

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Ability

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading they intends to get something from the reading materials. By having a good skill in reading, readers can enlarge their knowledge and get lot of advantages from it. Tankersley points out that reading is a complex process made up of several interlocking skills and process.¹

Reading is a basic life skill. It is cornerstone for a child's success in school and indeed throughout life. Without having the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Johnson states that reading is a constantly developing skill². Reading integrates visual and non visual information. Furthermore, Murcia³ defines reading also provides the foundation for synthesis and critical evaluation skills.

Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustration, but if they keep practicing, they will have a

¹www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/.../reading.pdf. Retrieved on 14 June 2011

²Andrew P. Johnson, *Teaching Reading and Writing* (United Kingdom: Rowman and Littlefield Education, 2008). p.162, <http://library.nu/> (accessed February 23, 2009).

³Marianne Celce-Murcia, *Teaching English as a Second Foreign Language* (Mexico: Heinle & Heinle, 2001), 187.

good sense of English and help them to grasp the total meaning of the words.

Nuttal in Misdaliza in Yuli Pera Fitria said that developing reading skill is important, because it is obviously impossible for teacher to familiarize the students with reading the text, instead the teacher must give students the techniques to approach various kinds of texts.

In this case, the reader must prepare himself with a lot knowledge that concerns a language, the ability to distinguish word or group of words used in the text and the ability of his brain to think about the writer's idea written in it.

According Stanley and King, the components of reading are finding factual information, finding main idea, guessing vocabulary in context, reference and inference⁴. They are as follows:

a. The Factual Information

The reader must be able to recognize the factual information such as person, events, places, and the time.

b. The Main Idea

The main idea of paragraph is not always in the beginning of paragraph, but it can be in the middle of paragraph or in the last sentence of paragraph.

⁴ M Stanley and King. *Building Skills for Toefl*. Jakarta: Bina Aksara. 1989. P. 330

c. The Meaning of Vocabulary in Context

To know the meaning of vocabulary should not use dictionary, the reader can find the meaning of vocabulary by context. The reader just refers to previous sentences.

d. The Reference

The aim of using reference is to avoid repeated words or phrases.

e. The Inference

Understanding is one of the most important things in reading. The reader should be able to make inference.

In general, the aim of teaching is to develop the students' ability in reading the text, to get the information and to understand about the text. The aim of teaching reading for students is to comprehend and react toward what is written. Yuli Pera Fitria said that the teacher should motivate the students in obtaining the knowledge, particularly concerning with teaching process⁵. Teacher should pay attention to their students' interest in reading. In this case, the teacher motivates the students to read.

As matter of fact, reading also will develop our intelligence. In Hernowo (2004,p.36;in Sari Desita, 2006,p.17) explains that:

1. Reading can give more vocabulary and knowledge about the grammar and syntax.
2. There are many books and articles, which invite us to make introspecting and asking about values of life, feeling, and our relationship to the other people.

⁵ Yuli Pera Fitria, *Loc.Cit*

3. Reading can develop our imagination. Good books and good articles will invite us to imagine the world and the contents with its creation, location and characteristics completely. These imaginations are saved in our mind and build the new idea and feeling as basic for creative ideas⁶.

Furthermore, reading is viewed as a kind of interaction that occurs between the reader and the text⁷. The meaning, as an outcome of the interaction between the reader and the text, not only resides in the text itself, but also lies in the interaction between the reader and the text.

Here, there are seven pleasureable ways to improve reading ability as follows:

1. Read about things that interest you. If you are interested in what you are Reading about, the words will come alive, and you will be motivated to understand. You will feel satisfaction in accomplishing a task that you enjoy, and which you consider meaningful. The more you read, the better you will become at reading. Just get started and it will become a habit, as long as you are interested in what you are reading.
2. Read material that is at your level, or just a little difficult for you. Read Material that you find easy to read, or just a little challenging. Looking up many unknown words in a conventional dictionary is tedious, and the results of the dictionary search quickly forgotten. It is better to stay within your comfort zone and keep reading. Soon you will be able to take on more difficult content.

