CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Reading

Reading is one of four language skills that important to be learned and should be mastered by the students if they want to understand the text. It also contribute to the success of language learning for students' growth as an individual in many aspects of life.Reading perceives a written text in order to understand its content.By reading the reader will get something to gain his knowledge, information and pleasure, instruction to do something and also know what is happening and has happened.

Reading is an enjoyable activity when it is carried out effectively. The students should be motivated to acquire this skill and they should also read a lot to cover any kind of information in order to increase their knowledge. Harmer (1992) in Pranata (2015) states that reading is an exercise dominated by eyes and brain. The eyes receive messages and the brain is functioned to work out the significance of these messages and required the students to read for meaning. They not only read, but also understand the meaning of the written text being read.

As we know, reading is a brigde of information for students to understand scientific textbooks and other resources are written in English. To master reading, the reader should have ability to recognize, analyze, and correlate the black marks

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Milik :

in the paper into meaningful context. Related to the better understanding of reading, there are some basic theories about reading suggested by some experts.

Nunan (2003:68) reading is fluent process of readers combining information from the text and their own background knowledge to build meaning. It means that by reading students can increase their knowledge and get a comprehension about what they read. Reading also helps the students to explore what they have know about world and can get the information that will be useful for them.

Based on the statements above, it can be concluded that reading is very important to students to get much information. It means reading is a process to combining between the information from the text and the readers background knowledge to get something in order to receive and to work out the meaning of the messages from what they read.

2.1.2 The Nature of Reading Comprehension

Reading is an enjoyable activity when it is carried out effectively between the reader and the author.In the process of reading, a reader has to understand and catch the meaning of the text. At the same time, the author give understanding through the words. The major goal of reading for high school students is comprehension. Comprehension of the text will make the reader knows what is the point or what is drawn by writer in the text. Comprehension make the reader knows the point of the text well.

According Farris (2004:321) said that reading comprehension is the process of understanding the message that the author tries to convey. In short, there is an interaction between a reader and an author. The result of this interaction, the

reader tries to understand what the author means. While reading, a reader tries to understand the information from the text they read. Understanding a written text means extracting the required information from it as efficiently as possible.

Furthermore, Uribe (2007:19) mentions that reading comprehension is the process of understanding and constructing meaning from the text. Reading comprehension might seem like a simple concept.

In addition, Ness (2010) reading comprehension is a thinking process with a reader construct meaning to get a deeper understanding of concepts and information in a text. Reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode. If readers can read the words of a text, but do not understand what they reading, they are not reading.

Based on the definition above, reading comprehension is the process to get an idea. When the students reads for comprehension and understanding, they tries to get the informmation and understand the meaning from what the author means. Comprehension was usually found in the readers mind. It is not only a process of knowing the meaning of the words semantically, but also process of catching the idea of the text.

So in comprehending the text, usually the readers have to get reading process which concludes the readers' background knowledge. It means that reading comprehension is the activity to associate the knowledge that the readers already get to the meaning in text, absorb them, the adapted the prior knowledge.

2.1.2.1 The Components of Reading

According to King and Stanley (1989) in Javarina (2005)stated that there are five components of reading comprehension that will help the students to read accurately and carefully, these are the following explanation:

1. **Finding main idea**

The readers try to find out the main idea in reading passage, it means they want to sharp their mind by activating their critical and creative thinking. Main idea is crucial indicator of reading comprehension because it help the students to know content of the text briefly. The effective readers are not only adequate to know the main idea, but they should understand about sequence of the author's mind concept in the taxt. So that, the readers are able to catch general and specific ideas of the text.

2. **Identifying factual information**

Specific information requires students to scan specific detail of the text. The factual information questions are generally prepared for junior and senior high school students. It usually appears with question word.

3. **Guessing meaning of vocabulary in context**

The readers try to develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of unfamiliar words.

