976), 5.

¹⁶Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (New York : David McKay Company, 1980), 10.

¹⁷ J. A. Bright, *Teaching English as a Second Language* (London : Longman Group, 1970), 52.

Bright that further education depends on quality and quantity of reading also emphasizes it. All the important study skills require quick, efficient and imaginative reading.¹⁸

Another opinion relating to the importance of reading is also suggested by Olson and Dillner that all adults request reading on a daily life if they want to participate in modern society. It means that many everyday chores require reading. And student learns English in order to read for their personal desires, expectation and so on.¹⁹ Robinson also points out that reading also remains the most accessible skill for satisfaction of the variety need; many people through reading want advertisement, enjoying novel, choosing food items, studying specifics subject or learning how to do something.²⁰

C. Teaching Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.²¹

Reading is a complex process which involves interaction between the reader and the language and ideas of the text. It involves readers in drawing upon their existing knowledge of the world, of language and of the written

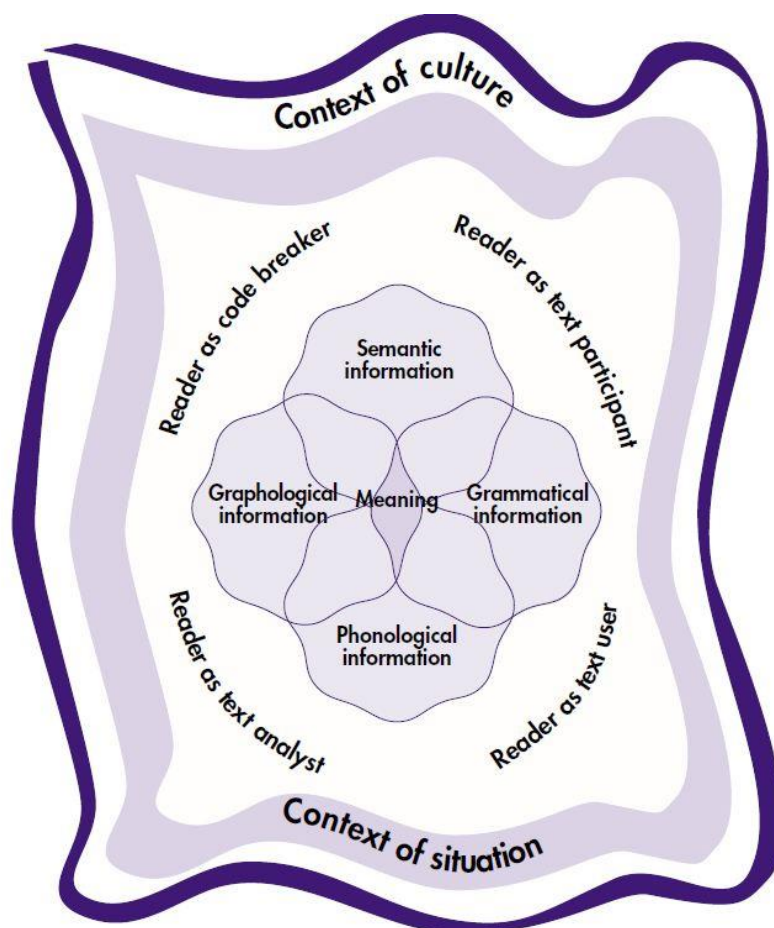
¹⁸ *Ibid.*

¹⁹ P. Joanne Olson and Dillner, *Learning to Teach Reading in The Elementary School* (New York: Macmillan Publishing Company, 1976), 5.

²⁰ H. Allan Robinson, *Teaching Reading and Study Strategies; The Content Area* (Boston: Allyn & Bacon, 1997), 10.

²¹ "Teaching Reading", *NCLRC The Essentials of Language*, <http://www.nclrc.org/essentials/reading/reindex.htm>, 2003-2004, being accessed at 28 mei 2016.

code in order to attend to the visual information of the text. The diagram below indicates visually the elements of reading and their relationships to each other.²²



Effective reading programs use a balance of modeled, guided and independent strategies to support and extend student learning.²³

1. Modelled Reading

Modelled reading involves students in structured demonstrations of what effective readers know and do. During modelled reading teachers

²² NWS Department of School Education, *Teaching Reading: A K-6 Framework* (Ryde NWS 2112: Curriculum Directorate, 1997)

²³ NWS Department of School Education, *Teaching Reading: A K-6 Framework* (Ryde NWS 2112: Curriculum Directorate, 1997)

make explicit the knowledge and skills a reader needs in order to gain meaning from the text, and structure situations in which students can use their knowledge and skill to share in reading the text. Teachers use modelled reading to present a range of texts and to explain how they work. Teachers use a modelled reading text to teach specific aspects of the reading process, and to teach students about the features of a text, concentrating where appropriate on meaning; grammatical features; sound, letter and word knowledge; contextual knowledge; and also the roles of the reader.

2. Guided Reading

Guided reading involves students in supported reading of a text. The purpose of the guided reading session is to enable students to practise effective strategies which have been taught in modelled reading sessions. Teachers can work with individuals or small groups of students who are reading at the same level. The decision on which type of guided reading is best for each student (individual or group) will depend on the needs of the student and may change over time.

Generally, students who are experiencing difficulty in learning to read will benefit from frequent one-to-one guided reading sessions, although it is important to work with all students individually from time to time to assess their reading progress.

During guided reading the teacher scaffolds the students, providing support as they use their knowledge and strategies to work out the text.

The teacher reminds the students of strategies that were introduced in modelled reading, and shows how these strategies can be applied to this new text. Teachers use guided reading to give positive feedback to students to reinforce successful processing strategies, example “I really liked the way you reread that sentence to help you work out that word”. Through the use of questions which act as “prompts” the teacher leads the student to draw on and integrate their semantic knowledge, grammatical knowledge, and graph logical/phonological knowledge.

