

CHAPTER II

LITERATURE REVIEW

A. Nature of Reading.

1. Definition of Reading

Reading is process to understand a message available in the text. Reading means lock and understand the meaning of written or printed materials (Oxford, 2000: 1053). From the statement, we can conclude that one of the aim in reading a text is to get information from the text. Specifically for students, they try to collect information to answer the questions which are available. Teaching learning process would be successful if the technique that the teacher use are appropriate with the students' characteristics. One of the important techniques is using technique of learning with variety of form and process.

In conclusion, reading is an activity to get the writers' intended messages by identifying and recognizing the printed symbol or written language.

2. The Importance of Reading

Reading is very important for students, by having good reading skill, the student will also have good reading comprehension, get more information and alot of new vocabulary, improve their understanding, and advance their reading speed. Reading also helps the students to advance their learning instructions at home when the teacher cannot explain more about their lesson because of time limitation. There are

several reasons why reading is important. First, reading explores students to a new thing and is as preparation to action, it has meaning that reading can bring the students to new thing that the students never know, in the other words the students will get more new information from they have read. Reading helps the students to do something when they do not know what to do with something they never knew before. Second, reading also improves understanding one thing. Third, reading can help the students to gain experience from from other people and use read as tool of communicating. The students can obtain what the writers feel and mean in the passage and also the students can share what they have read to their friends. Fourth, reading can boost the students' imaginations, creativity and connects the students' brain. After knowing something, the students can boost their imaginations about what they have read and may make a new creative in reading. It is supported by Ramelan (1990: 1) that reading is very important for life. Through reading, people can explore the world and countries that have never been visited before.

In short, reading is very important for the students. By reading, the students will get more information and knowlegde, improve their understanding, and advance thei reading speed.

3. The Aim of Reading.

Reading as one of English skills also has several important aims in the teaching learning process. There are five important aims of reading (Anderson, 1978: 214 as cited in Tarigan , 2008: 9-11), they are:

a. Reading for detail of fact

Detail as one of english skills also has several important language. The students read a written language to gain, know, and get what the writers feel and experience.

b. Reading for mains ideas

Students read a text to know why the topic is good, what is the problem in the text, and make a summary of the text, the students also should know the main idea of every paragraph they read.

c. Reading for sequence organization.

Students read a text to know what happens on each part of every episode in the story and to solve the problem of every story. It is the same as the students wants to know the sequence of the story event on story.

d. Reading to classify

Students read the text to classify some information or action of the writer in the text or paragraph.

e. Reading for inference

Students read the whole text to find out the ideas of the text. In other words, the students read in order to get the conclusion from the the ideas or actions in the text.

In other words, reading is very important for students. By reading, the students are able to get and understand the informatios in the text and explore their knowledge.

B. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is reading with knowing, absorbing, and understanding. The understanding of written text means extracting informations from it as efficients as possible. A reader will understand a text after comprehensions it because comprehension occur when a reader understand and get the meaning and information from the text. Reading comprehension is the process of making meaning of the text. The goal is to gain an overall understanding of what described in the text rrather than to obtain meaning from isolated words or sentences (Wooley, 2011: 15). In general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately (Grabe and Stoller 2002: 17). Thus, reading comprehension is reading with understanding in order to get an overall

idea of a written language and can implement the information appropriately.

2. Components of Reading Comprehension

There are some components of reading comprehension that need to be understood. There are components to support the success in comprehending reading material and contributing in the important way to read. There are four major components of reading comprehension (Leu and Kinzer, 1987: 30-37). They are:

a. Vocabulary knowledge

Determining the oral equivalent of the word does not guarantee an understanding of its meaning. After knowing the meaning, the students need to understand the meaning of the text in context.

b. Syntactic knowledge

Knowledge of sentence syntax of word order is also crucial for comprehension processes. Syntactic knowledge includes understanding word order rules that exist within sentences and permit the students to determine the grammatical function and often the meaning pronunciation of words.

c. Readiness aspects

Readiness aspect is the ability of a student to benefit from initial reading instruction. It also refers to being ready to read and understand particular selection. Reading readiness describes the abilities required for reading and comprehending any particular

piece of printed material. In this aspect, consists of activities that prepare students to read a specific story such as developing background knowledge about the topic of a selection, learning new vocabulary, understanding the purpose for reading the selection or learning a comprehension skill required to understand the selection. Readiness will influence how students comprehend written text.

d. Affective aspects

Affective aspects of comprehension include the reader's attitude and interest in reading. These increase motivation and facilitate reading comprehension. All readers comprehend better when they are interested in reading.