4. **Finding reference**

Reference word is repeating the same word or phrase several times, after it has been used, students usually refer to it rather than repeat it. Reference words will help students to understand the reading text. Reference words are usually

short and frequently pronouns, such as she, he, it, they, this, her, him, and many others.

5. **Finding inference/concluding sentences**

The readers have to increase their critical thinking to understand and conclude the information of the reading passage. This indicator guide the readers have many insights in comprehending reading passage. Inference indicators consist of the topic of the reading text, subject in reading text, paragraph telling, as well as true and false statements.

Based on the explanation above, the five components will give meaningful contribution to the students in comprehending reading a text. When the students do reading activity, they must know what the main idea, find the factual information, reference and inference. The important key of reading activity for students is mastered of vocabularies. They have to know the meaning of each words in the text. If the students have lack of vocabulary, it will make the students difficult to comprehend the text. Therefore, the students must know the meaning of each words to make them easier in getting the information of the text and add their knowledge especially to know the meaning in new words.

2.1.2.2 The Purposes of Reading

Reading is an activity with a purpose.A good reader may read in order to gain the information or verify existing knowledge, or in order to critique a writes ideas or writing style. In other word, reading activities entail the readers' intelligence, carefulness and analysis in identifying the major purpose of the author through word, sign or symbol of the text.

Harmer (1991:191) provides some purposes of reading: reading to confirm expectations and to extract specific information, reading for communicative tasks, reading for general understanding, reading for detailed comprehension (information) and reading for detail comprehension (function and discourses). These purposes are explained below:

1. Reading to confirm expectations

    In this purpose, students are involved in reading in order to confirm their expectations about information they think the text will contain. This technique places great emphasis on the lead-in stage, encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

2. Reading to extract specific information

    If students are asked to read a text to extract specific information, they should see the questions or tasks they are going to answer or perform before reading the text. If they do this it will be possible for them to read in the required way. They should scan the text to extract the information which the questions demand.

3. Reading for communicative tasks

    Ateacher can design a communicative interaction in teaching reading. The teacher will divide a class into two halves. The first half of the class are given the text and asked to read it. When the other half ask them questions, they can answer them. They should put down the text when they answer the questions.

4. Reading for general understanding

This purpose involves students to absorb only the main points of the text. Readers just look for what is necessary to get an overall understanding of the text. This includes many different kinds of reading especially reading for pleasure e.g. reading novels, news reports, sports reports, etc.

5. Reading for detailed comprehension

The object of this reading activity is for students to solve problems they read from the text. Many texts lend themselves to detailed comprehension work. It can give students a valuable opportunity to study written English in detail and thus learn more about the topic and about how language is used.

6. Reading for detailed comprehension

Function and discourse: it is important for students to understand the way in which texts are structured and to recognize the functions that are being performed. Then students can be made aware of the structure of discourse that goes into writing and they must be able to decode it if they wish to understand the text fully.

Based on the explanations above, the writer concluded that the students have the ability to get the information in the text and they could find all information in order to answer the questions. They also have to master the grammar in the text if they want to understand the text.

Besides, Rivers and Temperly (1978) in Hanisah (2012), stated that there are seven main purposes of reading as follows:

1. To obtain the information for some purposes of because we curious about some topics.

2. To obtain instruction on how to perform some tasks for our work or daily life (e.g knowing how appliance works).

3. To act in play, play a game, do a puzzle.

4. To keep in touch with a friends by correspondence or to understand business letter.

5. To know when or where something will takes place or what is available.

6. To know what is happening or has happened (as reported in news paper, magazines, or reports).

7. For enjoyment and excitement

The main purpose of reading is to understand and to find out the information from the passage. To be able to understanding and finding the information, the readers should know the characteristics and skills above because to understand the contents are not easy. By using the skills above, we will find the information or the author's mean exactly.

2.1.2.3 Teaching Reading Process

Teaching reading is one of the important parts in Indonesia's curriculum, the aim of teaching reading is to develop students' ability to understand the Englist text effectively. In teaching reading, the teacher should have an appropriate technique and be creative to teach the students because the main objective of reading based on many experts is to achieve comprehension.

