

CHAPTER II

THEORETICAL REVIEW

A. Reading

1. Definition of Reading

Many people define reading in many different ways. Each definition does not fit every person's opinion. According to Tarigan (1986: 7), reading is process carried out and used by reader to acquire message that is conveyed by the writer through word symbols, and the meaning of the words could be seen and known by a reader.

Further, Dechant in Leu (1987: 9) states that reading is more complex: reading cannot occur unless the pupil can identify and recognize the printed symbol and generally, the pupil gives the visual configuration from the aspects of reading process.

From the definition above, it can be concluded that reading is a process of conveying and acquiring a message graphically from the writer to the reader.

2. The Importance of Reading

In learning English, some basic skills have to be mastered by a learner. The skill consists of listening, speaking, reading and writing.

Among the basic English skills, reading seems to have a very important role because without reading, the students cannot enlarge and develop

their intellectual skill better. This is because of fact that reading can give significant support towards the other skills especially writing because there have been many studies showing that high correlation between reading must get serious attention that the teacher can accommodate and encourage students to be able to master reading skill very well. According to Widyanto in Tursijah (2006: 8), there are five points in the importance of reading.

- a. Reading is the most full learning resources.
- b. Reading is the cheapest learning resources.
- c. Reading is the easiest learning resources.
- d. Reading is the most speed learning resources.

Ramelan(1990: 1) also states that reading is important. Reading plays a very important part in our life. Reading can explore the world, countries that have never been visited before, and the minds ideas of great people in the past, all of which will enrich experience and knowledge and broaden their horizon. To students, reading is also something crucial and indispensable since the success of his study depends for the greater part on his ability to read to read. If his reading skill is poor, he is very likely to fail on his study, or at least he will have difficulty in making progress. On the other hand, if he has a good reading ability, he will have a better chance to succeed in his study at school.

Based on two statements above, it can be concluded that reading is one of the important skills because the students will get more information and knowledge from reading.

3. The Purpose of Reading

According to Tarigan (1987: 45), there are some purposes of reading:

a. Reading for Understanding

The students read in order to understand the ideas in the text.

b. Reading for Default of Fact

The students read to get default information of the text.

c. Reading for Inference

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

d. Reading of Memorization

The students read the text to fix the association and serve immediate recall.

e. Rapid Reading

This reading is demands the students to expand his general knowledge.

f. Reading for Enjoyment

This reading is just for fun. The materials are such as fictions, short stories and poem.

4. Reading Comprehension

Reading comprehension is the process of the understanding and constructing meaning from a piece of text. In comprehending the reading material, the most important thing that needs to be considered is the components of reading comprehension. Leu and Kizer (1987: 30-38) state that there are six components of the reading comprehension process.

a. Decoding knowledge refers to the knowledge a reader uses to determine the oral equivalent of written word.

b. Vocabulary Knowledge

The knowledge is about meaning used to determine the appropriate meaning for a word in a particular context. It is important at all grades, but is particularly important aspects of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactical Knowledge

It includes understanding word-order rules that exist within sentences and permit you to determine that grammatical function and often the meaning and pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

e. Readiness Aspects

Traditionally, it refers to the student's ability to benefit from initial reading instruction and also refers to the student's ability to read and understand a particular selection. It describes the abilities required for reading and comprehending any particular piece of printed material.

f. Affective Aspects

In reading comprehension, affective aspects include both interest and attitude. These will increase motivation and facilitate reading comprehension. All readers comprehend better when they are interested in reading. Affective aspects are important to consider at all age and grade levels.

5. The Micro and Macro Skills of Reading Comprehension

According to Brown (2004: 188), there are some macro skills and micro skills representing the possible spectrum for objective in the assessment of reading comprehension:

a. Macro Skills

- 1) To recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) To recognize the communicative functions of written texts, according to form and purpose.
- 3) To infer the context that is not explicit by using background knowledge.

- 4) To describe events, ideas, etc., infer links and connection between events, deduce, causes and effect, detect such relation as main idea, supporting idea, new information, given information, generalization and exemplification.
- 5) To distinguish between literal and implied meanings.
- 6) To detect cultural specific references and interpret them in a context the appropriate cultural schemata.
- 7) To develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

b. Micro Skills

- 1) To discriminate among the distinctive graphemes and orthography of English.
- 2) To retain chunks of language of different lengths in short term memories.
- 3) To process writing at an efficient rate of speed to suit the purpose.
- 4) To recognize a core of words, and interpret word order patterns and their significance.
- 5) To recognize grammatical word classes (noun, verb, etc), system (e.g., tenses, agreement, pluralization), pattern, rules, and elliptical forms.

