CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature. This chapter presents reading, reading comprehension, teaching strategy, Two Stay Two Stray strategy, Think-Pair-Share method, recount text, previous study.

A. Reading

Reading is activity of understanding a written text (Pang et al., 1998). One of the fundamental English language skills (along with writing, speaking, listening, and reading) that is crucial for everyone to master is reading. Liansari et al. (2021) students must first acquire reading comprehension before moving on to other language abilities. One skill and another are interconnected, as is the case with reading. Reading should not be separated from the other skills (Grellet, 1981). Reading ability can influence a person's vocabulary and pronunciation so that it can influence other skills such as speaking and writing. Because of this, mastering reading is a crucial ability that comes before other learning abilities. Reading is not just a fundamental ability; it is the key to knowledge. Because having good reading comprehension abilities enables you to comprehend material clearly in addition to reading it. Finding and deciphering symbols, characters, and words is the process of reading.

Reading, according to Grabe & Stoller (2013), is the capacity to deduce meaning from printed material and apply appropriate interpretation. Pranata (2019) reading is the act of extracting knowledge from written material. In the meantime, reading is a crucial ability that can support comprehension of texts or articles in language learning. Meanwhile, according to Haryati (2021) Reading is more than

just fully comprehending written text's words, phrases, and meaning. Reading comprehension is the ability to decipher a text and derive detailed information from it.

Reading, based on the definition above, is a complex activity of understanding a written text, it is not only reading activity to read the letters, words, or sentences to have a deep understanding of it, but also knowing and understanding what they read to get the specific information and knowledge contained in the text.

1. Purpose of Reading

Your reading goals determine how you will read. In practice, reading skills have many purposes depending on what we as readers read written text to do or get what. Reading can be done for various purposes, such as reading to entertain yourself, reading to find certain information, or reading to gain new knowledge. According to (Grabe & Stoller, 2013), Reading has seven functions: it can be used to find basic information, read rapidly, learn from texts, integrate information, read for writing (or to find information needed for writing), read for broad comprehension, and read to locate simple information.

1. Reading to find simple information

Reading activities that aim to find simple information is one type of skill that we usually do. we usually use this way of reading to find words in reading, looking for short and simple information in a reading. and the type of reading that corresponds to this we call scanning, where we look for information by skimming and focusing on the information or things we are looking for.

2. Reading to skim quickly

   This second reading purpose is almost the same as the first purpose, the difference is that in the second reading purpose the reader reads the written text quickly to get an overview.

3. Reading to learn from text

   In reading for learning, one typically does so in academic and professional settings where they must absorb a lot of information from a material. In that case, additional abilities are required to enhance learning attainment, such as the capacity to recall the book's primary ideas, main sentences, and supporting sentences; understand the text's outline; and be able to relate the text to the reader's prior knowledge.

4. Reading to integrate information, to write (looking for information needed to write, to critique texts

   These three purposes are put together because they can be said to be interrelated. because in integrating information in a written text, additional decisions are needed to determine which information is important and complementary, and for this, criticism of the text is needed. apart from the purpose of writing written texts and criticizing written texts, it is still necessary to integrate reading.

5. Reading for general understanding

   This calls for extremely fast word processing and automatic word processing, strong ability to infer the general meaning from representations of key ideas, and effective multitasking under severely constrained time restrictions.

Besides that, (Nurdiana & Amelia, 2017) states that some of the purposes of reading are for pleasure and enjoyment, practical application of what we have learned, to obtain an overview of the written text, to find specific information, to identify the main idea of the theme, to develop detailed and critical understanding. But from all the purposes of reading that have been mentioned and explained, it is the same to explain that seen from its purpose, reading skills cover not only reading written text to get a deep understanding of it but can also be used to find general and specific information, provide an overview of the reading to make it easier.

2. Types of Reading

1. Extensive Reading

Reading as much written material as you can for pleasure is known as extensive reading, and it often takes place outside of class. Finding a broad summary or grasp of the reading material is typically the goal of this kind of reading. The goal of extended reading, according to (Patel & Jain, 2008) is to prepare children to read independently, fluently, and for leisure in the target language.