Teaching is an activity which the teacher guide and facilitate learning, provide the opportunities for the students to learn, and sets out the conditions for learning (Brown, 2000).

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make the learners reach their reading comprehension on texts using a certain technique.

In teaching reading also have three stage that have to do in teaching reading. According to Davies and Pearse (2000:92) in Yusmayanti (2013), there are stages in teaching reading, they states that:

> "pre-reading, while-reading, and post-reading, it generally describe that in pre-teaching, teacher prepares the students for what they are going to read. After that, while-reading is occured when the students are reading in the text. It can help them to understand the text. Last post-reading connects the idea and experience of the students with the text that has been read."

In addition, According to Williams (1984: 37)Three Phase Technique is a learning technique or method that has three steps. It is called Pre-activity, whilstactivity and post activity. The first time, this method only used for writing learning, then this technique is growing for all language skillslike in three phase techniques of reading activity. Three main types of reading activity as follows:

1) Pre-reading activities

Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. The pre reading phase tries to do is:

a. To introduce and arouse interest in the topic.

b. To motivate learners by giving a reason for reading.

c. To provide some language preparation for the text

2) Whilst-reading

This phase draws on tarner's ideas previous to reading. The aims of this phase are:

a) To help understanding of the writer's purpose

b) To help understanding of the text structure

c) To clarify text content

3) Post reading activities

The aims of post reading work are:

a) To consolidate or reflect upon what has been read.

b) To relate the text to the learnes's own knowledge, interest, or views.

Hillerich (1983: 126) classifiesreading comprehension into three levels:

a. Literalcomprehension. This level requires the reader to recall facts that are overtly stated in the text.

b. Inferential comprehension. This level allows the reader to suggest relevant additional information based on the text confronted and personal experience.

c. Critical comprehension. This level leads to the making of balanced judgments about the authors' style and some other aspects of the text.

From the definition above, it can be concluded that reading comprehension is the reader activity to understand and to get information from a text with the simultaneous process. They are: the reader, text, and activity. The three components relate each othersvarious stages of reading comprehension. They are: pre, while, and post reading activities. Thus, the levels of readers" comprehension (literal, inferential, and critical) are determined well from the interaction among those components.

2.1.3 The Nature of Two Stay Two Stray Technique

Two Stay Two Stray is a kind of cooperative learning strategy can be one of alternative technique which creates the teaching English more effectively, critically, actively and responsibility. According to Englander in Ayu (2009) cooperative learning is an approach of teaching and learning process in which students consist of some small groups or teams. So, by doing this, there are many ideas information. Two Stay Two Stray (TSTS) is one of the cooperatively work that stimulates students become more active, critic, responsible, and creative.

TSTS technique was developed by Spencer Kagan in 1992. In TSTS a group consist of four students' to discuss and solve the problem of the text given by the teacher. After finishing the discussion, two members stay in group to share the information of their group result to guest and two members strays or goes to another group to find and compare the team's solution.

In addition, two stay two stray technique is each group would write assessments from the teacher. Then groups would share with each other using two stray two stray technique. After the groups of four had finished their first drafts, two members would leave and go to different group, these were the strayers. The two left behind were the stayers. Stayers would read their group's draft aloud to the strayers, who had been given feedback guidelines, and the strayer would respond to the feedback. After the stayers had listened and responded to the strayers' feedback, the strayers would return to their original groups, where the stayers informed the group about the feedback their draft had received Kagan as quote by Jacob (2006:125-126).

In the other hand, Kagan in Lie (2002:62) defines that TSTS is working in groups in order to manage and assist each other in problem solving, share the knowledge and information that they have from the discussion to another group. Then, encourage each other to gain the best achievement by staying to share and discuss and straying to explain the information.