⁶Jordan E Ayan, in Hernowo (2004,p.36;in Sari Desita, 2006,p.17)

⁷William Grabe. *Loc. Cit.* p. 20

3. Learn to read in depth, stay on the same subject for a while. If you are Familiar with the subject you are reading about, you will understand better. Do not just read short articles. Commit to books. Stay with one author for at least one book. If the subject matter is new to you, you should even try to read a few different books or articles about the same subject, before you move on. This way you will meet the same vocabulary and ideas often, helping you to learn. You will also be able to get deeper into the subject and your reading confidence will grow.
4. If you have trouble reading, listen first. Many great works of literature were written to be read out loud. Learn to appreciate the art of the narrator. Listen to audio books or audio files of the material that you are reading. This will help make difficult content seem more familiar. If you can hear the new words and phrases that you are reading, you will have an easier time understanding and remembering them. Hearing the rhythm of someone reading a text will help your own reading.
5. Let your imagination get involved. Good readers get engrossed in their reading and let it trigger their imagination. Learn to enjoy your reading without asking too many questions or analyzing too much. It will just spoil the sensual enjoyment of the reading experience. You do not need to predict or analyze. Just enjoy and look forward to absorbing the information, ideas and thoughts expressed by the writer.
6. Don't worry about what you don't understand. Most of your reading Should be for pleasure. You can enjoy reading without understanding

all of what you read. You may even understand some things in your own personal way. Neither you nor a teacher needs to “monitor” your understanding. Learn to enjoy reading, even while feeling that you do not fully understand or remember what you have read.

7. Recognize that the key is to read a lot. You may develop a system for Keeping track of new words that you encounter in your reading, using lists, or Flash Cards, or other memory systems available on the Internet or elsewhere. However, the main growth in your vocabulary and reading skill will come just from reading as much as you can. So learn to enjoy reading and read a lot. Keep reading, and you will become a better reader.⁸

Unfortunately not all reading is just for pleasure. When you are reading a textbook or manual, or report or other materials that have to read for school or work, you may need to underline, take notes, and read some parts over again, in order to retain what you are reading. However, if you have developed the habit of reading for pleasure, you will find that the cognitive techniques you need will come naturally, and then you will understand a lot better than before.

In our society, adequate reading ability is important. While it does not guarantee success in and out of the school, is certainly a contributor to it. Daily living, job and a place in society depend on part of the ability to read. The demands of citizenship in this modern world require that we read

⁸Francoise Grellet. *Developing Reading Skills: Practical Guide to Reading Comprehension Exercises*. (United Kingdom: Cambridge University Press, 1981), p 4

critically. In addition, although other activities often crowd it a side, reading for relaxation and enjoyment can add one's quality of life.

Based on the theories above it is clear that reading is giving us so many advantages, such as pleasure, new information, and of course new vocabularies.

2. Index card match

Index card match is a teaching strategy that very interested and enjoyable can used by repetition of a material of lesson gave.⁹ It means, this strategy is used in a class that the students once learned a similar subject. Index card match is a good strategy that is used to repeat material that had been given previously. However, the new material can still be taught with this strategy with a record of students given the task of topic to be taught prior to class, so that when they already have sufficient knowledge.¹⁰ Teaching Strategy Index Card Match is one of the strategies which is compatible for improving the students' ability in English reading.

Index Card Match (Seeking Couples) is a strategy that invites students to actively learn and aims at enabling students to have a life of independence in learning and nurture creativity.

Zaini said there are a few steps of learning strategies of index card match that can be applied in the study as follows:¹¹

1. Teacher makes the cut pieces of paper based on a number of students in the classroom
2. Teacher shares the amount of paper into two equal parts

⁹Hartono, dkk. *Loc.Cit*

¹⁰Hisyam Zaini, Bermawy Munthe, Sekar Ayu Aryani. *Loc.Cit*

¹¹Hisyam Zaini, *Op Cit*, p. 55

3. Paper is written questions about the material and the other half of the paper was written answers to the material
4. Shake the paper, to mix questions and answers
5. 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.

