CHAPTER II
LITERATURE REVIEW

A. READING

1. The Definition of Reading

Actually, there are many definitions of reading. Firstly, the definition comes from Finochiaro and Bonomo (in Tarigan 1986: 119) reading is bringing to and getting meaning from printed or written material. Secondly, according to Pang (2003: 6), reading is about understanding written text.

Another definition of reading comes from Dechant in Leu (1987: 9) stated that reading is an activity of identifying the printed symbol recognizing the meaning of the information of written material.

Based on the explanation above, reading can be simply viewed as an active attempt of a reader to recognize and understand the printed or written symbol, which the author expresses his idea, thought, feeling and opinion, and so that the reader can construct to what the author want to say.

2. Reading Comprehension

All of the definitions about reading that have been given are the common definition of reading. Yet, most of them are not from the specific definition of reading comprehension because particular reading is not always identical with comprehension of the written language (Mickulecky, 1982: 2).
Nunan (1985: 53) stated that reading with comprehension means “that it has to be understood deeply.”

Reading is the process that the readers think in mind to comprehend and understand what they have been read. When reading, one must organize information, recognize cause and effect, be away of the ramifications of what is being read, and his the material being read into one’s beliefs and knowledge base (Leu and Kinzer, 1987: 5).

Reading comprehension is most likely to occur when students are reading what they want to read, or at least when they see some good reason to read. Common sense suggests that people read by steady in moving their eyes across the page identifying cluster of letters as words, then adding word to word to form phrases (Simanjuntak, 1988: 4).

From the explanation above it can be concluded that reading comprehension is a process of thinking in order to understand written materials. At least, there are three main terms in the definition: written thinking process and understanding.

3. **The Functions of Reading**

Reading has some crucial functions. According to Squidoo (2011: 1-2), there are four functions of reading. The functions are as follows:

a. **Reading can make the student smarter.**

Reading forces the brain cells of the student to think about the content of reading or other cases that are found in reading. Finally, reading can rehearse the brain cells to always process the information smartly.
b. **Reading can improve vocabulary and language skill.**

The knowledge of different literary style can be got by reading many literatures. Commonly, vocabulary and language skill can be developed by learning different literary style.

c. **Reading makes knowledgeable.**

The valuable ieces of knowledge can be got easily by reading some different literatures or other sources of reading.

d. **Reading boots creativity.**

Reading saves much knowledge that can make creativity. The creativity that is gained by reading can be used in whenever the students live.

4. **The Aim of Reading**

A teacher teaches reading skill to the students because it has some aims. It is stated by Anderson (in Tarigan 1986: 214) that there are some aims of reading, namely:

a. **Reading for understanding:** the students read in order to understand the ideas in the text.

b. **Reading for searching detail of fact:** the student read to gain detail information of the text.

c. **Reading for finding main ideas:** it is to find the problem that will be discussed in reading text.

d. **Reading for organizing :** it is aimed to know the structure of the text.

e. **Reading for finding the conclusion:** it is to find out the conclusion from the action or ideas in the text.
f. Reading for classifying: it is aimed to know or to classify the uncommon things in reading text.

g. Reading for evaluation: the students will take the value of a text or story to evaluate them.

h. Reading for creating enjoyment: it is aimed only for fun. The materials such as short story and poem.

Based on the description above, reading has some crucial aims namely reading is for understanding, seaching detail of the information of the text, finding main ideas, organizing the structure of the text, finding a conclusion, classifying the uncommon things in reading text, evaluating the story of the text, and creating enjoyment. In this research, the aims of reading are as follows: responding the closest meaning of the text that will be given by the teacher and finding the meaning of each paragraph in the text.