TSTS technique can be applied for every subject at any level of the students. This technique allows the students to ask and argue also share their opinion with all of the groups or members. In the other words by applying this technique there will be an interaction and two communication between students instead of just listening to the teacher explanation or doing the task alone.

According to Kagan in Cohan (2004) states that the strenght of TSTS technique is building in staying and applying in straying. Building is when they stay to find the information, language and knowledge and then assimilating is when they share the information, language, and knowledge.

Based on the statements above, it can be concluded that Two Stay Two Stray technique is cooperative learning which working group in order to manage and assist each other in problem solving, share the knowledge and information. They have held from the discussion to another group and encourage each other to gain the best achievement by staying to share and discuss and straying to explain information.

2.1.3.1 The Characteristics of TSTS Technique

Two Stay Two Stray is a technique for having groups report out results of their discussion when there is no time to hear from each group. Groups are given a

problem to solve and are told to make sure that everyone in the group understand the solution that the group has come up with. Then the two member of each group is selected to stray by going to the next group. At the new group, the designated student is welcomed as a visitor then briefs the two who have remained on the findings of the student's original group. Each group, in other words, leanrs the findings of another group and has its findings reported to another group. It is inportant that student who will be reporting is not told beforehand until the last minute, so that each student must be ready to represent the groups.

According to Arend (2004) in Gusti (2014) stated that cooperative learning methods have the following characteristics :

1. The students learn in cooperative group to complete the learning material.

2. The group was formed of students of high c aliber, medium and low.

3. When possible, group members are form racial, ethnic, cultural and gender diverse (heterogeneous).

4. The award is more oriented to the group of individuals.

2.1.3.2 The Benefits of TSTS Technique

In this technique for teaching learning certainly has benefits. The benefits of two stay two stray (Sugiyanto, 2009: 54) as follows:

a. Can be applied to all classes/level.

b. Tendency to be more meaningful students learning.

c. More oriented to the activity.

d. Expected that students would dare to express his opinion.

e. Add cohesiveness and self confidence of students.

f. The ability to speak the students can be improved.

g. Help increase interest and learning achievement.

h. Improve their social interaction.

In addition, Millis describes that Two Stay Two Stray technique offers a low-threat forum where students can exchange ideas and built social skills such as asking or probing questions. It also offers the opportunity for students to learn by teaching. Placing the report-out responsibility on students reinforces the valueable conception that knowledge resides within the learning community, not just with the "authority-figure" instructor. Perhaps its greatest value lies its efficiency. Instead of, for example, ten sequenced five-minute reports to the entire class (fifty minutes, plus transition time), individual students are simultaneously giving five-minute reports throughout the room.

2.1.3.3 Procedures of TSTS Technique

In order to give clear understanding about TSTS technique, there are the general procedures or steps of how to implement two stay-two stray adapted from some experts.

According to Hock (2006) in Hasana (2016) explained the steps or the procedures of "Two Stay Two Stray" in class as follows:

(1) All group members do the task together.

(2) Two of group members remain in their original group while two group members goes to other groups to observes the activity which has been done by them and tell them about his group discussion result.

(3) The original groups compare their discussion result with other groups'