In conclusions, the major components of reading comprehension influence students in comprehending a text. Each student has interpretation based on his understanding of a text. The students will comprehend the text if they master the major components of reading comprehension.

C. Descriptive text.

1. Definition

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According to Mulyana (2003: 25), descriptive text means text to

describe what things are as they are / what things do as they do. In other words, descriptive text is descriptive of thing as it is, it describes the size, shape and behavior.

Descriptive text is one of genre. A culture context expresses many kind of genre, which many type such as communicative purpose, text structure and certain linguistic features. Based on the statements above. It can be concluded that descriptive text is a text which presents information about something specifically. And the purpose of descriptive text is to describe a particular person or thing or place specifically.

2. The Schematic Structure of Descriptive Text.

Gerot and Wignell (1994: 2018) give the generic structure of descriptive text, they are:

a. Identification

★ Identification phenomenon be describe something.

b. Description

Describe part, quality, and characteristic

3. Language Features of Descriptive Text.

Language features of descriptive text, namely:

- a. The focus on specific participants,
- b. The user of attributive and identifying processes
- c. The use of simple present tense and adjective
- d. The use of possessive verb(has / have)

4. Sample of Descriptive Text

My lovely home

My home is on jalan Kartini. It is big and nice.

It has two floors. It has a living room, a small kitchen and a bathroom on the first floor. On the second floor there are three bedroom and bathroom. My parent's bedroom is big and comfort, my brother's room is next to my room. My room is small but I like it. It has blue wall. There is a desk with cumputer on it. Usually I do my homework there. There is also a nice garden in front of my room and I often play in the garden. I love my home.

5. Characteristic of Descriptive Text

Wiranto (2006:27) gives the characteristic of descriptive text, there are:

- a. Descriptive text is dominated by simple present tense. It is because the factual of descriptive text itself, As we know, descriptive text describes something in reality, so that people will see that situations in the some points of view.
- b. Descriptive text uses more more relations and material verb.
- c. The most importants thing of descriptive text is to describe something or someone, not someone who describe something
- d. In descriptive text, there are sonjunctions such as firstly, secondly, etc only to arrange idea. Not to show an order.

- e. Descriptive text usually reflects the relations between parts and whole, for example: when descriptive about trees, we will find the relation between part of the tree and the whole like root, trunk, branches and leaves.

6. Organization Pattern of Descriptive Text

Descriptive text does not have tight text pattern like other text.

Descriptive text describes something. The order is not so important.

The sentence flow continuously.

Example:

My Lovely Home

Identification { My home is on jalan kartini. It is big and nice.

Description { It has two floors. It has a living room, a small kitchen and a bathroom on the first floor. On the second floor there are three bedroom and bathroom. My parent's bedroom is big and comfort, my brother's room is next to my room. My room is small but I like it. It has blue wall. There is a desk with cumputer on it. Usually i do my homework there. There is also a nice garden in front of my room and I often play in the garden. I love my home.

D. The Nature Pair Check Technique

1. Definition of Pairs Check Technique

Pairs check technique is a model of learning in groups of pairs popularized by Spencer Kagan (Taniredja, 2011: 120). It is also one of cooperative learning techniques which implement the learning in groups demanding independence and the ability of students in solving a given problem. The students will work in groups of four, divided into two pairs. The groups consist of heterogeneous students, according to level of achievements, gender, and tribes. In a pair, there are students A as coach and students B as partner will do the first problem and then the coach will check the answer and give feedback to the partner, after that each students change the roles (Dana sasmita, 2008: 18).

Finally, pairs check is one of cooperative learning which demands students' independence and ability in solving problem in a group that has a coach and partner.

2. The Steps of Pairs Check Technique

There are some steps of pairs check technique in teaching reading (Candlers, 2012: 27), they are:

- a. Teacher divide students into group of four.
- b. Teacher asks each students to pair up with another student.
- c. Each pair will have a student A and student B.
- d. Give each pair a set of problems.