Extensive reading is carried out to achieve a general understanding of somewhat longer text (book, long article, essay, etc.) (Brown, 2001). Several characteristics of extensive reading are also described by Patel & Jain (2008), including: extensive reading can help develop active vocabulary, enrich students' knowledge, and develop good reading habits. Apart from that, extensive reading is also included in silent reading which can be used by students to play roles, can be used to develop students' ideas and so on.

2. Intensive Reading

Intensive reading is a different type from extensive reading, if in extensive reading we read with pleasure and the aim is only to get a general idea or general understanding of a written text without caring whether it contains specific information or not. Meanwhile, intensive reading is a more serious type of reading with the aim of reading to gain knowledge and to search for more specific information. Usually, during the learning process, this extensive reading is done. In order to understand a written text's literal meaning, implications, rhetorical relationships, and other elements, students who engage in intensive reading must focus more on grammatical forms, discourse markers, and other surface structural aspects (Brown, 2001).

The process of intensive reading is more complex and focused than extensive reading which is more relaxed just to get a general understanding. Patel & Jain (2008) describes several characteristics of intensive reading, including: : the goal of this reading is to use language actively; the teacher is involved; linguistic items are developed; the goal is to develop an active vocabulary; Reading aloud is an intensive way to develop the habit of reading speech whose emphasis, accent, intonation, and rhythm can be improved.

B. Reading Comprehension

Gaining understanding in reading requires more than just reading. This is due to the fact that reading comprehension is essentially an activity that involves reading and enables readers to comprehend what they have read. the act of interacting and engaging with written language in order to simultaneously generate and extract meaning (Snow, 2002). Additionally, Afriyeni & Masbiran (2021)

contend that reading comprehension is a method for comprehending written materials. Therefore, reading comprehension may be thought of as a reading exercise that involves more complexity than just understanding written material; it also involves finding specific information and developing a deeper understanding of the text.

Reading comprehension is very important for students to be able to read more deeply and discover new information from reading activities. In addition to providing students with new knowledge, reading comprehension can help them develop critical thinking skills so they can understand texts and make inferences from what they have read. According to Oakhill et al. (2015), reading comprehension is important for more than simply text comprehension; it's also necessary for success in school and the workplace. When readers can apply what they learn from the text to make inferences, read critically, and decipher metaphors, then they are said to be able to comprehend reading. In addition, readers are able to ascertain the author's objectives, assess the ideas presented, and apply concepts to actual circumstances once they have grasped and comprehended the specific information contained in written texts.

1. Component of Reading Comprehension

According to Snow (2002) the components of reading comprehension are generally three: Reader, Activity, and Text.

1. The Reader

In reading comprehension, readers bring their cognitive abilities, motivation, knowledge and experience to understand written text. The variety of attributes possessed by readers gives rise to differences in understanding from one reader to

another. Apart from that, although it has been proven that these attributes can help improve reading comprehension, only a few have actually been proven to improve comprehension effectively.

2. The Activity

This includes one or more objectives or tasks, some text processing activities, and the output of the activity, all of which take place in a particular setting. Initially the general reading activity was to understand written text, but as time went by just understanding written text was not enough. Therefore, currently the goals of reading activities are adjusted to the type of reading used during the reading process.

3. The Text

Certain text characteristics in a text have a great influence on the reader's reading comprehension. When reading, readers will construct various text representations that are important for understanding. These representations include the exact words in the text, the main idea of the written text, and the way information is processed to obtain meaning. The more difficult the text is, the more difficult it will be for the reader to construct the text to gain reading comprehension, but on the positive side, texts with a difficult level can train reading comprehension skills and increase new vocabulary which is classified as difficult and perhaps the reader has never known before.

2. Teaching Reading Comprehension

According to Brown (2001), Teaching can be defined as demonstrating or assisting someone in learning how to do something, providing guidance or direction, imparting knowledge, or forcing someone to know or understand something. while reading comprehension is a complex activity that not only

understands written texts but also finds specific information and obtains deeper knowledge about written texts.

From the explanation above, teaching reading comprehension involves assisting or directing students as they develop their ability to comprehend written texts and locate certain information within them, as well as providing knowledge on how to comprehend reading a written text to improve critical thinking and deepen knowledge about the text.