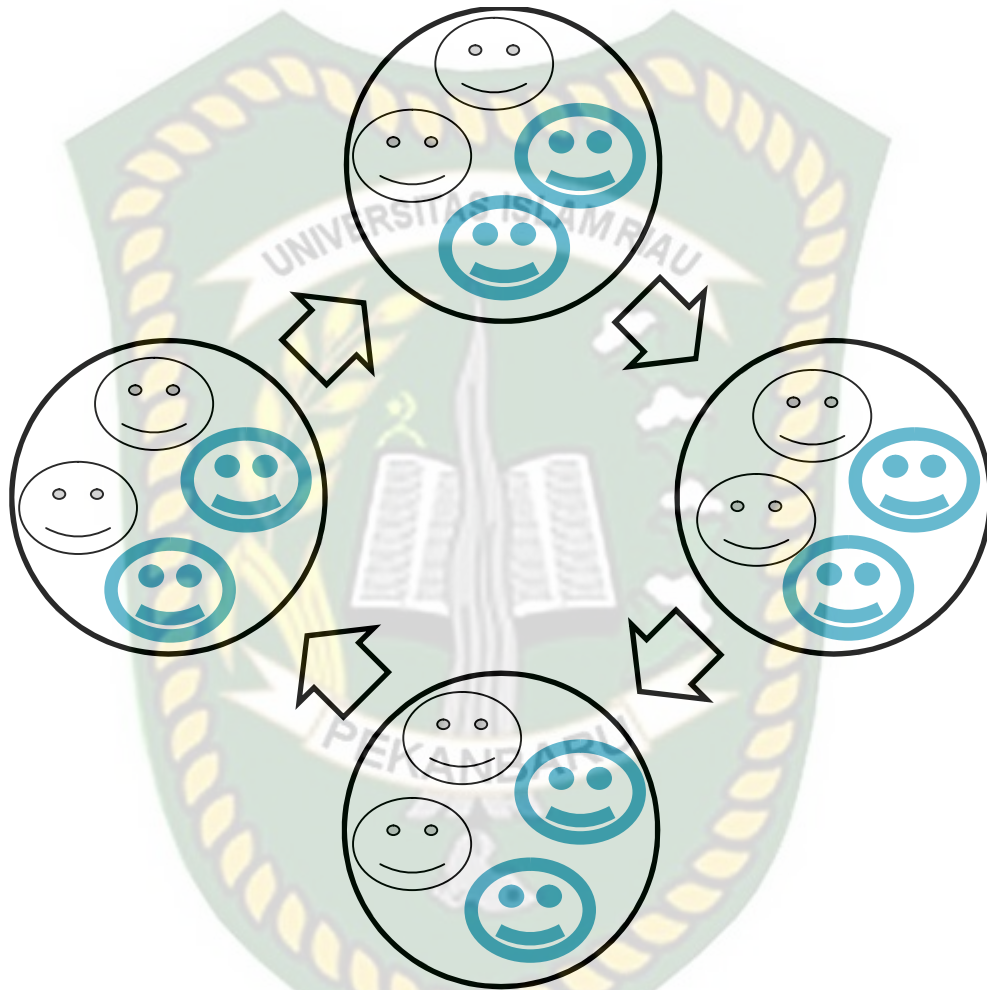results. Here is the scheme of model discussion in "two stay two stray":

Figure 2.1 Scheme of model discussion in Two Stay Two Stray

  = **guest (strayer)**

  = **the host (stayer)**

The explanations of model discussion in Two Stay Two Stray above are presented more clearly as the following:

(1) Students work in group of four to discuss a certain topic.

(2) After getting the discussion result, two of group members will be selected to be 'the guest'. Another two members will be 'the host' of their group.

(3) The guest will give the information about his group discussion result to other group.

(4) The hosts stay in their group and receive the discussion result from other group guest that is visiting them.

(5) After giving information to one group, the guest moves to other groups and does the same activity.

(6) After visiting all of the groups, the guest returns to his own group.

(7) Each of the hosts has duty to tell the information they have gotten to their friend who has been the guest.

(8) Teacher summarize the conclusion from all the group discussion results.

Meanwhile, According to Kagan cited in Rogov (2005), steps or procedures to implement "Two Stay Two Stray" in class are as following:

(1) Students work in group of four (one group consist of four students) ;

(2) After the groups get their discussion result, two members of group will be selected to leave their group and go to other groups on a certain time to report out the result of their group.

(3) After reporting out the result of their group to all of the groups, they returns to their own group.

(4) In own group, all students discuss other groups' result and compare them with their own groups results.

(5) Teacher and students discuss the students' work together.

According to Huda (2013), the syntax of Two Stay Two Stray model can be seen from several stages as follows:

1. The teacher divides the students into several groups with each group consists of four students. The group formed is a heterogeneous group.

