

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, the writer would like to describe some theories related to the study. The theories focus on the general concept of reading, the descriptive text and two stay two stray technique.

A. Reading

1. The General Concept of Reading

Reading is regarded as one of English skills that need reader's interpretation from text. In this sense, Nuttal viewed that reading essentially focuses on meaning, especially delivering meaning from writer to reader.⁶ It means that, the reading activity builds thinking collaboratively among the reader, the writer, and the text.

Reading is constructive visual activity process to derive meaning from a text through the readers' perceptual skills, decoding skills, experiences, background knowledge, mind sets and reasoning abilities to decode, to recognize, to comprehend the written symbols to extract information. Reading is also a mental or cognitive activity process of readers combining of information based upon their background knowledge to decode, to comprehend, and to interpret the written symbols, and to

⁶ Christine Nuttal, *Teaching Reading Skill* (London: Macmillan Publisher, 2005)

derive meaning from a text by using readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets and reasoning ability based upon readers' purposes.⁷

Another perception of reading is a much more complex process. It involves all of the higher mental processes. It involves recalling, reasoning, evaluating, imagining, applying, and problem solving. Good reading requires good thinking. When we teach reading, especially in the beginning stages, we must teach good thinking.⁸ Comprehension is the ultimate goal of all reading; that is, the ability to understand a text underlies all reading tasks. Thus, main-idea comprehension should be at the core of all reading instruction.⁹ There are interaction between the reader and the text. The reader gets of the meaning may be not same as the meaning of the writer to convey the text. Likewise, the meaning between one reader gets from a text may be different from the other readers read the same text.

According to Othman, reading process is interaction between text and reader's imagination. Therefore, readers need three aspects: making

⁷ SatriaAgust et. Al., "The effectiveness of One Stray/Three Stray Method To Teach Reading Viewed From Students' Self-Actualization", *English Teaching*, Vol. I, Issue 1 (2012), PP 68-84, <http://jurnal.pasca.uns.ac.id> (access on February, 26th 2015)

⁸ Deboer, J. J and Dallman, M. *The Teaching of Reading* (New York: Holt Rinehart and Winston, 1964), 83

⁹ Grabe and Stoller, Teaching reading for academic purposes", In *Teaching English as a second or foreign*, dalam skripsi, FitriaAlhaz Harap, "Improving Students' Reading Comprehension Through Two Stay Two Stray Learning Model", (<http://yusiriza.wordpress.com/2011/07/20/model-pembelajaran-kooperatif-tipe-learning-together-lt/>, access on January, 25th 2015)

prediction, thinking of the text that it is even of life and having similarity to the human life.¹⁰

From the some theories, it can be concluded that reading is a complex process to get a meaning from the text. Between reader and text have some processes that are used to assign the meaning in the text. Although, it is not same meaning that is conveyed by the writer and may be different from the other readers reading in the same text.

2. Reading comprehension

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.¹¹

Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn, depends

¹⁰ SatriaAgust et. Al., "The effectiveness of One Stray/Three Stray Method To Teach Reading Viewed From Students' Self-Actualization", *English Teaching*, Vol. I, Issue 1 (2012), PP 68-84, <http://jurnal.pasca.uns.ac.id> (access on February, 26th 2015)

¹¹ Elizabeth S. Pang., et, al. Teaching Reading (Educational practice series-12, *International Academy of Education* (IAE), 2003 (<http://www.curtin.edu.au/curtin/dept/smec/iae>, access on March, 2nd 2015)

on lived experience. Topics that are familiar and openly discussed in one culture may be unacceptable in another.¹²

Reading comprehension is as the process of simultaneously *extracting* and *constructing* meaning. In other word, we recognize both challenges: figuring out how print represents word and engaging in the translation of print to sound accurately and efficiently (extracting), at the same time formulating a representation of the information being presented, which inevitably requires building new meanings and integrating new with old information (constructing meaning).

- 1) The *reader* who is doing the comprehending
- 2) The *text* that is to be comprehended
- 3) The *activity* in which comprehension is a part

According to Grellet, states that reading comprehension is understanding a written text and extracting the required information from it as efficiently as possible.¹³ The goal of reading is to catch the meaning from the text and to comprehend the information that is conveyed in the text. Comprehension is about the ability of people to understand something. There should be an interaction between the reader and the text.

From the definition above, it can be concluded that reading comprehension is not just reading loudly but also it is a process to

¹² Elizabeth S. Pang.,et, al. Teaching Reading (Educational practice series-12, *International Academy of Education* (IAE), 2003 (<http://www.curtin.edu.au/curtin/dept/smec/iae>, access on March, 2nd 2015)

¹³ Francoise Grellet, *Developing Reading Skills* (Cambridge: Cambridge University Press, 1981),

understand the meaning from the words, sentence, and the paragraph. The students just not read loudly but they can understand the content of the text.

3. The Purpose of Reading

Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before they actually do so. Grellet said that there are two main reasons for reading, they are reading for information (to find out something or in order to do something with the information you got).¹⁴ Based on that explanation, pleasure means that the reader reads any literary to make reader's feeling happy, otherwise, reading for information means the reader look information that has been expected previously.

In addition, the purpose of reading according to Grabe and Stoller, it has been classified into four purposes, they are¹⁵:

1. Reading to search for simple information and reading to skim

It is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

¹⁴ Françoise Grellet, *Developing Reading Skills* (Cambridge: Cambridge University Press, 1981), 15

¹⁵ *Ibid*, 20

2. Reading to learn from text

It happens in academic and professional context, it also requires remembering the main idea and supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

3. Reading to integrate information, write and critique text

This skill needs critical evaluation where the reader integrates and decides the information that she/he wants. Then, it involves such as composing, selecting and making critique from the material.