5. The Major Components of Reading

Actually, reading has crucial components to support the readers’ comprehension. According to Leu (1987: 30-38) there are six major components of reading comprehension:

a. Decoding knowledge: it is used to recognize the word so that the students are able to understand the reading instruction.

b. Vocabulary knowledge: it is used to develop the students’ vocabulary knowledge. For example before the students read an article of certain topic, teacher can explain the meaning of unfamiliar
words that will appear or the alternative way is that teacher the applies certain activities that help the students to develop their vocabulary

c. Syntactic knowledge: it means that from word order in reading text, the students will learn about grammatical function, the meaning of the words and the pronunciation of words.

d. Discourse knowledge: it includes knowledge of the structural organization of different types of writing. Knowing this is useful during reading comprehension. Different writing also helps the students to read extensively.

e. Readiness aspect: it describes the abilities required for reading and comprehending any particular piece of printed material. Readiness here means that prepare the students to read specific story such as developing background knowledge about the topic of a selection, learning vocabulary words, understanding the purpose for reading the selection, or learning a comprehension skill required to understand the selection.

f. Affective aspect: in reading comprehension, it includes both interest and attitude. This will increase motivation and facilitate reading comprehension. All readers comprehend better when they are interested in reading. It means that when they are interesting, they will not find difficulties in finishing assignments from the teacher.
Based on the major components of reading above, those components can influence the students in comprehending the text. The students will comprehend the text perfectly if they mastery the major component of reading.

6. The Problems in Reading

Every skill in English especially reading also has some problems. The first problem of reading comes from the difficulty of students in comprehending the text. According to Weta (2001: 2) there are three comprehensions problems that are faced the students. The problems are as follows:

a. The length of the text
b. The failure in finding the writer’s message
c. Inability in outlining the important points of the text.

Another problems comes from the reading text. According tampubolo (in Kurniasih, 2007: 63) there are some problems in reading, such as:

a. Lack of sense in contextual punctuation
b. Mistake caused by the real meaning
c. Lack of sense to find out the real meaning.

Based on the problems of reading above, it is better that the teacher should be able to minimize and help the students to solve their problems in reading. Eventually, the students can read effectively.
B. DESCRIPTIVE TEXT

1. The definition of Descriptive Text

In this research, reading comprehension focused on descriptive text. It is on standard competence of the syllabus and curriculum of first grade student of Junior High School in the second semester which written that the students should be able to understand the functional meaning of written that test is very simple and short essay and descriptive form relating to the immediate environment. According to Sudarwati (2005: 34), descriptive text is a text which describes a particular (specific) person, place, or thing. A descriptive text has a schematic structure in the way to describe something or someone. Those are as follows:

a. Identification : identify phenomenon to be described.
b. Description : describe part, qualities, and characteristics.

Language features of descriptive text as follows:

a. Focus on specific participants
b. Use of attributive and identifying processes
d. Frequent use classifiers in nominal groups
e. Use simple present tense.
The example of descriptive text as follows:

**The Beautiful Kuta Bali**

Kuta is the exciting tourist area on the southern part of Bali. It is locate in southwestern Bali, just minutes the airport.

Kuta is one of the world’s most famous beaches. It first attracted Western surfers with its world renowned surf break followed closely behind by sun worshipers and party goers attracted to its wide stretches of white sandy beach.

Kuta, in addition to being the sunset site number one, is also the center of night life activities. Kuta has as hopping Mecca, with its lines of shops, boutique, and galleries. Restaurants line up the streets as well as the beach front of hotels, ranging from a small, inexpensive home stay to a luxurious resort.

There are many night clubs along Jalan Legian and Jalan Pantai Kuta. The busiest time for all night clubs are around from 22:00 and will close until down.

C. INDEX CARD MATCH

1. Definition

There are some teaching techniques that can be used in teaching learning process. One of the teaching techniques is Index Card Match. According Lorna Curran (1994) Index Card Match technique is a teaching technique in which the students look for the pairs by learning about a topic or concept in fun condition and activity.

According Lie (2008: 55) Index Card Match technique is a learning technique which the students look for the pairs.
From those definition above, it can be concluded that a Index Card Match technique is a teaching technique that the students’ activity is looking for words pairs. So, it can be concluded that Index Card Match is one of the teaching techniques that help the students to understand the material easily.

2. The Advantages and Disadvantages of Index Card Match

Every technique has advantages and disadvantages. Index Card Match technique also has them. According to Lorna Curran (1994) the advantages and disadvantages of Index Card Match technique are as follows:

Based on Lorna Curran (1944) the advantages of using Index Card Match technique are as follows:

a. The atmosphere of happiness well grow in teaching and learning process.

b. The cooperation between students with a dynamic materialized.