2. The teacher distributes sub-topics to each group to be discussed together with the members of each group.

3. Students'work together in groups of four. It aims to provide opportunities for students to be actively involved in the thinking process.

4. After completing this step, two people from each group leave the group to visit another group.

5. Two persons living in groups are assigned to share their work and information with guests from other groups.

6. Guests excuse themselves and return to their own groups to report their findings from other groups.

7. Groups match and discuss the results of their work.

8. Each group presents their work.

Based on some explanations above, the researcher will conducting the procedure of two stay two stray fromHuda (2013).

2.1.4 Descriptive Text

Descriptive text is a text that describe the features of someone, something, animal, or certain place. Description of your on people display the person's identity as well as physical traits, character, and activities. Description of animals usually about physical traits, residence, habits and favorite. While the description describes a layout/location, section, special features and interesting things from the venue.

According to Gerot (1995) in Astuti (2007), description text is defined as a kind of text which is aimed to describe a particular person, place, or thing. As experienced by the teacher who taught in the school, she found a problem of the students in learning reading comprehension, especially in descriptive text.

According Hartono (2005) in Pertiwi (2015) states that descriptive text is describe a particular person, place, or thing. The purpose od descriptive text is to tell about the subject by describing its features without including personal opinion.

Based on the definition above about descriptve text, the researcher makes conclusion that descriptive text is a text that describes the features of someone, something, or a certain place. Someone uses description to say something or somebody is like. Description is picture paint with word. Someone can describe a person, place, plant, and animal.

In the other hands, Grace (2005) in Lestari defines two kinds of details when describing a subject. They are objectively details and subjectively details. The generic structure of descriptive tet are identifies phenomena to be describe

and descriptive which describe parts, qualities, and characteristics. Then, texts contain some component language features, they are:

1. Focus on specific participant

2. Use of attribute and identifying processes

3. Frequent use classifier in nominal group

4. Use of simple present tense

Basically, Descriptive text has 2 generic structures they are identification and description. According to Gerot and Wignell (1994) in Arli Andi Pranata (2015), the social function of descriptive text consist of identification and description. The identification describes about the phenomenon of something and the description describes about the parts, qualities, and characteristics of a particular thing.

Table 2.1 The Example of Descriptive Text

Rabbit	
Identification	A rabbit is a small mammal with a short tail and pointed ears. Rabbits live in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they are found in every part of the world. Compared to is small body, rabbit has large sized ears.
	A rabbit is a weak and timid animal and is always surrounded by many enemies. Therefore nature has gifted

|	
Description	it with large ears to help it to hear even the fun of drop sound. The large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. This makes the rabbit to detect its enemies in time and run to safety zones.

2.2   Relevance Studies

There are some researchers related to this research. It can be seen as in the following:

First, past studies of this research is from journal "The implementation of carousel feedback and two stay two stray learning models to enchance students' self efficacy and social studies learning outcome" by Nur Arif, Budi Eko Soetjipto, I Nyoman Sudana Degeng. The researcher got result the aim of this research The research finding areas follows: 1) the observation of the implementation learning model in the first cycle is effective criteria and increased in the second cycle that is considered as very effective criteria; 2) the results of self-efficacy questionnaire in the first cycle isfair criteria are increased in the second cycle into the criteria very good; and 3) the students' learning outcome in the first cycle that has not been passed the standard have increased in the second cycle is complete criteria.

