CHAPTER II

REVIEW OF THE RELATED LITERATURE

The writer is going to review some theories related to the study in this chapter .They are the theories of, reading comprehension, recount text and index card match.

A. Reading Comprehension

1. Definiton of Reading

Definitions of reading appear in various prespectives. Primarily, reading is a Means of comunicating information between the writerand the reader. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Rumelhart (In Mukhorji, 2011:57) states "Reading is a proces of understanding written language. Since reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about message s intended by the writers". Reading involves an interaction between thought and language.

Based on explanation above, can be concludes that reading is a process to convey the the message or information. By reading, the reader will know that they read and challenged to response the ideas of the writer. In order tomake the messages or information that comes from the writer can be understood and comprehended easily by the reader.

2. Teaching Reading

Reading is a complex process which involves interaction between the reader and the language andideas of the text. Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. The aim of teaching is to make students become an effective and efficient reader. Index Card Match is appropriate strategy for reading especially in Recount text.

According to Cahyono (2010:128) teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Harmer (2007:23) said that teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

Regarding to the explanation of teaching above, the writer concludes that teaching is activities and manages the environment in a good condition to make and giving the opportunity for the students in learning process to get the purpose. The main task in teaching reading is to teach understanding. To assess the problem of what to teach when teaching understanding, we must try to know principle for teaching reading. There are the principles of teaching reading :

1. Exploit the reader's background knowledge

A reader background knowledge can influence reading comprehension. Background includes all of the experiences that reader brings to a text; life experience, educational experience, culture background, and knowledge.

2. Build a strong vocabulary base

Recent research emphasized the importance of vocabulary to successful reading. Levin and reeves (1990) have found that "it is easier for the reader academic text to cope with special terminology than with general vocabulary".

3. Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includs verifying that the predictions being made are correct a checking that eider is making the necessary adjustments when meaning is not obtained.

4. Cognition can be defined as thinking

Metacognition can be defined as thinking about our thinking.In order to teach for comprehension, it is my belief that readers must monitor their comprehension processes and be able to discuss with the teacher and follow readers what strategies the use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.

5. Work on increasing reading rate

One great difficult in the secod language reading classsroom in that even when language learners can read, much of their reading is not fluent. the teachere must

work towards ending a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not developing speed readers, but fluent readers.

B. Recount Text

   1. The definiton of Recount text

According to Djuharie (2007:44) said that recount tex is a type of the text contents report events, someone activity or the experience of someone. According to Anderson and Andeson (1998:24) a recount is a piece of the text that rettels past events usually in order in which they occurred. Recount text is one of the text which retell events or experiences in the past. Recount text is a text written to rettel for information or entertaiment.This type of the text is not only used at school but also at other media written and electronic, it's used in many real social contexts. Example of recount text include : Newspaper reports, speeches, jurnal, sport report, biography, autobiography, television interview.

   2. Genereic structure of recount text

     Generally, recount text has a generic structure those are :

a. Orientation

   In this step consist of background of information. The orientation provide or introduce the participants begins by telling the reader who was involved, what happened in that past events, where this events took place and when it happened.

b. Events

Tell what happened and in what squence and describing series of event that happened in the past. A record of events usually recounted in cronological order,named: event 1, event 2,event 3.

c.   Re-orientation

Re-orientation it is consist of optional closure of events/ending. The final section concludes the recount by summarizing the events, a closing statement or evaluating the topic's importance or offering personal comment or opinion.

3.   The linguistic feature of recount text

According to Djuharie (2007) recount text often use language features, those are:

a.   Certain noun as personal pronoun, such as, Seanu Prabu, Djuharie.

b.   Individual participant, it is focuses on particular or specific actors.

c.   Using past tense, using verb past tense, such as, went ran ate, etc.

d.   Using time connective and conjunction to organize the events or used to link clauses within sentences, such as, after, before, after that, etc.

e.   Using action verb that showed an activity or something happened, such as, stayed, climbed, killed, etc.

f.   Using adverb that showed the place, time and manner, such as, yesterday, at home, and slowly, etc.

