CHAPTER II

LITERATURE REVIEW

A. READING

1. The Definition of Reading

Reading is very important and essential for the students. In principal, reading is a process to understand the message available in the text. According to Finochiaro and Bonomo as cited in Tarigan (1990: 8) it is mentioned that reading is bringing meaning to and getting meaning from printed or written material. It means that understanding a written test means extracting the required information from it as efficiently as possible. The reader looks at and understands what has been written. In short, the key for reading comprehension is understand the content of the text.

Reading activity is not just looking at letters by letters, words by words, phrases by phrases, or sentences by sentences but also able to understand something written or printed. Harrison and Smith (1980: 9) define reading as the act of responding with appropriate meaning to print or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the reader’s language skill, cognitive skill, and knowledge of the words. In this process, the reader tries to recreate the meaning intended by the writer. Reading is a dynamic process is done and used by readers to get information or message from the writer of text or passage or other written language. Reading is a dynamic case most particularly with the readers’ knowledge of the experiential
content of the text (Nunan, 1991:70). From this explanation, reading is a process of mind to get the information and knowledge with comprehend all of the reading text.

From all definitions above, a general understanding of reading can be derived as an active process of getting meaning. This process is done by employing prior, knowledge, linguistic as well of the word. When doing reading activity, the focus is not only on the pronouncing the word the sentences by also the attention on the meaning. Because reading is the process that is held by the reader to get message with revealed by the writer through words or written language.

2. The Importance of Reading

Reading is very important to develop our knowledge. Learning without reading is useless, a student who only confide in what in his teacher give at class without having an effort to read much reference will not in the time and successes. As cited in Ramelan (1990: 1), reading is a good activities for the learners, reading is also something crucial and indispensable since success of their study depends for the greater part on their ability to read. If their reading skill is poor they are very likely to fail in their study, or at least they will have difficult in making progress. On the other hand, if they have good reading ability, they will have better chance in their study at school.

Ramelan (1990: 68) also said even after leaving school, reading will be of much for students, by reading a lot of literary works and various kinds of subject their mind will be more developed in maturity. Moreover, they
will have to remember that there is no journey’s end for education oneself. From the statement above we can conclude that reading is very important for students either at school or after they graduate from their study. Widyanto as cited in Tursijah (2006: 8) says that there are five points in the importance of reading way to successful study. They are:

1. Reading is the most full learning resource.
2. Reading is the cheapest learning resource.
3. Reading is the easiest learning resource.
4. Reading is the most speed learning resource.
5. Be up to date.

As the students who get English lesson, reading is very important to English as a target language to build vocabulary. It is realized that reading skill or reading activity will open knowledge widely give more vocabularies and more information.

3. The Purpose of Reading

The purpose of reading is looking for and getting information from books or texts. In reading, the students have to understand the idea, the context, and the meaning of the texts on the passages.

According to Tarigan (2008: 9) the purpose of reading are as follows:

a. Reading for understanding

The students read the text in order to understand the ideas contained in reading.
b. Reading of detail of fact

The students read to gain detail information of the text.

c. Reading for enjoyment

This reading is just for fun. The material such as fiction, short story, and poem.

d. Reading for main ideas

It is to find the problem that will be discussed in reading text.

e. Reading for sequence or organization

It is aimed to know the structure of the text.

f. Reading for inference

It is to find out the conclusion from the action or ideas in the text.

g. Reading for classification

It is aimed to know or to classify the uncommon things in reading text.

h. Reading for evaluation

The students will take the value of a text or story to evaluate them.

Based on the description previously, reading has some crucial aims namely reading for understanding, searching 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.
4. The Main Ways in Reading

Through reading, students get and find the information of the text. At the same times they can develop their skill in comprehending the purpose of the whole text. According to Azies (1996: 113) the main ways of reading are as follows:

a. Scanning: quickly going through a text to find a particular piece of information.

b. Skimming: quickly running one’s step over text to get the gist of it.

c. Extensive reading: reading longer text, usually for one’s own pleasure. This is a fluency activity. In this activity the teacher provides longer discourse or text which the students can read it outside the classroom. The teacher intervene the student’s activity but show interest and attention for the student with give them advise and motivation. There are many activities, and indicate the difficulty.

d. Intensive reading: reading shorter text, to extract specific information. This is more accuracy activity involving global understanding.