- 6) To recognize that plural meaning may be expressed in different grammatical forms.
- 7) To recognize cohesive devices in written discourse and their role in signaling the relationship between among clauses.

From some micro skills called above, the writer will use some macro and micro skills in teaching reading to know whether Card Sort strategy effective in teaching reading procedure text in MTs.

a. Macro Skills

- 1) Skimming text for gist and for main idea, scanning text for specific information (names, date, key words).
- 2) Understanding given information stated in the passage.
- 3) Recognizing the communicative functions of written text, according to form and purpose.

b. Micro Skills

- 1) Identifying referents of pronoun.
- 2) Using context to guess meaning of unfamiliar words.

c. Evaluation

According to Douglas (2001: 308), there are some evaluations to the technique:

- 1) Doing: the reader responds physically to a command.
- 2) Choosing: the reader selects from alternatives posed orally or in writing.
- 3) Transferring: the reader summarizes orally what is read.

- 4) Answering: the reader answers the questions about the passage.
- 5) Considering: the reader outlines or takes notes on a passage.
- 6) Extending: the reader provides an ending to a story.
- 7) Duplicating: the reader translates the message into the native language or copies it (beginning level, for very short passage only).
- 8) Modeling: the reader engages in a conversation that indicates appropriate processing of information.

From some evaluations above, the writer chooses one of them as the focus of the instrument in this research. One of the evaluations is 'choosing' which means that the students select from alternatives posed orally or in writing. The writer will use one type of test to collect the data, which is Multiple-choice. The writer will make the test whose total number of test is 25. It contains 25 items of Multiple Choice. The writer uses the Multiple-Choice because it recovers the micro skills: understanding given information stated in the passage, to recognize the communicative functions of written text, according to form and purpose, understanding context inference that is not explicit by using background knowledge, identifying referents of pronoun, and using context to guess meaning of unfamiliar words.

B. Procedure Text

According to Hartono (2005: 5), procedure text is a text describe how to make something is accomplished (completed) through a sequence of process, action, step or describe how to do something. Procedure text is a piece of text that tells the reader or listener how to do something. It purposes is to provide instruction for making something, doing something or getting somewhere (Anderson, 1998: 28).

1. Generic Structure of Procedure Text

In procedure text, there are generic structure and language feature. Generic structure or in other word is schematic structure is the distinctive beginning-middle-end structure of a genre (that is stages accomplishing a genre's social purpose) the stages may be either obligatory (always present) or optional (present only under certain condition). Based on Anderson (1998: 28), there are three generic structures:

- a. An introductory statement giving the aim or goal
 - 1) This may be the title of the text
 - 2) This may be an introductory paragraph
- b. Materials needed for completing the procedure
 - 1) This may be a list
 - 2) This may be a paragraph
 - 3) This may be left out in some procedures

- c. A sequence of steps in correct order
 - 1) Numbers can show first, second, third and so on
 - 2) The orders is usually important
 - 3) Words such as *now*, *next*, and *after* this can be used
 - 4) The steps usually begin with a command such as *add*, *stir*, or *push*

2. Language Features of Procedure Text

Besides, procedure text also has language features. The language features of procedure text are:

- a. Focus on generalized human agents
- b. Use of simple present tense
- c. Use of mainly temporal conjunctive relations
- d. Use of mainly material (action) clauses

According to Anderson (1998: 28), the grammatical features of a procedure are:

- a. Sentence that begins with verbs and are stated as commands
- b. Time words or numbers that show the order for carrying out the procedure
- c. Adverbs to describe how the action should be performed
- d. Precise terms and technical language

Therefore, the writer makes conclusion about the language features of procedure text are the text that begins with action verbs (example: put, stir, press, take) and uses imperative sentence are stated the text, always use simple present tense, something is completely done

through a sequence of series. And the use a sequence of steps in correct order such as numbers can show first, second, third and so on or words such as *now*, *next*, and *after* this can be used.

3. Kinds of Procedure Text

Based on Anderson (1997: 51), there are some examples of procedure text, which is always seen anywhere and anytime. One usually do these things, but one never realizes if the one does a kind of procedure text. They are:

- a. Direction : get somewhere, get something, use something, etc.
- b. Recipes : foods, drink, cake, etc.
- c. Instruction Manuals : use electronics, make a toy, play games, make something, etc.

C. Card Sort

1. The Definition of Card Sort

According to Silberman in Esti (2001: 149), card sort is a collaborative activity that is able to be applied in teaching concepts, categorizing characteristics, facts of object, or recalling information. One of the characteristics of the strategy is to put teacher as facilitator explaining the material which has not been discussed or has not been understood by the students after the presentation. This is to make sure that students really understand the subject being learned.

