

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing literature related to theories of reading, reading comprehension, cooperative learning, *The Power of Two* strategy and previous studies.

A. Conceptual Idea of Reading

As we know, there are four skills in English Language that should be possessed by students in learning English. They are reading, listening, speaking and writing. All of them are equals very important to be mastered in English Language.

Based on Ontario Ministry of Education (2008:3) state reading is the active process of understanding print and graphic text. Reading is thinking process. Effective readers know that when they read, what they read is supposed to make sense. Reading is an activity conscious because certain meaning sense. It is not only in class, but everyone needs to read.

1. The Purpose of Reading

Reading is not just about look to the text or read aloud the text word by word. But, reading is thinking. Begin from get the ideas from text until make inference that covered all of content of the text, then it is great reading. There are two main reasons for reading; reading for pleasure and reading for information.

Reading for pleasure is hobby, someone read novel or comic to pleasure their pretension. Although sometimes they get some information from what are they have read. While reading for pleasure intentional to get information in other to find out something.

Bacon (2008:113) remark reading is an active process that consists of recognition and comprehension skill through of reading, people will get information. It is mean reading can improve knowledge of people. People who formerly do not know about something, they will know and get information about it. If students' ability in comprehend reading is good, they will get many knowledge. So automatically, students' reading skill influence to students' knowledge.

According to Harmer (2007:99) mentions those reading texts provide opportunities to study language: vocabulary, grammar, punctuation and the way students construct sentences, paragraphs and text. So, automatically reading give some beneficial in study language. Students that have habitually to reading, they will be familiar with many vocabularies. That also in construct sentences or text, they will not difficult because have familiar with words that have they read before.

From reading also, reader can get experience. Gray (2008:14) says that reading is form of experience. When people read something, they will imagine the condition of text content. Reading can bring the reader to the mind of great authors. The mean is the author give new information,

experiences or new images of something then it can makes the reader get new something.

While Rivers and Teperly (1978) suggest there are seven main purposes of reading, they are:

- a. To obtain information for some purpose or because we are curious about topic.
- b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)
- c. To act in play, play game, do a puzzle.
- d. To keep in touch with friend by correspondence or to understand business letter.
- e. To know when and where something will take place or available.
- f. To know what is happening or has happened (as reported in newspaper, magazine, report)
- g. For enjoyment or excitement.

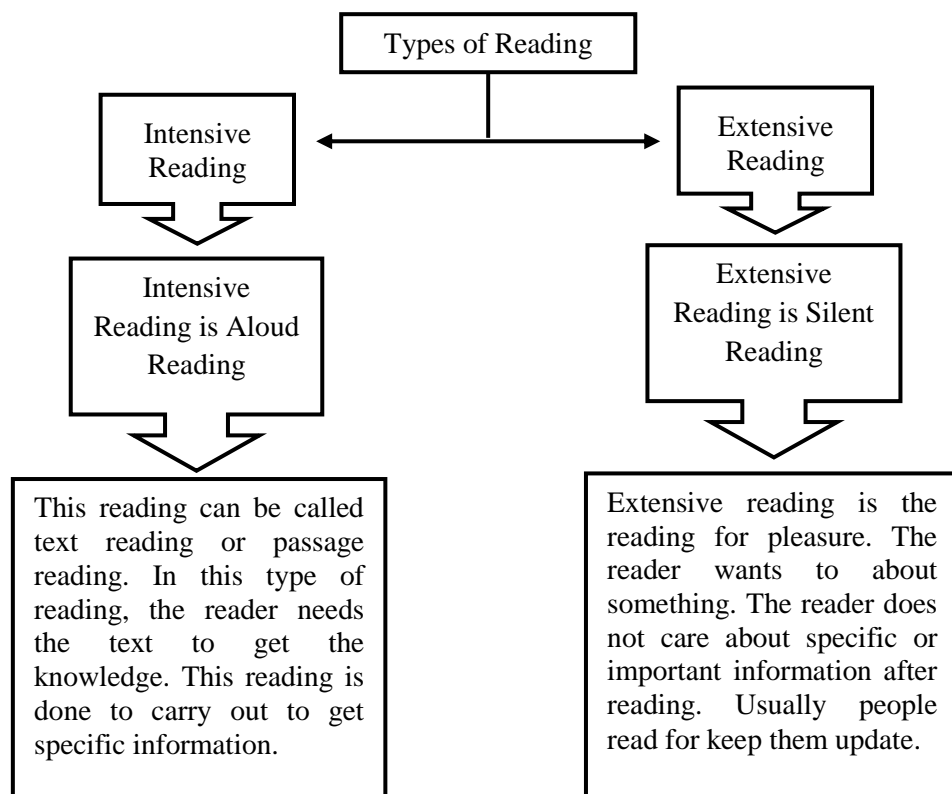
From the writer conclude that reading has purposes to get information intentionally or unintentionally, and for pleasure or get lesson and experiences.