5. Principle of Teaching Reading

Harmer (2001: 70) explains that there are some principles of teaching reading:

a. Reading includes active skill

Reading is an incredibly active job. To do it successfully, the students have to understand what the word means, see the word are painting, understand the argument, and work out if the students agree
with all of the activities. If they do not do these activities then they only open the surface of the text so they will quickly forget it.

b. Teacher encourages the students.

It means that the students have to respond to the content of the text, not only for the language but also for the content.

c. Prediction becomes a major factor in reading.

When the students read the texts in their own language, they frequently have a good idea of the content before they actually read. Book cover gives them a hint of what is in the book, photograph and headlines hint at articles what about and report look like the single word that is read by the students before.

d. Teacher matches the task to the topic

The teacher gives the students Hamlet’s soliloquy “to be or not to be” and ask them to say how many times the infinitives are used. The most interesting text can be underlined by asking boring and inappropriate question, the most commonplace can made exciting with imaginative and challenging task.

e. Good teacher exploits reading text to the full

Many reading texts are full of sentences, words, ideas, and descriptions. It does not make sense only to get the students to read it and drop it to move on something else. Good teacher integrates the reading text on interesting class sequences, using the topic for discussion and further task, using the language for study and activation.
In short, reading has many principles especially for the students or the reader. That is by reading the students or the reader will increase their knowledge especially about the content of the text. It means that more reading they will get more knowledge.

B. Reading Comprehension

1. Definition of Reading Comprehension

Sudjiono (2009: 50), reading comprehension is an ability of someone to understand or comprehend something. The students can be said that she or he is able to comprehend something if she or he can answer the question that is given by the teacher based on the text or material.

Furthermore, reading comprehension is the process of understanding and constructing meaning from a piece of text. In comprehending the reading material, the most important thing that is needed to be considered is the components of reading itself.

It can be concluded that reading comprehension is a process of someone to know or understand about the content of the text that they read.

2. Components of Reading Comprehension

Leu and Kinzer (1987: 30-31), there are six major components of reading comprehension:

a. Decoding Knowledge

Decoding knowledge is important to be comprehended when determining the oral equivalent of a word helps a reader identify meaning. Knowing how to determine the oral equivalent of a written word enables
beginning readers to access the meaning of most words in the oral language.

b. Vocabulary Knowledge

Vocabulary knowledge means word meaning used to determine the appropriate meaning of a word in particular context, but it is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat about specialized vocabularies.

c. Discourse Knowledge

Reading in different literature is enjoyable to promote the development of discourse knowledge. Discourse knowledge means knowledge of language organization at units beyond the single sentence level includes the knowledge of structural organization in different types of writing. Knowing the structural organization of different types of writing is useful during reading comprehension. Besides that, it is used to know whether or not your reading is likely to be true.

d. Readiness Aspect

Readiness refers to two different concepts, there are traditional and recent. Reading readiness is the ability of the students to benefit from initial reading instruction. According to this view, a young child is either ready to begin reading instruction or else must continue to develop a number of readiness skill. Traditional readiness skill is important instruction during kindergarten and the beginning time of the first grade. Recently, reading readiness has wider definition. It includes being ready to read and understand a particular selection. Reading instruction, in this
case, consists of activities that prepare the students to read a specific story such developing background knowledge about the topic of the selection, learning new vocabulary word, understanding the purpose for reading selection or learning comprehension skills required to understand the selection.

e. Affective Aspect

Reading is language process, but it is also an effective process, effective process of comprehension include a reader’s attitude and interesting reading. All readers comprehend better when they are interested in reading. The difference is noticeable among less make reading instruction as interesting and enjoyable as possible. This will increase motivation and facilitate reading.

f. Syntactic Knowledge

Syntactic knowledge means knowledge of word order rules that determine grammatical function and sometimes the pronunciation of words. Syntactic knowledge includes understanding word order that exists within sentences and permits you do determine the grammatical function and often meaning and pronunciation of words.

Familiarity with the more syntactical pattern in English is important to develop reading ability and as the structure of the sentences. They encounter while reading become more complicated.