3. Independent Reading

Independent reading involves students in opportunities to practise and integrate the skills and strategies they have learnt in modelled and guided reading by providing uninterrupted time when they can read silently or to themselves. Significant periods of reading from books which are at a student’s independent reading level are an essential part of the reading program. Students can be encouraged and supported to read at home as well as at school to increase their opportunities for learning from text. Teachers play a significant role in independent reading by ensuring that a range of quality and appropriate texts are available to students; providing ways to record what each student reads; monitoring each student’s independent reading to ensure the texts are at the right level for the student, the student reads every day, the student is reading sufficient quantity given their level of reading development, the student reads at home as well as at school, and the student is aware of the

available texts and knows how to select appropriately; and the last role is providing opportunities for students to respond to what they read.

D. The Problem of Teaching Reading

Teaching English as a foreign language is a challenging, yet rewarding career choice. We must learn to constantly adapt to our students' needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good EFL teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in our teaching methods can help to create a more productive and casual environment for both us and our students. The following are the most common classroom problems faced when teaching English as a foreign language.

1. Students become overly dependent on the teacher.

Many times, students will automatically look to the teacher for correct answers instead of trying themselves.

2. Persistent use of first-language.

When teaching English as a foreign language, this is possibly the most common problem. As an ESL teacher, it's important to encourage students to use English, and only English.

3. Student is defiant, rowdy, or distracting of others.

This will happen, no matter what, in every classroom. It may be the fault of the teacher, i.e. boring material or poor classroom management.

4. Students unclear what to do, or do the wrong thing.

This happens far too often when teaching English as a foreign language. The fact is that it is often the fault of the teacher if the instructions to an assignment yield look of confusion and soft whispers among students.

5. Students are bored, inattentive, or unmotivated.

Many times, it is the teacher's fault that class is boring. The student cannot enjoy the learning and the teacher does not give them some motivation and interest

6. Students are unprepared

The students have the difference preparations. The teacher sometimes does not make sure students are all on the same page before moving onto a new topic and less encouraging individual participation.

E. The Use of STAD Model Index Card Match Strategy.

STAD (Student Teams Achievement Divisions) is a cooperative teaching method which was developed by Slavin as part of a student learning approach program along with other cooperative methods²⁴. In STAD, students are assigned to four or five member learning teams. The teams are composed of high, average, and low performing students, and of boys and girls of different racial or ethnic backgrounds. Thus, each team is a microcosm of the entire class. There are five main steps a teacher should follow when STAD is implemented. The teacher first introduces new materials to be learned. The

²⁴DeVries, D.L.; Edwards, K.J.; and Slavin, R. E. " Biracial Learning Teams and Race Relations in the Classroom : Four Field Experiments on Teams Games Tournament. " *Journal of Educational Psychology* 70 (1978): 356-362

team members then study worksheets on the material until they master the material.

Index Card Match strategy is a very potential strategy to be applied in improving students reading skill as it allows students to have pairs and group and quizzes on it which is expected can improve students reading skill. In this strategy, students will no longer be passive and individualist. This strategy provides time to discuss with friends either in pair and group. This strategy also invites students to make a move as it requires students to find the match of the card they keep. To notice, this strategy is a strategy in which the students will be given cards; cards which separately contain questions and answers. Then, they will be asked to find their card match. Finding the match, they will be paired. Each student who keeps the question card will be asked to read aloud that question. The match which is the answer will be asked to write down that answer on the blackboard. During this process, the teacher will take the role to clarify the students' work. This strategy provides movements, pair-work, and quiz that can create a joyful learning.

The researcher combines STAD model with Index Card Match strategy to do this research. Index card match is used to create some groups that contain of heterogenic group. The teams are composed of high, average, and low performing students. The use of Index card match strategy will make it easier to measure the students' performing. The researcher continues this study using STAD model to improve students' ability in mastering English.

F. Previous Studies

In previous research, there were some researchers who use Index Card Match in their research. One of them is Rizkitta Auliya, she was graduated from Nusantara PGRI University Kediri. The title is “the effectiveness of ICM (Index Card Match) to reading comprehension students at the eighth grade of SMP Negeri 6 Kediri in academic year 2015/2016”. This study investigates the effectiveness of Index Card Match Strategy in teaching reading to improve students’ reading skill.

The researcher uses this strategy as the alternative way in improving the students’ reading skill. This strategy need the student be an active and also be honest. Learning method is one of main component in creates active learning atmosphere, creative, innovative, and rejoicing. The researcher uses quantitative method and the approach of this research is experimental research design. Based on the result, the researcher signifies that using Index Card Match gives a better result on the reading comprehension.²⁵

The other research is conducted by Septiwi Hadi Lubis. The title is “improving the students’ reading comprehension achievement in descriptive text by using Index Card Match Strategy”. This study is designed and conducted to prove whether Index Card Match strategy improves students’ reading comprehension in descriptive text.

²⁵ Rizkitta Auliya, *The Effectiveness Of Icm (Index Card Match) To Reading Comprehension Students At The Eight Grade of Smp Negeri 6 Kediri In Academic Year 2015/2016* (Kediri: Universitas Nusantara PGRI, 2015). 7.

The research was conducted by applying action research. Action research is an observation of an activity that appears in a class. After analyzing the data, it was found out that the average scores of students in every test kept improving. It means there is a significant improvement on students' reading comprehension in reading descriptive text by using Index Card Match strategy.²⁶

²⁶ Septiwi hadi lubis, "Improving The Students' Reading Comprehension Achievement In Descriptive Text By Using Index Card Match Strategy", *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 3 (2014), vol 3