C. Index Card Match (ICM) strategy

1. Definition of Index Card Match (ICM)

Good teaching includes teaching students how to learn, how to remember, how to think, and how to motivate themselves. The reasons why students need to learn strategic practices for learning is they contend that for learning to occur, students must be able to remember newly acquired information so that they can retrieve the information and use it whenever necessary.

Index Card Match Pass out index cards and request anonymous answers to your questions . Use response cards to save time or to provide anonymity for personally threatening self-disclosures (Silberman, 2006:250). Index Card Match is the active strategy and enjoyable way to review course material. It means that Index Card Match is the interesting strategy and enjoyable in teaching process. (Suprijono 2009:120)

Index-card match is a strategy that can't only can be used to review the previous material but also to provide enjoyable learning. Besides, this media makes students active in class. Students should find out their partners. Index-card match is identical with cooperative learning for students. Index Card Match need the student be an active and also honest.

From the definition of index card match strategy above the writer conclude that index card match strategy is the strategy to matching two cards between question and answer of the question where this activity can make interesting and enjoyable for the students in teaching process. Learning method is one of main component in creates active learning atmosphere, creative, innovative,

and rejoicing. Interesting learning method and variety will get implication on teaching and learning process at class. Learning Index Card Match, is one of cooperative learning which is involved the students into group. Each group can identification text, the other group description picture and find their matching.

This strategy is one of active learning instructional strategy to review material that has been learned is how to make learning unforgettable this section contains ways to conclude a learning program so that the students reflects on what he or she has learned and considers how it will be applied in the future. The focus is not on what you have told the students, but what they take away. In addition to being active, these strategies all make reviewing fun.

1. The Step of Index Card Match Method

Index card match is a game to find the pair of a card or to find the card match (Suprijono 2011). Index card is divided into two parts, the one part consists of question and the other consists of the answers.

The way to use index card match:

1. The teacher makes some pieces of card

2. The teacher divide the card into two part one part consist of the questions and the other the answers.

3. The teacher shake the card in order to mix the question and answer

4. Each student will put one card and then the teacher asked them to find the card match.

5. After the students find the pair of the card from their friend, the students must be discussed the content of the card (suprijono 2011).

Index Card Match involved active activity because in this process the students must find and match the card and then when they have find and matching the card they seat together and they must reading aloud. Teaching procedures of Index Card Match Strategy is described as follows:

- Write down on separate Index Cards the names of strategy and or concept examined in the learning session. Create enough cards to equal one-half number of students.

- On separate cards, write clear definitions of each of the strategy or concepts you have chosen or give a clear example of the strategy or concept.

- Combine the two sets of cards and shuffle them several times so that they are well mixed.

- Give out one card to each students. Explain that, this is a matching activity. Some students have names of strategy or concept examined in the learning session and others have definitions or examples.

- Direct students to find their matching cards. When a match is formed, ask each pair of students to fins seats together. (Tell them not to reveal to other students what is contained on their chards.)

When all the matching pairs have been seated, have pair members quiz the rest of the group on their strategy or concept by reading aloud its definition or example. In teaching learning process, the teacher asks students to find their

partners. Then, the students must give clarification about the card they have. The students should read the text of the card to their friend. However, the other students listen to their friends. Finally, the teacher should give the conclusion about these activities.

2. **The Advantage of the use Index Card Match Method**

Index card match provides new learning model because teacher leaves the conventional method as lecturer method to cooperative learning. There are many benefit index card match as follows:

a) Students more active because the teacher just as facilitator and the students more dominate to active in teaching process,

b) When the students find and matching the card, automatically it make their brain will do well so that the teaching process can run effectively.

c) Make a relationship with the other students and recognize with the other students in the class (Silberman, 1996:232).

Based on the explanation above, the researcher conclude the advantage of index card match are this characteristically useful review the previous material. This can be used to stimulate and help students to remember or restore the materials received. Index card match can be used to evaluate the students" comprehension and ability later.