Usually the teacher in teaching and learning activities provides lots of information to students that the material or topic in the learning program can be completed on time, but teachers sometimes forget that the purpose of learning not only the material that was completed on time, but also the extent to which the material has been delivered that can be remembered by the students. Because it is in the learning activities that should be held reconsideration or review to determine whether the material presented can be understood by students, this is consistent with Silberman' propose that "One of the most convincing ways to make learning exactly is accompanying time to review what you have learned".¹²It means that, material that has been discussed by the students tend to be five times better than a stick in the mind.

Index Card Match Type is related to ways to recall what they have learned and tested their knowledge and skills with the techniques currently

¹²Silberman(2009:239). *Loc. Cit*

seeking pairs of cards that is the answer or the question while learning about a concept or topic in a fun atmosphere.¹³

According to Hisham Zaini, et al model of index cards match (looking for a partner) is a pretty fun strategy used to repeat the material that has been given before.¹⁴ However, the new material can still be taught with this strategy with notes, learners are given the task of studying the topics that will be taught first, so that when entering the classroom they already have sufficient knowledge.

Benefits of using index card match strategy:

1. Growing excitement
2. Matery lessons conveyed attract more students
3. Able to make learning active and fun
4. Able to improve student learning outcomes achieved completeness level of learning
5. Can improve students ability especially in reading.

The weaknesses of using index card match strategy:

1. It took along time for students to complete the tasks and accomplishments.
2. Teachers should spend more time.
3. Long to make preparations.
4. The teacher must have a democratic spirit and sufficient skills in classroom management.

¹³[www.google.com/index card match](http://www.google.com/index%20card%20match)

¹⁴Hisyam Zaini, *Loc. Cit*

5. Demand particular trait or tendency of students to work together in solving problems.
6. The class becomes noise that can interfere with other classes¹⁵.

Based on the opinions above, learning Index Card Match strategy 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 fun. Students work together and help one another to resolve questions and posing questions to other couples. This shared learning activities 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.

3. Word square

Word Square is a learning strategy that combines the ability to answer questions with foresight in matching answers on the answer boxes.¹⁶ Much like filling Cross word answer but the difference is how ever disguised by adding additional boxes with random letters / numbers impostor or swindler. Learning model is suitable for all subjects just how teachers can program a number of selected questions that can stimulate students to think effectively. Purpose of the letters/ numbers detractors not to complicate the students but to train careful and critical attitude.

Harcourt theory word square is a set of words arranged in a square such as they read the same horizontally and vertically, also called Acrostic

¹⁵ Http: electronic version, icm pdf 17-05-20013

¹⁶ Achalasia, Word Way, (<http://wordpress.com>, accessed on May 2912)

means as set of words arranged in a square, so that it can be read horizontally and vertically.¹⁷

Method word square is enriched lecture method with the game, in which students are actively involved in presentation of the subject matter. Activity sheets distribute students in the form of a letter in the box and shading are correct when giving a question by the teacher after the material is completely given. Application of the method word square on the teaching and learning process language subjects is expected to increase interest in learning students.

Word square is one of the methods of learning that can be used by teachers in achieving goals learning. This method is a teaching and learning activities with how teachers share an activity sheet or work sheet as a tool to measure students' understanding of subject matter you have been taught. The main instrument of this method is sheet activities or work in the form of a question or phrase to look for the answer to the random arrangement of letters on the coloum provided.

Word square is one of the learning methods that can be used by teachers in teaching. The forms of the word square are boxes that contain a number of letters to read horizontally or vertically. To simplify the production, the following is the steps outlined in making word square:

- 1) Determine the appropriate topic concepts or subconcepts

¹⁷<http://www.yourdictionary.com/word-square>

- 2) Write down the key words in accordance with the objectives to be achieved
- 3) Writing back key words beginning with the words the longest
- 4) Make a square word squares
- 5) Load the key words in the word box square
- 6) Add the filling into the empty box of letters randomly.

In learning word square, Saptono in Wurianingrum describes the learning steps word square as follows:

- 1) Students are directed to study certain topics to be delivered.
- 2) Students are asked to find the term in the square of the relevant word a topic that has been studied.
- 3) Students provide an explanation of the word is found.
- 4) Explanation of the students varied with questions addressed to all students.

This method is one method that is very interesting because students are invited to be active in search of vocabulary in which arrangement of letters is still a mess.