2. Types of Reading

According to Harmer (2007:99), there are two types of reading. They are intensive and extensive reading. In reading also there are two kinds of the way of reading, they are aloud and silent reading. The types of

reading according to Parel and Praveen (2008:115) can be seen in figure 2.1.

Figure 2.1 The types of reading according to Parel and Praveen



a. Intensive reading

Intensive reading refers to detailed focuses on the concentration of reading texts which takes place usually (but not always) in classroom. Intensive reading is related to further progress in language learning under the teacher's guidance. In this reading the learner read text to get knowledge or analysis. This is more an accuracy activity involving reading for detail.

There are few characteristics of intensive reading according to Parel and Praveen (2008:119):

- 1) This reading helps learner to develop active vocabulary.
- 2) Teacher play main role in this reading.
- 3) Linguistic items are developed.
- 4) This reading aims at active use of language.
- 5) Intensive reading is reading aloud
- 6) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive reading

Extensive reading refers to reading which students do often (but not exclusively) away from the classroom. The purpose of extensive reading will be to train the student to read directly and fluently in target language for enjoyment, without the aid of the teacher. Extensive reading is reading for pleasure, so usually people read for to keep them update.

There are some characteristic of extensive reading according to Parel and Praveen (2008:120):

- 1) It helps learner to develop to active vocabulary.
- 2) Extensive reading is silent reading.
- 3) In extensive reading the subject matter is emphasized.

- 4) In the extensive reading the learners play main role because they have to ask for measures.
- 5) In extensive reading the idea can be developed.
- 6) The aim of extensive reading is to enrich learners' knowledge.
- 7) Through extensive reading the good reading habit can be developed.

Reading is one of some skills in English teaching and learning. Equal with other skill such as speaking, listening and writing, reading is important learned by students in English course.

In reading, the eyes are involved in sending information about print to the brain; the brain performs the real act of reading. Reading is mental process; eyes will work together with brain to get the idea from the text. Reading is not enough to understand the gist of the text; more detailed comprehension is necessary.

3. Reading Comprehension

The definitions of “reading” and “reading comprehension” have moved beyond mere explicit recall, word recognition, and mastery of phonemic decoding. The definitions now include—or perhaps are even replaced by—the dynamic, reciprocal interactions among reader, text, and the context of the reader’s prior literacy schema. No longer is the quiet, private, solipsistic model of the reading process adequate; the new model,

rather, is that reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context (Dutcher, 1990) is constructing meaning.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. Comprehension requires the reader to combine the meaning of a number of words in his working memory until he can think about their collective meaning. It means the reader try to find the meaning from what they read. So, if reader can get the ideas or information from the text, they read comprehend.

B. Teaching of Reading

English language learners (ELLs) often have problems mastering science math or social studies concept because they cannot comprehend the textbooks for this subject. ELLs at all levels of English proficiency, and literacy will benefit from explicit instruction of comprehension skills along with other skills.

According to Harmer (1998:70) there are six principles in teaching reading. Those are:

- Reading is not a passive skill
- Student need to be engaged with what they are reading

- Student should be incorrect to respond to the content of a reading text, not just to the language
- Prediction is a major factor in reading
- Match the task to the topic
- Good teachers exploit reading text to the full

1. Teaching of Reading Comprehension

Reading comprehension strategy can be used to teaching in reading class. It can assist teacher to deliver the materials and can help student to understand the content of text. There are some strategies in comprehension reading; making connections, greeting mental image (visualizing), questioning, inferring, evaluating (determining important) and synthesizing.

Reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life.

2. Cooperative Learning

In English teaching learning is necessary the effort by teacher to assist teachers in comprehend course that is presented. As we know, English isn't first language that we used, but native language that should we learn. So as teacher should have a set of model of teaching learning to get optimal learning.

According to Mills, model is form of accurate delegation as actual process that makes possible people try to act grounded on the model. So a model is system that used to orientation to make teaching learning program in class or tutorial. It has function to assist students get information, ideas, skill and the way to express their ideas. Each model guides us as we design instructional to help students achieve various objectives.

Many model that can used to teaching learning. One of them is cooperative learning. Cooperative learning is a type of learning model collectively. It is a model of teaching learning where students work in team collaboratively (Slavin, 1985). While Johnson (1994) has opinion that cooperative learning is make grouped the student into small team in other to they can work along with maximal skill. This model can apply to all of course. It can used to give motivation to students in other to they have braveness to give their argument in the teaching learning process. Cooperative learning can make students to sharing ideas and appreciate students' opinion. It can help students to handle problem that given by

teacher to solve their team. So, by cooperative learning, student can get learning objective averagely. There are not limitations with students active and students passive.

Usually, cooperative learning does in group. But not all learning in group is said as cooperative learning. Roger and David Jonshon (2009:58) state that there are five elements in cooperative learning:

a. Positive interdependence

In this element show that in cooperative learning there are two group responsibilities. First member should study about the material that is task and the second is certifying all of member in group study the material that is task. So all member will be interdependent with another in group.

b. Personal responsibility

The purpose of cooperative learning is making all of member in group being forceful individual. Member of group should solve the task equally. Some tips to make responsibility are the member in group do not too big; every member should get task in group and do assessment toward every personal.

c. Face to face promotive interaction

The mean of promotive interaction is dependence positive. The characteristics of promotive interaction are:

- 1) Interdependent effectively and efficiently.
- 2) Give information that is needed in group.