4. Reading for general comprehension

It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.¹⁶

4. Different Kinds of Reading:

Reading has a distinction between extensive and intensive reading. The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material. Extensive reading should involve reading for pleasure, Richard Day calls joyful reading.¹⁷

¹⁶ William Grabe and Fredica L. Stollert, *Teaching and Researching Reading* (Essex: Pearson Education, 2002), 36

¹⁷ Harmer Jeremy, *How to teach English* (England: Pearson Education Limited, 2007), 28

In addition, according to Pardiyono, descriptive text gives descriptions from the living or non-living things to the reader.²⁰ It means that the writer persuades the reader can imagine what to do about the text.

From several studies, we can conclude that descriptive text is a text which can tell the characteristic of something or someone living or nonliving for the purpose that the reader could interpret it well.

2. The Purpose of Descriptive Text

According to Barbara, first, to amuse, to give many impressions, to understand with experience, to help for reader with the misconception subject written about, to make fresh value for the familiar and to convince the reader about something.²¹ From the explanation above that the purpose of descriptive text is to get the reader imagine within the story to get pleasure and information.

3. The Generic Structure of Descriptive Text

Descriptive text has structure as below²²:

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics.

4. The Language Feature of Descriptive Text

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group.

²⁰ Pardiyono, Pasti Bisa!, *Teaching Genre-Based Writing* (Yogyakarta: Andi Yogyakarta, 2007), 56

²¹ Barbara Fine Clouse, *The Student Writer* (Mc. Graw-Hill Companies, 2002), 132

²² Drs. Nofri Anten. M.Pd, "Module of English Students", *Solo: Pustaka Merdeka*, 2011), 38

- Using simple present tense²³

C. Two Stay Two Stray Tehnique

1. Definition of Two Stay Two Stray

Two stay two stray provides an opportunity for groups to share results and information with other groups. Two stay two stray is structure which is one type of cooperative learning groups provide opportunities to share results and information to other groups.²⁴ This is done because a lot of teaching and learning activities are characterized by individual activities. Students work alone and are not allowed to see the work of the other students.

2. Steps of Two Stay Two Stray technique²⁵

The model measures of learning Two Lives Two guests are as follows:

- a. Students work together in groups of four as usual.
- b. Once completed, two students from each group will leave the group and each visit to the other group.
- c. Two students who live in the group in charge of the work and share their information to their guests.
- d. Guest excused himself and returned to their own groups and report their findings from other groups.
- e. Matching groups and discussing the results of their work.

²³ <https://pakpuguh.wordpress.com/2011/08/12/description-text/> (access on Friday, 27th February 2015)

²⁴ [http://ModelPembelajaranTwoStay-TwoStray\(TS-TS\)_AsikBelajar.Com.htm/](http://ModelPembelajaranTwoStay-TwoStray(TS-TS)_AsikBelajar.Com.htm/) (access on Tuesday, 14th February 2015)

²⁵ Ibid,

3. An Advantages of Used Two Stay Two Stray Technique²⁶

A model of learning certainly has advantages. The advantages of two stay two stray is as follows:

- a. Can be applied to all classes/level.
- b. Tendency to be more meaningful students learning.
- c. More oriented to the activity.
- d. Expected that students would dare to express his opinion.
- e. Add cohesiveness and self-confidence of students.
- f. The ability to speak the students can be improved.
- g. Help increase interest and learning achievement.

4. Disadvantages of Used Two Stay Two Stray Technique²⁷

The disadvantages of used two stay two stray technique as follows:

- a. Take a long time
- b. Students tend not to want to learn in group
- c. For teachers, it requires a lot of preparation (materials and effort)
- d. Teachers tend to difficulties in classroom management.

D. Previous Research

Two Stay Two Stray (TSTS) is not new technique in the teaching and learning process. In previous research, there were some researchers who use Two Stay Two Stray in their research. One of them is August Lewaherilla, he was graduated from Sebelas Maret University in 2011. The title of his research is "Improving Students Reading Competence

²⁶ [http://ModelPembelajaranTwoStay-TwoStray\(TS-TS\)_AsikBelajar.Com.htm//](http://ModelPembelajaranTwoStay-TwoStray(TS-TS)_AsikBelajar.Com.htm//) (access on Tuesday, 14th February 2015)

²⁷ Ibid,

through Two Stay Two Stray Technique (A Classroom Action Research to the Students of Class VIIIA of SMP YPPK Biak Numfor in the Academic Year of 2010/2011). He got the result of his research, the improvement can also be seen from the result of posttest. The average score of pretest was 57,019. Then increased to 64,62 in posttest 1 and 72,788 in posttest 2. The students became more active and enthusiastic in learning process. And the conclusion of his research, two stay two stray is able to improve students' reading competence. It stimulates students to be responsible and active.

The second previous research is Purniati. She was graduated from State Institute of Islamic Studies SALATIGA. The title of her research is "Improving Students' Reading Comprehension in Recount Text through Two Stay Two Stray technique (A Classroom Action Research of the Eight Grade Students of SMP Muhammadiyah 05 Wonosegoro in Academic year of 2013/2014). She used classroom action research method; there are 3 cycles of the research. She got the result of the research; the result was showed by t-test calculation. The score of pre-test in cycle 1 is 47,08, cycle II is 64,79, cycle III is 68,12, the score of posttest in cycle I is 57,29, cycle II is 78,33, cycle III is 84,79. It means that the use two stay two stray technique can improve students' reading comprehension.