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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Definition of Reading

There are many definitions of reading that are given by experts. According to Nunan (2003), reading is a fluent process of readers combining information of a text and their own background knowledge to build meaning. It means that in reading the text, the reader involves their prior knowledge. In line with Nunan's statement above, Anthony, et.al in Syahputra (2014) stated that reading is the process of constructing meaning through the dynamic interaction among the reader's knowledge, the information that is provided by the written language, and the context of reading situation. It means that reading is the process of catching the writer's ideas by readers' previous knowledge, information from the text, and the choice of reading context.

Reading is not an easy process to get the meaning of the text because there are complicated ways in reading process. Reading is the process of recognition, interpretation, and perception of written or printed materials (Khand, 2004). In other words, reading is a process to understand the text by recognizing, interpreting, and making perception of the text. Thus, the actual reading is translating password or symbols presented in the writing form in terms of certain symbols and interpret it Accordingly, the writer points out the



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experts' statements above that reading is a process to perform and used by the reader to take hold of message being delivered by the writer in medium of words and writers' language.

2. Concept of Reading Comprehension

Reading comprehension is one of the aims of reading. Klingner (2007) defines that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Furthermore, Catherine E. Snow (2002) stated that reading to read well is a long-term developmental process, and reading comprehension facilitates students in. It can be said that in comprehending the text, the reader are taking and building the meaning of the text.

Moreover, Duffy (2009) stated that reading comprehension depends on prior knowledge. Prior knowledge is expressed with word, so the reader uses the words in the text to build a meaning consistent with their past experience with these words. It means that to comprehend the text, the reader involves their prior knowledge and strategy that they used to get the meaning of the text. In line with the experts' statement above that in catching the point what the writer conveys of the text is by comprehending everything that contains in the text. In addition, Kavcar, Oğuzkan and Sever (1997) in *Mevlana International Journal of Education (MIJE)* conclude that is to complete and accurate understanding is being comprehended the information, feeling and

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thoughts that are wished to be conveyed to us much the same without causing any misunderstanding and without remaining any suspicious point with all aspects. Understanding is a way of finding the meaning of text, thinking over it, research the causes, inferring, and assessing (Güneş, (2000) in Mevlana International Journal of Education (MIJE)). It means that understanding helps student to focus on meaning and using the expression in a proper way in order to improve comprehension skill.

In brief, reading comprehension is the information or message that the reader gets from what text they read. Reading is also the interaction between the reader and the writer because in reading activity, the reader should interpret what the writer conveys which is text as a tool of the reader and writers' interaction.

3. Assessing Reading Comprehension

The teacher can measure the students' knowledge or skill from their scores. Assessing is the way to give their score. Assessing the students should be appropriate with the guidance of syllabus or theory to achieve the goal of learning process. In line with the statement above, Brown (2003) classified four types of assessing reading:

a. Perceptive

This type refers to the components of discourse such as letter, words, punctuation and other graphemic symbol.

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b. Selective

The assessment of this type involves the recognition of lexical, grammatical, or discourse features of language within a very short stretch a language.

c. Interactive

This type of assessment involves the stretch of language of several paragraphs. Also, reading is a process of negotiating meaning. It means that the reader brings a set of schemata to understand the text.

d. Extensive

The type of this assessment refers to the text that is more than one page. It includes the article, essay, technical report, short stories, and book.

Based on the explanation above, it can be concluded that the eighth grade students of State Junior High School 4 Pekanbaru are included into interactive type. On the other hand, Hughes (2003) stated that there are many techniques that can assess the students' comprehension, but the researcher used multiple choices as the instrument to measure the students' reading comprehension of narrative text.