2.3   Conceptual Framework

Figure 3: Conceptual Framework
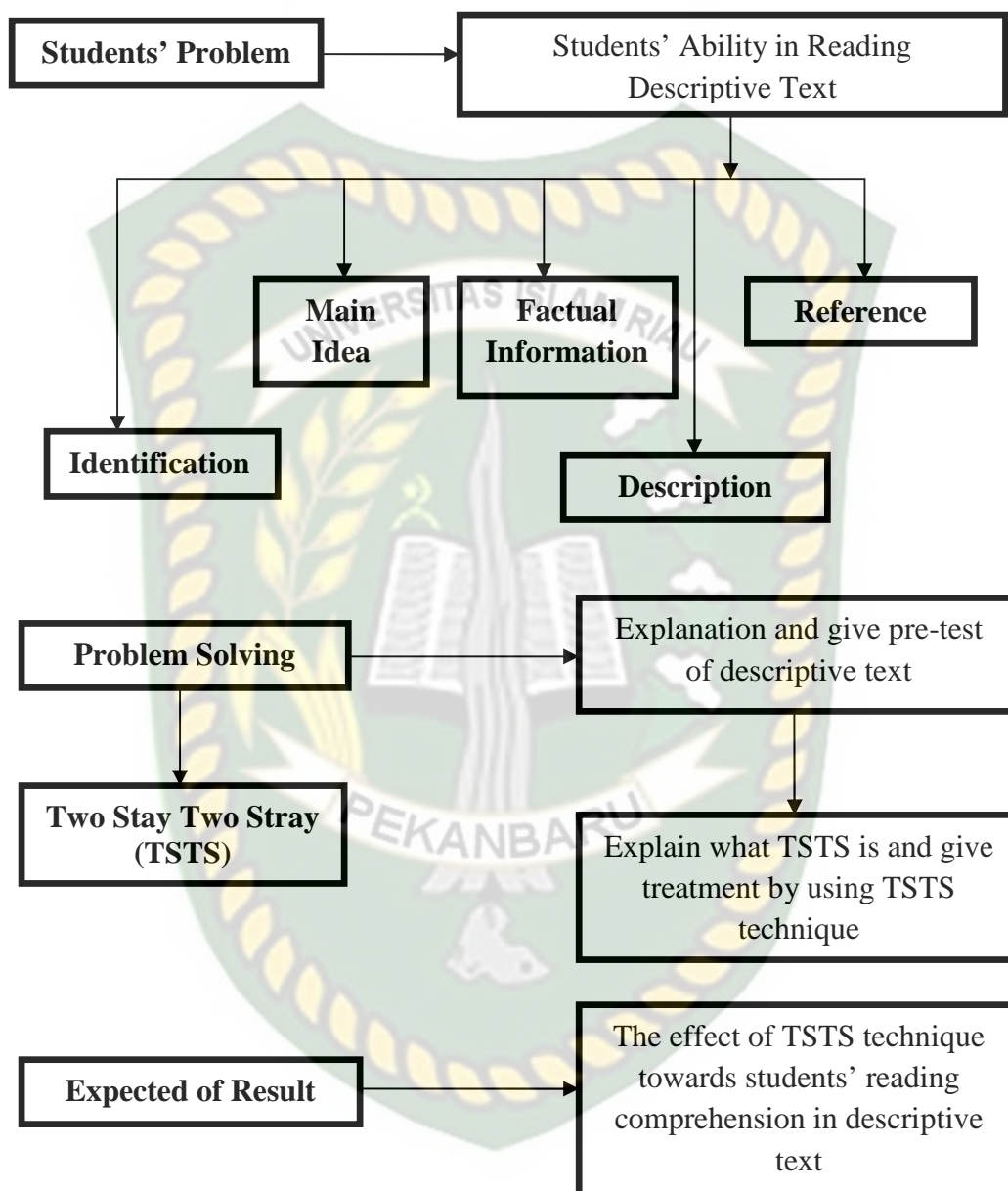
2.4 Hypothesis

1. The Null Hypothesis (*H0)*

There is no significant effect of using Two Stay Two Stray (TSTS) technique towards reading comprehension in descriptive text of the second year students of SMPN 4 Siak Hulu.

2. The Alternative Hypothesis (*Ha)*

There is significant effect of using Two Stay Two Stray (TSTS) technique towards reading comprehension in descriptive text of the second year students of SMPN 4 Siak Hulu.