

II. FRAME OF THEORIES

In this chapter will be discussed several concepts such as concept of reading comprehension, aspects of reading, strategies in teaching reading comprehension, concept of text, concept of active learning, concept of cooperative learning, Make a Match learning technique, and procedure teaching reading comprehension using Make a Match learning technique.

2.1 Concept of Reading Comprehension

Reading is a cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a mean of language acquisition of communication and sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, and attitude, and language community which is culturally socially situated.

According to William (1984), reading is a process whereby one looks at and understands what has been written. Ariffin (1992:1) in her book entitled *Anthropology of Poetry for Young People* defines reading as highly personal activity that is mainly done silently alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud. Clark and Silberstein (1987) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Furthermore, Smith (1982) defines that reading is a matter of

identifying letter in order to get the meaning from what is read, involving making connection among word and presented in the text and the readers' own background knowledge.

These concepts basically state that reading always deal with printed materials, which stress on the grasping meaning from the printed language. It seems that reading activity is the interaction process between the text and the reader's language skill and cognitive skills. In this process, the reader tries to create the meaning intended by the writer.

Meanwhile, comprehension can be said as crucial aspect of reading. In fact, it has been emphasized that true reading is reading with understanding, that is comprehension. As Simanjutak (1988) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is interactive process between the readers' background knowledge and the text itself. Similarly, Dallman (1982) states that reading is more than knowing what each alphabet stand for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place.

It is also supported by Richard (1986) who defines comprehension as the process by which the person understands the meaning of the written or spoken language. Then Williams (1981) says that comprehension is mind's act or power of understanding what has been written. Moreover, Smith (1982) defines comprehension in reading as matter of "making sense" of text, of relating to what someone does not know or new information to what he already knows through

printed messages being read. It may be regarded as relating aspects of the world around human being including what being read to the knowledge, intention and expectations are already have in readers' head.

From the definitions above, it can be said that reading comprehension is readers' ability in gaining meaning or understanding what has been read from the content of the text. Reading and comprehension are one activity to extract the meaning of written materials with full understanding. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

Referring to the concept above, it may be inferred that one essential aspect in reading comprehension is the use of reading strategy. In order to improve students' reading comprehension, the teacher must use the most appropriate teaching reading strategy. It means that appropriate reading strategy may assist the comprehension of reading. The reading strategy which is intended to boost up students thinking, creativity and social ability.

2.2 Aspects of Reading

There are five aspects of reading which help the students to comprehend the English text; main idea, specific information, references, inference and vocabulary.

1. Identifying Main Idea

Main idea refers to important information that tells more about overall idea of a paragraph or section of a text. In line with Mc Whorter (2012) the sentence that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly started in any of sentence. Instead, it is left to the reader to infer, or reason out. In other words, main idea is the most important idea that author develops throughout the paragraph.

According to Hood and Soloman in Dararat (2012:10), reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic and the details in the paragraph. The main idea of paragraph is the central thought of paragraph and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences. All the sentences in paragraph should develop the main idea. According to Dararat (2012) to find the main idea of paragraph, a reader must find what common element the sentences shared. Some text book writer place the main idea at the beginning of the paragraph and may actually put the topic of paragraph in bold print in order to emphasize it, but in literature this is not a common practice.

Segretto in Dewi (2013:22) states that the main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main

idea anywhere in the passage. Sometimes the author suggests the main idea by leaving the clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The question of main idea can be for example: (1) *What is the main idea of the first paragraph?* (2) *What is the main idea in last paragraph?*

2. Identifying Specific Information

Supporting sentence or specific information develops the topic by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. According to Hood and Solomon in Dararat (2012:11), reading for detail is skill that a reader to get all information of the text thoroughly. Reader need to be more careful and slower assuring that they have correctly understood the message. According to Dararat (2012) in order to find details that support the main idea, the reader should be able to identity which are more important that the others.

Segretto in Dewi (2013:23) states that supporting details provide the reader with more about the main idea or subject of a passage. For example, after reading story about Bawang Putih and Bawang Merah, general questions related to specific information can be for example: (1) *Where was Bawang Putih washing some clothes?* (2) *How was Bawang Putih character?*

3. Determining References

Reference is a relation between objects in which one object designates, or act as a means by which to connect to or link to another object. According to Reimer (2009) references is a relation that obtains between expressions and what speakers

use expressions to talk about. Reference are words or phrase used either before or after the reference of the material.