C. Teaching Strategy

Teaching strategies in learning are plans made and determined by the teacher to support learning. A set of educationally planned actions aimed at achieving a particular objective, or a planning process, is what is referred to as a teaching strategy (Nurdianingsih, 2021). Teachers frequently employ teaching methods that assume pupils will pick up reading abilities naturally by osmosis, or absorption and without assistance. Students' reading comprehension will improve if a teacher spends the whole day teaching it to them in the target language. Apart from that, according to (Brown (2004) cited in Nurdianingsih (2021)) a teacher must choose a learning method that suits the specific purpose of reading. Choosing the right strategy can improve students' abilities and skills effectively and minimize failures and problems in learning.

1. Types of Teaching Strategy

In teaching, there are several teaching strategies. Determining the teaching strategies that will be used in learning depends on the needs of students and the problems to be solved in a lesson. Choosing the right learning strategy is very

important because it affects learning outcomes and the development of students' knowledge.

According to Chamot et al. (1999) states four learning strategies as follows:

1. Cooperative Learning and Group or Pair work

Cooperative learning is a teaching strategy that uses a system of learning together with peers or by forming small groups. This learning uses a group work system to emphasize the relationship between one student and another. Group projects are thoughtfully planned and arranged to maximize each member's engagement and education in a collaborative, shared endeavor (Barkley et al., 2014). In dividing cooperative groups, the teacher must ensure that in the group each group member participates and contributes optimally in the group assignment. Groups are not created just to group students together and talk to each other, but to increase knowledge and understanding through discussion and strengthen relationships between students.

2. Role-Playing Activities

The role-playing strategy is a learning strategy that can help students' language learning through role-playing games such as conversation, improvisation and skits. This learning strategy has benefits for students which include visualization/imagery and contextualization. Visualization can be used to create a strong mental picture of themselves in their role. and in contextualization, students can use physical actions, props, facial expressions and tone of voice to make it easier to memorize the next dialogue.

3. Problem-Solving Activities

Problem solving is a learning strategy whose application requires logical thinking, creativity, and collaboration to analyze obstacles and build actionable solutions to overcome them. Problem solving strategies can be combined with other learning strategies. For example, using jigsaws and information gap activities, where in this lesson students have different pieces of information and they have to discuss and share information to complete the task.

4. Using Technology to Practice Learning Strategies

Using technology in the practice of learning strategies can help teachers to deliver learning more easily and effectively. Several types of technology that can be used to support learning include video, PPT, Google Classroom, G-mail, Internet, etc.

D. Two Stay Two Stray Strategy

Under the TSTS method, students collaborate in groups to plan, share information, and help each other solve challenges. According to Lie (in Liansari et al. (2021)), the Two Stay Two Stray learning model places an emphasis on both giving and receiving information. This learning method provides opportunities for students to discuss effectively by means of two "stays" and two "guests" to other groups to get information about the material/text discussed. TSTS technique is a cooperative learning created adapted from Spencer Kagan. In the Two Stay-Two Stray learning model, two students remain in the group and give information to members of the visiting group. The other two students go to other groups in search of information, and upon returning, they meet again to discuss the information they have learned from other groups.

1. **Advantages and Disadvantages of Two Stay Two Stray Strategy**

   According to Ari in (Yukanah, 2017), cite the many benefits and drawbacks of using the Two Stay Two Stray technique in the classroom.

   The following are some benefits of teaching with the Two Stay Two Stray strategy:

   a. Can be applied in all of lesson material.

   b. The students be active in the class, because every group can share information with other groups.

   c. Can help the students to improve their motivation, because there is an interaction with friends it made this strategy more fun and doesn't feel monotonous.

   d. It can increase students critical thinking.

   e. Can share ideas and build social skills.

   And the disadvantages of using Two Stay Two Stray strategy in teaching are:

   a. In implementing this strategy, it takes quite a long time.

   b. There are students who have difficulty studying in groups (this could be because they don't mix well or don't agree with their group friends).

   c. Teachers need a long time to prepare lessons.

2. **How to Teach Using Two Stay Two Stray Strategy**

   According to (Nuraeni & Buana, 2020), the procedures of teaching using Two Stay Two Stray is divided into eight step:

   1. The students are divided into groups of four by the teacher. One group has one high-ability student, two medium-ability students, and one low-ability student. The groups that are established are heterogeneous or random. This is carried out

since the goal of the approach is to give pupils opportunities to support one another.