To sum up the major components of reading influenced someone in comprehending the text. The readers have different interpretation based on their understanding the text. The readers will comprehend the text
perfectly (it means that the reader understand what the writer means in the text) if they understand well of the major component of reading.

3. Problems in Reading

Weta (2011: 2) there are three comprehension’s problems that are faced by the students. The problems can be described as follows:

a. They feel difficult to understand the text, the problem mainly was that they tend to translate reading material in advance before they answered a question. When the students read the text more and more, they will find the difficult words. It means that it will be difficult for the students to understand the content of the text.

b. They lack of vocabulary, it means that the students eventually stop reading when they finding word that is seemed strange and they do not know the meaning. Sometimes they open the dictionary and it wastes time. Meanwhile, English sentences cannot be translated word by word.

c. The students find it difficult to understand the text when the text in different context. For an example when they face the text in English major, they can understand, but when they face the Math text by using English, they cannot understand easily.

It can be concluded that sometimes the students find the difficulties to understand the content of the text that they read when they do not know the meaning of the word and also when they read a text in different context.
C. Two Stay Two Stray Technique

1. The Definition of Two Stay Two Stray (TSTS) Technique

Lie (2008: 61), this technique developed by Spencer Kagan (1992). This is done because there are still a lot of teaching and learning that characterized the activities of individual course. So using it, students can share experience and knowledge with other group. In another word this technique gives a chance to the students to share their ideas to the others and also they can work in the team and search information from other teams.

The cooperative learning strategy, TSTS is effective for lessons where parallel groups of students work on the same laboratory investigation or problem set or other activity. Use of this strategy enables learners to check their procedures/answers/results/conclusions with other. This can spare a teacher from feeling that he/she needs roller skates to get around to all groups. In this strategy, one member of each cooperative group visits another group to share procedures near the beginning or middle of an activity, or findings near the end of an activity or session. The group member who strayed rejoins his/her original group to share what he/she learned from visited group. To maximize collaboration among groups, groups should not exchange strays. When groups are arranged in a circle, a member of each can stray to the left or right.

Technique in teaching also aims to enable students to share knowledge and experiences with other groups (Herdian, 2009). Stages of implementation are the work group, two students visit to another group and two other students remained in their group to receive guests (two persons from other groups),
group work, back to the original group, group work, then report the groups. For example, students can work in groups to solve a set of problem for review. When they have completed the problem set, the teacher can signal groups to each send one member to the group on the right. The stray and visited group can compare answer to the problem set. They can discuss differences and attempt to arrive at common answers. When the stray has completed consulting, the stray returns to his/her group. The group now shares what they learned from the stray that visited and the group their stray visited. During the “straying”, the teacher may want to stay with one group to ensure that answers/problem solutions are correct. The teacher can reconvene the class to go over any information or problems that were unresolved.

Based on the description mentioned previously, it can be concluded that Two Stay Two Stray is one of teaching techniques which the students have to discuss the text in group by sharing their ideas take turn in heterogenic group so all of the students are active and they will understand the text easily. Moreover, based on the article by Hamidin (2010) Two Stay Two Stray technique was improve the students’ comprehension in poem. He said that Two Stay-Two Stray strategy in improving students’ comprehension of poems of the teaching of poetry. Two Stay Two Stray technique provides the students to express a desire to be active participants in comprehending poems. They also have positive attitudes towards group work in order to complete the purpose of learning. It trains the students to be confidence in conveying their opinion. Thus, there was no doubt for the students to share the idea that they got.
2. The Stages in *Two Stay Two Stray* Technique

As cited in Anita Lie (2002: 62) Models of cooperative learning *Two Stay Two Stray* consist of several stages as follows:

a. Preparation Phase

In this preparatory phase, things that teachers do is to make the syllables and assessment system, instructional design, preparing students tasks and divide students into several groups, each group consisted of 4 students. Each member of the group should be heterogeneous in terms of gender and academic achievement of students.

b. Teacher Preparation

At this stage, teachers deliver learning indicators, providing initial knowledge about the material that will be studied by doing a question and answer and a little lecture, introduce and explain the cooperative learning model *Two Stay Two Stray* in accordance with lesson plans that have been made.