According to Young in Dewi (2013:24) one of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less time to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it was mentioned earlier. In addition, Martin (2003:123) states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. In general question related to this type of reading can be for example: *What does the word "she" in line 5 refer to?*

4. Making Inference

Kathleen (2011) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is logical connection that the reader draw between his observes or unknown and what he do not know. According to Moreillon in Dewi (2013:23) inference requires that each reader constructs a meaning that makes the text a reflection of her experiences.

Dararat (2012) said that inference was defined as understanding that was derived from an indirect suggestion of what is stated. To understanding the reading text, the reader must be able to detect the clues that the author give. In general questions related to this type of reading can be for examples: (1) *What was the first paragraph talking about?* (2) *What is the best title for the passage?* (3) *All of*

the following statement is true according to the passage, except...(4) Who was the main character of the story?

5. Understanding Difficult Vocabulary

Vocabulary is all of the words known and used by a person. Hammer (2004) states “ if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh”. Linan et al.(2007) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question of understanding difficult vocabulary can be for instance: (1) *what is the closest meaning of the underlined word?*

In summary, reading comprehension is basically about getting main ideas, specific information, references, inference and vocabulary.

2.3 Strategies in Teaching Reading Comprehension

As mentioned previously that the use of reading strategy will contribute toward reading. If the teacher can apply the most appropriate reading strategy which is suitable with the students’ characteristic, it will improve the students’ comprehension to the text.

As Haris and Hodges (1995:244) define reading strategy is a systematic plan conciously adopted and monitored to improve one’s performance in learning. Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about all of this information until understood. Comprehension is the final goal of

reading instruction. Comprehension strategies in reading includes comprehension monitoring, cooperative learning, using graphic and semantic organizers including story maps, answering questions about what has been read, having students create their own questions what they have read, using prior knowledge to connect what they read to what they already know, and summarizing what they have read (Learning Point Associates, 2004;<http://www.learningpt.org>).

Furthermore, Suparman (2008) mentions many reading comprehension strategies are identifying main ideas, predicting, activating prior knowledge, pre-reading- previewing and predicting analyzing visual and context clues, making/confirming/revising prediction and mental imaging.

As mentioned above that one of strategy of reading comprehension is cooperative learning. So, in case the writer would like to use the cooperative learning strategy to improve students' reading comprehension using make a match technique. Make a match is one of cooperative learning that is developed by Curran (1994).

2.4 Concept of Text

There are five types of the text should be taught to the students of Junior High School according School Based Curriculum/KTSP. They are descriptive text, recount text, prosedure text, narrative text, and report text. In this case, the writer would like to tell about narrative text.

Narrative text is the text contains about imagination story or fairy tale or legend that intends to entertain or amuse the reader. The goal or purpose of the text is to entertain and amuse the reader. The generic structure of the text is *orientation* that is sets the scene and introduces the participants (characters) of the story, the time

and place where the story happened (who, what, when, and where), *complication* that is a crisis arises. A series of events in which the main character attempts to solve the problem, *resolution* that is the crisis is resolved, for better or worse, *re-orientation* that is optional. The ending of the story and it sometimes contain the solution. The language features focuses on specific participants, there are many action verbs, verbal and mental processes, often uses direct and indirect speeches, usually uses past tense, uses linking words related time, sometimes the tense in some dialogue can change, descriptive language is used to create listener's or reader's imagination, temporal conjunctions are also used.

Example:

Snow White

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king was married again. This new queen was wicked and hated Snow White. The queen gave orders that Snow White must be treated as a servant.

Snow White grew up very beautiful, and one day a prince riding by saw her at work and fell in love with her.

The queen was beautiful too, and every day she asked her Magic Mirror," who is the fairest in the land?" and the mirror always answered," you are the fairest one of all."

One day the mirror answered Snow White was the fairest in the land, and a rage the queen gave orders to one of Huntsman to take Snow White into the woods and kill her.

The Huntsman had a kind heart and couldn't do the deed so he told her to run away. She fled into the woods where seven little dwarfs lived in small and strange house.

2.5 Concept of Active Learning

Active learning as an approach to instruction in which students engage the material they study through reading, writing, talking, listening and reflecting.

Active learning is anything that students do in a classroom other than merely

passively listening to instructor's lecture (Paulson and Faust). Active learning techniques grouped into 6 categories: Individual Exercises, Questions and Answers, Immediate Feedback, Critical Thinking, Share/Pair, and Cooperative Learning.

There are four basic elements of active learning. They are:

1. Talking and Listening

When students talk about a topic, whether answering a teacher's question or explaining a point to another student, they organize and reinforce what they have learned. When they listen, we want to ensure that it's meaningful listening, relating what they hear to what they already know.