Based on Lorna Curran (1944) the disadvantages of using Index Card Match technique are as follows:

a. If there are a lot of students in a class (more than 30 students), it will make the class crowded. So, the teachers has to control the class and it is needed the guidance from the teacher to conduct the activities.

b. It is needed a lot of time to prepare the card and adequate material.
3. **The Procedure of Index Card Match Technique**

According to Lorna Curran (1994), the procedures of Index Card Match technique are as follows:

1. The teacher prepares some card then contains of several concept or topics which are suitable for review section, one card is about the question and the other is about the answer.
2. Every student gets a card which is written by the ask or the answer.
3. Each student should think of an answer from the cards.
4. Every student should find the pairs or matchas of the card which is suitable with the other match card.
5. Every student who can match the card before the limited time gets a point or score.
6. If the student cannot match the card with the other student’s card (or not find question card and answer card), they will get the punishment which has been agreed.

D. **Teaching Reading Using Index Card Match**

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3. Each student should think of an answer from the cards.

4. Every student should find the pairs or matches of the card which is suitable with the other match card.

5. Every student who can match the card before the limited time gets a point or score.

6. If the students can not match the card with the other students’ card (or not find question card and answer card), they will get the punishment which has been agreed.

Thus, Index Card Match is used to teach reading. There are some steps in using Index Card Match particularly in reading activity as follows:

1. The teacher distributes the description text for each student.

   The students are given time for about 15 minutes to understand the text well. Then, the teacher asks the students to submit the text again. After that, the students are divided into two different groups: first group consists of 16 students will get a question card and the second group that consists of 16 students will get the answer card. The question consists of 8 questions where each question has to be had by 2 students. It is same with the answer. They have to find out the couple. It can be got by matching the question with the answer. Then, they have to write down the question and the answer that they got. The students have to do this activity until each student gets 8 questions and answers completely.
2. **The question and answer that they get will be corrected together.**

   In this case, if their answer is true, they will get 5 points. The formula of getting score will be as follows:

   \[
   \text{The total number of true answer} \times 5 = \text{the result: } 4 = \text{the final result}
   \]

   Taken as an example:

   If there is 1 student who get the total number of true answer are 8. Then it times by 5. Then it will get 40 point. Then the result is divided by 4, so he/she will get 10.

   The point that is got by them will be written as group point, group point from the students who get the answer card plus question card are true and match, they will get the same point.

E. **The Previous Relevant Studies**

   There are some previous studies regarding to the use of Index Card Match in teaching learning process. Those researches are usually used in other skills. First, it was proved by Andita (2012), she explained in her research that Index Card Match was effective in teaching learning process particularly in teaching reading. Second, it was described by Anggi (2012), he explains that Index Card Math could be used in Grammar activity. Aziez (2013) entitled “*Upaya Meningkatkan Rasa Ingin Tahu dan Prestasi Belajar IPS Siswa Kelas 5 Materi Jenis-Jenis Usaha dan Kegiatan Ekonomi di Indonesia Melalui Model Pembelajaran Index Card Match*”. 

The Effectiveness of Index Card Match... Anita Permadani, FKIP UMP, 2014
In short, based on the previous research mentioned previously, Index Card match will be effective to be used in teaching learning process. It was not only be used in reading activity, but also in other skills in English.

F. Basic Assumption

Reading is something important in order to look for and getting information from books or texts. In reading, the students have to understand the idea, content and the meaning of the text. As it is known that Index Card Match has some strengths or advantages. One of them is that the atmosphere of happiness well grow in teaching and learning process.

Index Card Match is a technique used by students to make learning language to be useful and meaningful, and also to help the students’ understand about reading easily. It makes them have motivation and challenging in reading. It means that this technique is effective for teaching reading.

G. Hypotese

The hypothesis of the study is that Index Card Match is effective in teaching reading for the first year students of SMPN I Ajibarang in academic year 2013/2014.