2. The teacher assigns material or text to be discussed together with the group.

3. Students collaborate in groups to create opportunities that allow them to take an active role in the process of thinking.

4. Following the group discussion, two members of each group split apart to examine the output of the other groups' work and engage in further debate or idea sharing.

5. When visitors from other groups arrive, two members of the group are responsible for distributing information and working on projects.

6. Following their idea-sharing sessions with other groups, they went back to their own groups to present their findings.

7. Matching and talking about their work in groups.

8. Each group gave a presentation on their work.

E. Think-Pair-Share

Cooperative learning techniques like Think-Pair-Share are intended to change how students engage with one another. As part of a cooperative learning strategy called Think-Pair-Share, students are given guidelines and time to consider and react to a given issue or subject both independently and in pairs. The Think-Pair-Share technique, according to Kumar & Upadhyay (2016),), is intended to differentiate instruction by students providing with time and structure to reflect on a specific subject, enabling them to develop original ideas and present these ideas to their peers. Liunokas (2019) claims that Think-Pair-Share is a cooperative

learning technique where students collaborate to find solutions to issues or provide information on a reading topic.

From the description above, Think-Pair-Share is a cooperative learning technique created to boost student engagement while still giving them the opportunity to individually share their thoughts and solutions. The way this strategy works is 1) students are given a topic or problem, then students work or think individually regarding the topic with certain times and rules (Think), 2) after getting the results of their individual thoughts students are directed to work in pairs to put forward and discuss answers related topic (Pair), 3) students share the results of their work with the whole class (Share).

1. Advantages and Disadvantages of Think-Pair-Share

According to Frank Lyman in the research of Sapsuha & Bugis (2013) explained some of the advantages of using the Think-Pair-Share in learning.

Advantages of Think-Pair-Share

a. This strategy is quick dan doesn't take a long time to prepare

b. Because they can practice their responses both vocally and mentally, and because they get a chance to speak, it increases student productivity and engagement in the classroom.

c. Because each student should complete the task separately before working in pairs, this technique can help students' critical thinking skills.

d. This strategy can enhance group work and communication skill.

e. The Think-Pair-Share technique works with students in any grade level and any class size.

Disadvantages of Think-Pair-Share

Ibrahim lists the following as some drawbacks of Think-Pair-Share in his research (Tuanany, 2019):

a. Think-Pair-Share consumes a lot of time if the teacher does not prepare the lesson plan accurately.

b. With this technique the teacher will find it more difficult to monitor each group because there are too many groups

c. If not managed well the class will be very noisy because students work in groups, because when they discuss a text or topic they can talk to each other

F. Recount Text

Recount text is a text that retells activities or events that have occurred in the past. Recount text according to Hasanah (2022), are texts that recall certain sequential historical occurrences. On the other hand, recount texts, as defined by Laili & Muflihah (2020)), are texts that relate anecdotes from the past, typically describing previous experiences or incidents.

According to the definitions given above, a recount text is a text that recounts an incident that happened in the past using a chronological order of events. Recount text is almost the same as narrative text which has almost the same general structure such as, orientation, events, and re-orientation. what distinguishes it from narrative text is complexity. in recount text there is no complication that contains problems to the climax.

1. Structure of Recount Text

According to A. F. Sari et al. (2018), The generic structure of narrative text is divided into three that are Orientation, Events, Re-orientation.

a. Orientation

Orientation is where the narrative begins. An introduction to the characters and the story's background, which covers the location, time, characters, and other details, is typically found in this section.

b. Events

The author will list a number of past experiences in this section, chronologically. The author records the happenings in a succession of events in chronological order. The first event occurs first, then the second, then the second, and so on until the last event. The writer's inventiveness determines how many occurrences there are. The recount text's primary body is found in this section.

c. Re-Orientation

In recount text, the end of a story is called reorientation. In this section, the author will summarize and conclude the whole story while telling the ending (sad/happy). If available, the author will also add impressions and messages for the reader.