4. Teaching Reading Comprehension

Teaching reading is important because students face many English text books and pieces of text in English subject. Reading is also mostly down in examination. In teaching reading, when the language is foreign to the students, however, teacher needs to assist students to set their reading purposes so as to

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facilitate comprehension and responses from them (Hadi, 2014). It means that the teacher should guide the students to achieve the goal of reading. Similarly, Anderson in Nunan (2003) said that students have to monitor their comprehension processes and be able to discuss with teacher what strategies they use to comprehend the text whether cognition and metacognition or not. By doing this, students should use both their cognitive and metacognitive skills.

Based on the statement above, it means that the use of comprehension monitoring is to know the students' understanding during reading. It can be good or not. Furthermore, Orasanu in Alyousef (2005) in Journal Education states that the knowledge a reader brings to a text is a principal determiner of how that text will be comprehended, and what may be learned and remembered. It means that the students' knowledge in reading activity is helpful for the teacher in teaching reading. In conclusion, in teaching reading the teacher should guide the students to get their comprehension on a text.

5. The Principles of Teaching Reading

In teaching reading in the classroom, there are some principles that teachers should know. According to Anderson in Nunan (2003), the principles of teaching reading are:

a. Exploit The Reader's Background Knowledge

The reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences

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that a reader brings to a text. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

b. Build a Strong Vocabulary Base

Levine and Reves in Nunan (2003) stress the great need for a teaching program that builds general, basic vocabulary. It means that vocabulary is the important factor in reading.

c. Teach for Comprehension

In teaching reading, the teacher monitors their children to verify that the students' prediction about the information they have is correct and check that the reader is making necessary adjustment when meaning is not obtained.

d. Work on Increasing Reading Rate

The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand the focus on fluent readers. Anderson in Nunan (2003) said a fluent reader as one who reads at a rate of 200 words-per-minute with at least 70 percent comprehension.

e. Teach Reading Strategies

To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. "Teaching

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them how to do this (strategy) should be a prime consideration in the reading classroom” (Anderson, et.al in Nunan, 2003, p. 76).

f. Encourage Readers to Transform Strategies Into Skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic (Anderson in Nunan, 2003).

g. Build Assessment And Evaluation Into Your Teaching

In teaching reading, teacher has to provide assessment to develop student’s reading comprehension from both a formal and an informal perspective that requires time and training.

h. Strive For Continuous Improvement as A Reading Teacher

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each students discover what works best.

Based on the explanation above, the researcher concludes that teaching reading is not only asking students to read the text, but also guiding them to comprehend the message of the text itself.

6. The Processes of Teaching Reading

According to Irwin in Syahputra (2014), there are five reading processes that should be considered by the teacher, namely:

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a. Micro processes

This process is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. There are two processing skills that are required for the understanding of individual sentences. The first is the ability to group word into meaningful phrases. And the second is the ability to select what idea units to remember.

b. Integrative Process

Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c. Macro processes

The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macro processing. At least two skills require for organizing and synthesizing the idea. First is the ability to select general idea and to summarize the passage. And the second is the ability to use the author's general organizational pattern to organize one own memory.

d. Elaborative Process

The process of making inferences not necessarily intended by author can be called elaborative process. For example, we interpret what might happen or we think about how the information correlates to our similar experience.



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e. Metacognitive Process

This process is the process of adjusting one strategy to control comprehension and long-term recall. Metacognitive may define as conscious awareness and control of one's own cognitive process.

7. The Nature of Narrative Text

Narrative text is one of the genres of text. It is also a common type of texts. There are some genres of text, such as: descriptive, procedure, narrative, recount, and report. Narrative text is a kind of text that tells a story. According to Hazel (2007), narrative is a representation of reality from a particular perspective. It means that narrative is a kind of texts that close to real life. According to McWorther (1986), narrative text reviews the events that have happened and suggests some steps to read a narrative. They are:

- a. Determine when and where the events are taking place.
- b. Notice the sequence of events.
- c. Notice how the story is told and who is telling it.
- d. Look beyond the specific events to the overall meaning. Ask yourself why the writer is telling the story.
- e. Watch for the writer's commentary as he or she tells the story.