Benefits of using word square strategy are as follows:

1. These activities encourage students' understanding of course material
2. Trained to be disciplined
3. Can exercise careful and critical attitude
4. Stimulate students to think effectively.

The model is capable of learning as a driver and amplifier of students to the material presented. Exercising precision and accuracy are looking for answers in the work sheet and of course, the point here is to think effectively, the ability to read and search for the most appropriate answer.

While some of the weaknesses of word square strategy are as follows:

1. Deadly creativity of students.
2. Students stayed receiving raw materials.
3. Students are not able to develop the material with the ability or potential.

In this learning model, students can develop their creativity, and become more centered on teachers. Because students only receive what is conveyed by the teacher, and the answer is not any work sheet analysis, so students can not dig deeper into the material with this word square learning model.

From the explanation of word square learning model, it can be concluded that the model of learning word square is an extension of a lecture, to find out students' understanding of the material that has been submitted into a work sheet which contains questions and answers in the word box. Requiring a carefulness and accuracy in finding the answer option is appropriate. However other learning models, the learning models of word square have advantages and disadvantages. The draw back of this learning model that students only receive raw materials from the teacher, unable to develop their creativity, because students are only required to find an answer not to develop each student's mind. Students are required to seek the most appropriate answer and be observant in seeking answers to that which is in the worksheet.

B. Relevant Research

A research from Nurafni Yulita

Nurafni Yulita in 2009 with the title "Using Cooperative Learning Methods Study Index Card Match to improve learning outcomes IPS of Grade V Semester II SD 013 Koto Tuo District XIII Koto Kampar regency". Improvement learning in social studies with cooperative learning method Type Index cards match can be said successful, the thoroughness of the individual and the group reached 78.6%. Based on the research above, the elements relevant to the research by the author is equally examined by using index cards match learning strategy and variable studied is the application of the strategy index card match and word square for reading ability of students.¹⁸

C. Operational Concept

This operational is used to avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form. So, it should be interpreted into particular word. There are two variables that will be used in this research. They are variable X and Y. Variable X as independent variable (Index Card Match as X1 and Word Square as X2) and variable Y as dependent variable (reading ability).

1. The procedures of Index Card Match strategy (variable X1) are as follows:
 - a. Teacher makes the cut pieces of paper based on a number of students in the classroom

¹⁸Nurafni Yulita in 2009 under the title "Using Cooperative Learning Methods Study Index Card Match to improve learning outcomes IPS of Grade V Semester II SD 013 Koto Tuo District XIII Koto Kampar regency".

- b. Teacher shares the amount of paper into two equal parts
 - c. Paper is written questions about the material and the other half of the paper is written answers to the material
 - d. The teacher shakes the paper, to mix questions and answers
 - e. Teacher gives the cards to each student and explains each card that has its counter part
 - f. Teacher asks all students to seek a partner. If it is found, the teacher asks the students to read slowly.
2. The procedures of word square (variable X₂) are as follows:
- a. Teacher determines the appropriate topic concepts or subconcepts
 - b. The teacher writes the key words in accordance with the objectives to be achieved
 - c. The teacher writes back the key words beginning with the words the longest
 - d. The teacher makes a square word squares
 - e. The teacher loads the key words in the word box square
 - f. The teacher adds the filling into the empty box of letters randomly.
3. The indicators of students' reading ability (variable Y) are as follows:
- a. Students are able to identify the topic of the descriptive text
 - b. Students are able to identify the main idea of paragraph
 - c. Students are able to distinguish about factual information
 - d. Students are able to infer similar or opposite meaning of vocabulary
 - e. Students are able to make inference

D. Assumption and Hypothesis

1. Assumptions

In general, assumptions for this research can be exposed in the following:

- a. Students' reading ability is various
- b. The response of students toward the Index Card Match and Word Square are various.

2. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:

Ho : There is no significant difference of students' reading ability between taught by using Index Card Match and Word Square Strategies of the second year students Darel Hikmah Boarding School Pekanbaru.

Ha : There is a significant difference of students' reading ability between taught by using Index Card Match and Word Square Strategies of the second year students Darel Hikmah Boarding School Pekanbaru.