2. Language Features of Recount Text

According to broadman in Saragih et al. (2014) described that the language feature of recount text as follows:

1. Using simple past tense

2. Using a particular participant, such as Istanbul Airport, Muara Angke, Borobudur Temple, etc.

3. Using individual participants, such as me, my husband, my friends, or our group, etc.

4. Using action verb

5. To order the events, use conjunctions and time connectives.

6. Adverbs and adverbial phrases are used to denote time and location.

7. Adjectives used to characterize nouns.

G. Previous Studies

First, a prior study entitled "The Effect of Using the Two Stay Two Stray Technique on the Development of Students' Speaking Skills and Motivation" was carried out by Annas et al. (2018). This research uses an experimental design with quantitative research. Researchers conducted research at SMPN 2 ldi which is located in Matang Bungong village, Idi Timur sub-district, East Aceh District, AcehPurposive sampling was used to choose the single class that the researcher used as the research sample for this investigation. And class VIII A, an experimental group of 26 female students, was the subject of this study. Pre- and post-tests were utilized in this study to gauge student accomplishment, and questionnaires were utilized to gauge student motivation. The average pre-test score is 54, and the average post-test score is 66, according to study data. The crucial value from the t-table is 2.06 at a significance level of 0.01; with 25 degrees of freedom, it was 2.78. The t-score result is 9.37. Using the Two Stay Two Stray strategy has been shown to increase speaking skills, as seen by the higher number of t-tests than the t-table.

Second, this research entitled "Two Stay Two Stray Strategy to Improve EFL Students' Reading Skills". Was discussed by D. F. Sari et al. (2019). This research uses quantitative experimental research. In their investigations, researchers employed questionnaires and test equipment, and they analyzed the data using statistical algorithms. This study was carried out in Indonesia at SMPN 16 Banda Aceh. Using basic random sampling, the researcher used one class as a research

sample. And class VIII D was selected as the research's subject. According to study results, the experimental class's average score was 84.70. Aside from that, the t-test of 2.021 is less than the t-score of 6.81. These findings suggest that the experimental class taught with TSTS underwent better modifications than the control group. The questionnaire's results also showed that students responded well to TSTS because they believed it would improve the interactions between teachers and students.

Third, a study entitled "The Effectiveness of Two Stay Two Stray Model to Teach Writing Viewed from Students' Creativity" was carried out by Suhaemi (2020). This research uses quantitative experimental research. This study's primary goals are to compare the efficacy of the Two Stay Two Stray model and the Direct learning model for teaching writing skills, as well as to determine whether or not there is a relationship between the two factors—student creativity and learning model—when it comes to students' writing proficiency. The data was analyzed using Tukey's test, 2 x 2 ANOVA, and creative and written test instruments. STIKes Hamzar students for the 2018–19 academic year served as the study's subject. Two classes were sampled using cluster random sampling, and the samples were afterward split into an experimental class and a control class by a lottery. The study's findings support the following hypothesis: students with high levels of creativity outperform those with low levels in writing skills acquisition; there is a relationship between student creativity and the learning model in the STIKes Hamzar writing skills curriculum; and Two Stay Two Stray is a more effective teaching method than direct learning..

"The Effectiveness of the Two Stay Two Stray (TSTS) Cooperative Learning Model in Improving Students' Critical Thinking Skills" was the topic of the most

recent study, conducted by Apriakanti et al. (2020). This study used the post-test-only Control Design group approach in an experimental research setting with a real experimental design. This study intends to ascertain how students' critical thinking in science courses differs depending on whether they use the TSTS or PBL learning paradigm, as well as how well PBL and TSTS work together to enhance students' critical thinking abilities. Students in class VII at SMP Negeri 4 Tegal served as the study's subjects. Experimental and control classes were then selected using cluster random sampling procedures. Tests and unstructured interviews served as the research's instruments. Additionally, researchers employed the One Sample T-Test and Independent Sample T-Test to assess the data. The findings of this study indicate that the One Sample t-test yields a value of t-count>t-table (11.654>1708) and a significant value of 0.000<0.05, whereas the Independent Sample t-test yields a value of t -count > t-table (14,710>1,674). These findings suggest that Two Stay Two Stray can help students become more adequate critical thinkers. From these results it can be concluded that Two Stay Two Stray can improve students' critical thinking skills.