According to Syafi'i (2013), narrative is the type of text that tells the true story or fiction that gives one account of one or more experiences. It means that narrative text is the text that tells a story of events that have already happened. Hence, the types of the text above are:



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a. Legend

A legend is a narrative human action that is perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and histories narrative performed in conversational mode. Some define legend as folktale.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings.

c. Fairy tale

Fairy tale is an English language term for type of short narrative. A fairy tale typically features such folkloric characters as fairies.

8. Concept of Index Card Match (ICM) Technique

As mentioned above, the reading comprehension needs a technique to gain the level of reading comprehension itself. One of the techniques that can be used in order to case the students to comprehend the reading material is Index Card Match (ICM) Technique. Index Card Match (ICM) is one of the techniques in cooperative learning. According to Richards (2002), cooperative learning is students work together in groups whose usual sizes are two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. While, Silberman (2005) noted in relation to teaching reading, Index Card Match technique is one of the best ways to motivate students and give variation in teaching learning when the

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students combine the card. It means index card match technique is one of the parts of cooperative learning where this technique which makes students be active in their discussion or in their team mates to achieve the aim of language.

According to Suprijono (2009), Index Card Match can help the students to be more active and to improve their reading comprehension in the class, it also will make students interested in the class when the students run the activity to find the card and match the card. On the other hand, Hartono (2009) also stated that Index Card Match is a teaching model that is very interesting and joyful that can be used by repetition of a material of lesson given. It means that this technique is used in a class that the students once learned a similar subject. In addition, Silberman (1995) states that pass out index cards and request anonymous answers to your questions. And then, use response cards to save time or to provide anonymity for personally threatening self-disclosures. The need to state you concisely on a card is another advantage of this technique. It means that by using two cards the student should look for the other students to gets card pair, it means that the students can get the answer from the question card itself.

In line with the statement above, Zaini (2008) Stated that Index Card Match technique is one of the interesting strategies used for reviewing the material, but it can also be used for new material with note the students give



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information before studying about the next material, so that when the students are in the class they have knowledge about the material. And Suprijono (2009.p, 139) also stated Index Card Match is the active technique and enjoyable way to review course material. It means that Index Card Match is the interesting technique and enjoyable in teaching process and the students can see the way that pieces of information fit together by using card, as well as recording the raw facts contained in normal notes. In this technique, students will no longer be passive and individualist. And also by using this technique can make students' motivation in learning increase.

However, Silberman (1995) in Marsini Thesis suggested that there are several advantages of the use of Index Card Match Technique as follows:

- a. Students are more active because the teacher is just as facilitator and the students are more dominated to be active in teaching process,
- b. When the students find and match the card, automatically it makes 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.

In brief, Index Card Match Technique is a useful technique that can help students to comprehend the content of reading text. And also Index Card Match technique is a learning strategy that requires students to work together and to increase students' sense of responsibility for what is learned in a way that is fun. Students work together and help one another to resolve questions



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and pose questions to other couples. This shared learning activity can help stimulate active learning and the ability to teach through collaborative activities that allow small groups to gain an understanding and mastery of the material. So, the researcher used this technique to give the solutions to the students' reading comprehension.

B. Relevant Research

The research can be accepted, and continued because it is relevant to several researches that had been conducted by the previous researchers. However, this present research has the same objects but they have different problems. According to Syafi'i (2015), relevant research is required to observe some previous researches are conducted by other researchers in which they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers.

There are relevant researches which have relevancy to this research.

1. The research was conducted by Marsini. (2014) entitled Improving Students' Reading Comprehension Using Index Card Match Technique at the Second Year of MAN 1 KENDARI. He used a Classroom Action Research (CAR) for his research. The researcher found that Index Card Match Technique improved students' reading comprehension at XI IPA 1 of MAN 1 Kendari. The improvement could be seen in the result of students' achievement and observation of teachers and students' activity. Percentage of students' achievement after conducting this study was 82.1% proved that it achieved



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classical achievement. Moreover, percentage of teacher's activity in the first cycle was 87.5% and in the second cycle was 100% and the percentage of students' activity in the first cycle was 83% and the second cycle was 100%. In other words, Index Card Match Technique improves students' reading comprehension at XI IPA 1 of MAN 1 Kendari.