c. Group Activities

In this stage, learning activities using the activity sheet which contains the tasks that must be learned by each the student in one group. After receiving an activity sheet that contains problems related to the concept of matter and its classification, the students learn in small groups that discuss these problems together members of the group. Each group completed or solves the problem given by students themselves. Then two students from each group left the group to visit another group separately while two other students staying in the group and served to share the work and students
information to the guest students. After obtaining information from 2 members of group living, guest then excused himself and went back to the early group and report information from other then match discusses the result of students’ work.

d. Formalization

After studying in groups and solve problems that are given, one of the groups present the result of group discussion to be communicated or discussed with other groups. Then, the teacher discusses and lead a written test to determine the success of students during the learning process.

3. The Advantages and Disadvantages of Two Stay Two Stray Technique

As with other learning technique, Two Stay Two Stray technique also has advantages and disadvantages. Yusrin in his blog mentions there are some advantages and disadvantages of Two Stay Two Stray.

a. The advantages of Two stay Two Stray

1. Can be applied to all class/levels.
2. The trend becomes more meaningful students learning.
3. More oriented to liveliness;
4. Helps increase the interest and learning achievement.

b. The disadvantages of Two Stay Two stray

1. Takes a long time.
2. Students tend not to want to learn in groups.
3. For teachers need a lot of preparation (material, funding and personnel).
4. Teachers tend to difficulties in class management.
To overcome these shortcomings, the teacher in advance to prepare and form study groups are heterogeneous in terms of gender and academic ability, within one group consisted of one person of high academic ability, two people who are academically capable, and student ability less (Lie, 2008). Formation of heterogeneous groups provides an opportunity to teach each other and support each other making it easier for classroom management because the presence of a person of high academic ability, expected to help another group member.

**D. Teaching Reading using Two Stay Two Stray Technique**

For more details the steps the application of learning methods Two Stay Two Stray for teaching reading as follows:

1. Teachers convey indicators and learning goals.
2. Teachers explore students’ knowledge about the material that will be studied through a question and answer.
3. Teachers presented the cooperative learning procedure for Two Stay Two Stray.
4. Teachers provide guidance about the important things that must be considered in a cooperative learning such as: all members of the group responsible for the success of the study group members value the opinion the opinion of friends, helping each other during the learning process, divide the individual tasks so that all members have equal responsibility in learning material.
5. Students are divided into groups, each group of four students.
6. Teachers gave several tasks and questions that must be completed in group students.

7. Students work together in the group, called the initial group. In this initial group, students talk about all the problems given by the teacher.

8. Once completed, two students from each group left the group and visit to another group. In this group, students share information about the various issues that have been solved in the early group. This group is called with the group visiting and receiving guests.

9. Two students lived in the early group in charge of distributing the work and information to the two students who visit the groups.

10. After the time runs out visiting and receiving guests, guest excused himself to go back to the early group and report the result of exchange of information from other groups.

11. Students who visit the other groups and students who are on duty to receive guests from other group to match each other and discuss the results of student’s work.

E. Basic Assumption

Teaching English especially teaching reading is very important because reading is one of the four skills that the students should master. In reading skill student should develop reading comprehension. It requires strategy where lesson plans progressively develop and reinforce reading comprehension. One of the ways that might have significant impact in teaching reading process is Two Stay Two Stray technique.
Two Stay Two Stray is one of interesting methods of cooperative learning that can stimulate students’ reading comprehension and cooperation in reading activities in the class because the students can work cooperatively in reading activities by sharing their ideas and information of the text.

By applying Two Stay Two Stray technique in reading activities, the students can be easier to understand the content of the text. It can stimulate their motivation and interest to read the text. Hopefully, by applying Two Stay Two Stray, the student’s reading comprehension will be better.

F. Hypothesis

Hadi as cited in Arikunto (2002: 64), hypothesis means a temporary answer of the problem until the empirical evidence has tested the data. Based on the explanation above, the writer formulated the hypothesis below:

Two Stay Two Stray is effective for teaching reading comprehension at the second grade of students SMP Muhammadiyah Sumbang in academic year 2012/2013.