2. The Purpose of Card Sort

The purpose of card sort is to strengthen students' memory on the materials they learn. It is expected that the students really understand and remember easier on the concepts given in the teaching.

3. Advantages of Card Sort

- a. Teacher can handle the class easily.
- b. It's easy to do.
- c. It can be done in a large class.
- d. It's easy to prepare.
- e. It will be easier for the teacher to explain the concept.

4. Disadvantages of Card Sort

Meanwhile, this technique also has some weaknesses. It can be a potential for a violation in which the students' attention can be drawn to some interesting answer, though it is not the right target/purpose. This may lead them into a wrong direction.

5. Teaching Procedure Text through Card Sort in Reading Comprehension.

The steps of using Card Sort are as follows:

- a. Teacher distributes a card containing random information/category to the students.
- b. Teacher sticks the main category on the board.
- c. Students should find other papers containing the same category.

In teaching reading procedure text using card sort, the teacher can use the steps/procedures below:

1. Pre Activity

- a. Teacher greets the students
- b. Teacher checks the present list

2. Main Activity

- a. Teacher distributes a cards containing random information/category to the students.

For example:

1) Ingredients you need to cook fried rice:

vegetables meat sprouts

bean fish

chicken eggs

fruit peanut

potato shrimp

2) Spice you need to make fried rice:

garlic ginger pepper

chili sugar

salt onion

3) Steps:

- a) 4 cups previously cooked rice
- b) Wash the vegetables
- c) Add oil and heat up the pan to 100 degrees
- d) Toss the vegetables into the pan for about 3 minutes.

Add 1 teaspoon of salt into the pan

- e) Boil the chicken or shrimp with the rest of the ingredients
 - f) Put a bit more oil into the frying pan
 - g) Add an egg and scramble with the other ingredients
 - h) Toss the rice in carefully. Add approximately 2 to 3 tablespoons of soy sauce while frying.
 - i) Put fried rice on a dish and it's ready to serve!
- b. Teacher gives the main category on the board
For example: How to Make Fried Rice
 - c. Students should find other cards containing the same category
 - d. Students discuss with the group
 - e. Teacher gives some exercises to the students based on the text.
3. Post activity
- a. Teacher gives the occasion to the students to ask questions about their confusion in learning.
 - b. Teacher answers the students' questions.

D. Basic Assumption

Based on the explanation above, Card Sort can make students active in the learning process because the students find their own material based on the group category. In learning, teachers should make students interested and excited for the material presented so learning objectives can be achieved. The students would get a lot of information and improve reading comprehension.

This strategy guides students through a text by previewing the text, encouraging them to find the main ideas, asking questions, and making predictions about what they will read. This strategy also encourages students to engage with the text, which will help guide their understanding of the text and its many features.

Card Sort strategy covers all the focused macro and micro skills of reading comprehension. They get those skills through fun and interesting activities. By Card Sort strategy the students comprehended the text easily. While they were reading, the teacher gave a question. For example, 'What is the generic structure of the text?. Then, the students could explain well about the generic structure and communicative function of the text according to form and purpose, so that students could recognize it. Card Sort strategy made the students faster to find the keyword of the text. The teacher gave the text to students. When students scanned text, the teacher asked the students whether they found the keyword of the text. The other students were taught to find the keyword of the text. Card Sort strategy made the students to learn to guess the meaning of difficult words, to identify the referent pronoun, and used the context to guess the meaning of unfamiliar word in the text. Teacher taught the students to learn to guess the meaning of difficult words. Then, the teacher asked the students whether they found some difficult words in the text. After the students found the difficult words, they identified the referent pronoun, and then used the context to guess the meaning of an unfamiliar words in the

text. So, the students could answer the question faster than using classical strategy.

Using Card Sort can improve students' self-confidence and motivation in reading class. Besides, the class becomes active and alive. Furthermore, Card Sort can create conducive situation in class. Moreover, the students can collaborate with the others well. This strategy also motivates the students to be more autonomous and relaxed in giving and sharing their different opinions or suggestions to other group. Card sort can reduce the dominance of the teacher. Most of the activity in the class is dominated by the students' role.

By using Card Sort, the students can get the maximum benefit from reading time. After the students learned Card Sort strategy in teaching reading, the writer hopes that Card Sort will help the students to understand reading text and improve their study skill. So, Card Sort is effective in teaching and learning reading.

E. Hypothesis

Based on the assumption above, the hypothesis of this study is that card sort strategy is effective for teaching reading.