2. The research was conducted by Intan Maisarah (2014) entitled The Difference between Reading Ability Taught by Using Index Card Match and Word Square of the Second Year Students Dar-EL Hikmah Boarding School PEKANBARU. In her research, she found that the learning result increased significantly and the students were more confident than before in learning. In her research there was difference reading ability taught by using index card match. Based on the research findings, the author concluded that t_o was higher than t -table. Where t -test = 3.297 was greater than t -table at the significance level was 5% = 2.00 and at the level of 1% = 2.65. Which $2.00 < 3.297 > 2.65$. It means that H_a was accepted and H_o was rejected. In other words, there was a significant difference between reading ability taught by using Index Card Match and Word Square of the second year students of Darel Hikmah Boarding School Pekanbaru.

C. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Syafi'i (2014) said that operational concept is derived related



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theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of a research paper. In order to clarify the theories used in this research, the writer would like to explain briefly about variable of this research. This research is an experimental research in which focuses gaining of using Index Card Match (ICM) Technique on students reading comprehension of narrative text at the eighth grade of State Junior High School 4 Pekanbaru. Therefore, in analyzing the problems in this research, there were two variables used, they are variable X and variable Y. Index Card Match (ICM) Technique as variable X is an independent variable that gives the effect to students' reading comprehension as variable Y as a dependent variable. The indicators that were compared are about the students' reading comprehension taught and without taught by using Index Card Match (ICM) Technique. The indicators are as follows:

Variable X: Index Card Match (ICM) Technique In Teaching Reading Comprehension (Silberman, 1995);

1. The teacher makes the cut pieces of paper based on a number of students in the classroom and explain what technique or method will be used to learn.
2. The teacher shares the amount of paper into two equal parts.
3. The teacher writes questions about the material and the other half of the paper was written answers to the material.
4. The teacher shakes the paper, to mix questions and answers.



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5. The teacher gives the cards to each student and explains that each card has its counterpart.
6. All students are seeking a partner. If it is found, the teacher asks students to read slowly.
7. After all the students found their matching, and then, the teacher ask another students to give correction directly (matching or not).
8. The teacher asks students to give some ideas based on the card they have.
9. The teacher asks students to makes some conclusion.
10. The teacher gives explanation and concludes the material directly with students.

Variable Y: Students' Reading Comprehension (syllabus of the eighth grade students of SMPN 4 Pekanbaru):

1. The students are able to identify main idea of narrative text.
2. The students are able to identify the generic structure of narrative text.
3. The students are able to identify the meaning of word of narrative text.
4. The students are able to identify communicative purpose of narrative text.
5. The students are able to identify the moral value of narrative text.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the better of using Index Card Match (ICM) Technique in teaching English especially in reading



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comprehension is the better achievement in reading comprehension at the eighth grade of State Junior High School 4 Pekanbaru.

2. Hypothesis

H₀₁ : There is no significant difference between students' reading comprehension of narrative text taught using and taught without using Index Card Match (ICM) Technique of State Junior High School 4 Pekanbaru.

H₀₂ : There is no significant effect of using Index Card Match (ICM) Technique on students' reading comprehension of narrative text of State Junior High School 4 Pekanbaru.

H_{a1} : There is a significant difference between students' reading comprehension of narrative text taught using and taught without using Index Card Match (ICM) Technique of State Junior High School 4 Pekanbaru.

H₀₂ : There is a significant effect of using Index Card Match (ICM) Technique on students' reading comprehension of narrative text of State Junior High School 4 Pekanbaru.