- e. In pairs, students A will do the first problem explaining the steps to student B, while students B acts as coach. When the pairs agrees on the solution, students B will give gift for students A. Then they move the next problem.
- f. Next, students B does the next problem, explaining the steps, while student A act as a coach. When they agree on the solution. Students A and B will do hand-shake.
- g. After finishing the first two prolems, teacher ask the students to pair up with another pair students in the same group. Both pairs (4 students) must agree on the solutions to the first two problems.
- h. Team celebrates when they agree on both problems. when teams dis agree they ask to the teacher.
- i. Teacher and students discussing the answer or the solution together.

3. Advantages of Pairs Check Technique

There are some advantages of pairs check technique in the implementation in the class. First, pairs check technique builds students' patience among the team work partners. Next, pairs check technique trains the students to give and recieve motivation from his partner in a good way. Then, this technique also trains the students to be open to a constructive criticism or advice from his partners. Next, pairs check provides students an oportunity to become a coach for his partners and also give chance to seek assistance from another partners

in good way. The last, the pairs check technique class provides the students to avoid disturbing atmosphere of learning (Kagan, 1992: 35). Pairs check technique creates a positive effect on students because they study towards a common aim, learn through teaching each other, share their thought with the other students, motivate each other to learn, and are rewarded for their individual and cooperative effort so that the students try their best to solve the problem especially by comprehending what they have learnt (Tok, 2008: 1).

4. Disadvantages of Pairs Check Technique.

This technique also has several limitations. Firstly, it requires more time because there are some stages in this technique that need more time. Second, pairs check technique also requires a high understanding concept to become a mentor conveying and doing his job. This technique will not run well if the mentor can not convey and do his job. Here, the teacher also should give an easy understood instruction to the student. What the students should and should not do (Kagan, 1992: 36).

E. Relevant Studies on Pairs Check Technique.

There are some relevant studies on pairs check technique. A research shows that pairs check technique can improve the students' activity, creativity, and achievement in mathematics (Novita, 2010: 2). Pairs check technique also can improve social skills of the students in physics lesson (Lestari and Linuwih, 2012: 191). The social are very

important in the society, especially in the class. The social skill are tolerance, helping passive students to be more active, understanding the lesson, and sharing what the students think. By having good social skill, students can help each other in the teaching and learning process. The students also will be motivated to solve the problem (Ibrahim, 2000: 49). It makes the students more confident in doing the task by ignoring the difficulties that may be found (Nusantari, et al, 2008 as cited in lestari and linuwih, 2012:191, yasin, 2011: 35). Having a coach also makes the partners more comprehend and understand the lesson (Pamukkale, 2008). In another research, it is show that pairs check technique can be effective for teaching writing skill of analytical exposition text. The diferrence score is significant if it is compared to the experiment class and the control class. Writing skill is the second stage after reading, students can write something after the student comprehend what they read (Nirmala, 2012: 2)

★ Finally, from those previous research, pairs check technique can be effective to teach reading comprehension because in the activity of applying the technique the students will be have more activity in learning process, creativity in anwering or solving given problem that gain students' critical thinking, and also helping the students achievement in reading.

F. Basic Assumption

Reading comprehension is a difficult activity for the students moreover reading in English text. Students will need a dictionary for helping comprehension. In reality, it needs more time if the students try to comprehend what they read by themselves without help from the other people. It makes students' reading comprehension need more attention.

Pairs check technique is a way that can be effective to teach reading comprehension in reading class. This technique demands independence and the ability of the student in solving a given problem in pairs. In applying this technique students will work in heterogeneous groups in that have different ability. Each member of the group has their own job, students A as coach, and students B as pair. Each pair should master the role to solve the problem given by the teacher. By having pair work, the students can help each other when facing difficulties in order to be more comprehend a text. Again, pairs check technique is rarely used in language class research, only several research that can be found, it is often used in research of mathematics, physics, and chemistry class.

Therefore, this technique will be examined in the language class, whether or not it is effective for teaching reading comprehension.

G. Hypothesis

Based on the basic assumption, teaching reading comprehension using pairs check technique is effective.