2. Writing

Like talking and active listening, writing provides a means for students to process new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently.

3. Reading

Students do a great deal of their learning through reading, but they often receive little instruction in how to read effectively. Active learning exercises such as summary and note checks can help students process what they've read and help them develop the ability to focus on important information.

4. Reflecting

In the all-too-typical lecture class, the lecturer stops talking at the very end of the period. Students gather up their notes and books and run for their next class. One can almost see the knowledge evaporating from their brains. They have had no time to reflect, to connect what they have just learned with what they already know, or to use the knowledge they have gained in any way.

2.6 Concept of Cooperative learning

Cooperative learning is a group learning activity to solve the problem together. Roger (1992), explains that *cooperative learning* is group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning others.

According to Parker (1994) defines small group of cooperative as study atmosphere where all students interact each other in small groups to do academic assignments for the shake of reaching the groups target. Meanwhile, Davidson (1995) defines *cooperative learning* is to work or act together or jointly and strive to produce an effect. Johnson and Johnson (1998) defines *cooperative learning* is working together to accomplish shared goals. Moreover, Artz and Newman (1990) defines *cooperative learning* as small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.

Referring to the definitions of *cooperative learning* above, it can be said that cooperative learning refers to study where the student works together in small group and helps each other in learning.

Cooperative learning comprises many techniques which are developed by many experts. Some of cooperative learning techniques are *make a match, two stay two stray, inside-outside circle, think-pair-share, numbered head together, structured numbered heads, jigsaw, student team achievement division (STAD), team games tournament (TGT), team-assisted-individualization (TAI), group investigation*. And in case the writer would like to improve the students comprehension in reading using *make a match* learning technique.

2.7 Make a Match Learning Technique

Make a Match is one of cooperative learning technique that is developed by Curran (1994). It is learning using card. It consists of questions card and the other consist of answer from the question (Supriyono, 2009:94). This model can generate student learners to engage actively in learning process. In case, students look for couple while they study a certain topic or concept at the same time in pleasant atmosphere. This technique can be applied for all class level and subject.

The procedures of this technique are:

1. The teacher prepares some cards containing some topics
2. Every student gets one card.
3. Every student thinks the answer of the question from the card holded on.
4. Every student looks for couple having card which fits in its card.
5. Every student who is able to check off its card before deadline is given the point.
6. After one card phase and then shakes the card again so that every student gets different card from previously.
7. And so on

8. Conclusion/ closing.

The *Make a match* learning process has advantages and disadvantages. According to Lie (2007:56) the advantages of *Make a Match* learning technique are:

1. Students are more active in learning
2. Add student's motivation in learning.
3. The learning material makes students more attention in learning.
4. Train the students' bravery to perform in presenting their result
5. The *Make a Match* learning technique can be used for all subject
6. Promote team learning and collaborative skills
7. Create "fun" learning environment

The disadvantages of the *Make a Match* learning technique are:

1. It needs guidance from the teacher to do this activity
2. The teacher has to limit the time when the students are doing this activity, so they do not have chance for playing
3. The teacher must prepare the materials are needed before.

2.8 Procedure Teaching Reading Comprehension using Make Match Learning Technique

In case, the writer would like to tell the procedures of her teaching reading comprehension using make a match learning technique.

Pre-activity

- a. The teacher /the writer opens the class and greets the students and then she motivates them and stimulates the students' background knowledge with some questions. (Have you ever read the tale? What titles of the tale did you read?, who are the character in the story?)

- b. The teacher informs the material which is going to be learned and introduces make a match learning
- c. The teacher/the writer explains about the objectives of her teaching about the reading.

While activity

- a. The teacher breaks the class up into group of three students. And then the teacher distributes a set of complete reading text paper, a set of cutting cards of questions, and a set of cutting cards of answer couples to every group.
- b. After all groups got the reading text, a set of questions and a set of answers, then the teacher asks them to answer all questions given with the way by matching with the answer given in group discussion, after that they write their result in their paper, but in this case the teacher asks the students to read the complete reading, before they match it. And the teacher gives 60 minutes for every group to do this activity.
- c. After the students finish answering all their questions, the teacher asks them to collect their answer. And then the teacher distributes the paper to different student to check together whether their answer have been right or false. In case the teacher asks the students to read aloud the question and the answer together.

Post-activity

- a. The teacher asks the students to collect their paper again and makes the conclusion of the answer of reading text question with the students together.

- b. The teacher gives the questionnaire to the students about the implementation technique that they have done to give the feedback of the teaching learning process.
- c. The teacher closes the class.