- 3) Processing information in group.
- 4) Remind another member.
- 5) Mutual assist and develop argument from member.
- 6) Mutual trust.
- 7) Give motivation another in group.

d. Interpersonal skill

To coordinate the activities students in reach learning goal, students should able to communicate, receive each argument and support another.

e. Group processing

Processing means assess. Through group processing can identify from phase activities the member of group.

As similar to other strategies, cooperative learning has purpose. They are state of Kindsvatter, Wilen and Ishler (1996:308) about the purpose of cooperative learning:

- a. To increase achievement through group collaboration that enable student to learn from each other.
- b. To provide an alternative to competitive structure of most classrooms today that discourages the poorer students.
- c. To improve human relation in the classroom by promoting interdependent activities that teaches collaborative skills.

From the statements, writer concluded that the collaborative among students can assist poor students to specific skill. So, the ability of students in the class can be spread evenly.

There are many strategies of cooperative learning that usually used in teaching learning. There are listening team, Think-Pair-Share, Point-Counter-Point, Three Step Interview, Snowballing, Index Card Match, Card Short, Concept Mapping, The Power of Two and many others.

3. Teaching Reading using *The Power of Two Strategy*

Actually, learning strategy is learning activity that do by teacher and student in other to learning objective can reach effectively (Kemp, 1995). It is be of the some mind with Dick and Carey (1985) that learning activity is a set of material and learning procedure which used collectively to get result of learning.

So, of course every teaching and learning needs a strategy to reach learning objective well. To produce the teaching and learning process can work carefully; a teacher should make planning to activities in teaching learning process. For it, a teacher needs a strategy to give learning.

There are many learning strategy that can apply in teaching learning process. Before choose the strategy, teacher should find out the learning objective. So, the strategy can appropriate with learning goals. Partly of the strategy has been used in English teaching and learning program. The one of them is *The power of two strategy*.

The Power of Two is type strategy of cooperative learning that did by two students. They will work together to solve problem or question from teacher. As Muqowin (2007) said that the power of two is activity that did to increase collaborative learning and motivated to appear of benefits from the synergy, because two peoples is well than a person.

a. The purpose of *The Power of Two* Strategy

A teacher should have strategy to handle problem in learning. To choose the strategy, teacher should know the characteristics of their students one by one in other to can deliver learning optimally. A teacher should know what their students want. If the teaching learning process can do fluently, then the learning objective can reach well and all of students can get the change.

The purpose of *The Power of Two* strategies can help teacher to. The strategy the power of two arranged to make maximal collaborative learning and to make minimum the discrepancy on a student with other. It can habituate learning active collaboratively. We know that in a class there are active students and passive student. The active students always ask if they feel confuse or they will give argument about the course, whereas the passive students feel shy to ask when they confuse or hesitant to give argument. It will make the students' comprehension can't average. If the active students are can get the point on the learning, the passive students will leave behind in course. Teacher will difficult to continue the course because impossible if

teacher ignore the students that not understand. So teacher needs this strategy to coupling the active student and passive student. In it small group they will share one with other in solve teachers' question. They can't work individual, but they will feel have responsibility to work together if they want good appreciate from teacher, because if one of them get low score, then the other also gets low score. So, the strategy can motivate students to compact in work.

In reading, there are some problem of students in comprehend the text. Sometime feel difficult to get point and main idea by their self. The power of two for reading is suitable to make students think and share each their opinion. Student can discuss to get the main idea and work along in answer teachers' question.

b. The steps to apply *The Power of Two* Strategy

According to Zainal Arifin and Adhi Setyawan (2012: 66) the steps in apply *The Power of Two* strategy are:

- 1) Teacher gives topic that will be learned
- 2) Teacher delivers question to all of students
- 3) Students should answer by their self
- 4) Students discuss with friend in their shit (in pair)
- 5) Teacher writes all of pairs' answer in board
- 6) Teacher gives clarification and correct to the answer

Actually, there are many way to apply *The Power of Two* strategy it is depending on the topic. In essentials, *The Power of Two* strategy does by two people. So how are the way to application, it appropriate with teachers' creativity.

In apply *The Power of Two* strategy in reading, there are many steps. It is a simple step that is used by observer that appropriate to second grade of junior high school to reading comprehension.

- 1) Give a text a text to students. The text is suitable with second level of junior high school. It can be narrative text or essay text.
- 2) Give time to students to read the text. Limited the duration appropriate length the text.
- 3) Teacher makes some question that didn't written in the text, but contents in text (implicit meaning) so students will need critical thinking to solve the question.
- 4) After read the text, ask students to answer teachings' question. Give duration to answer it.
- 5) After it, ask students to look for pair and discus about their question. The peer can get for sitting friend, randomly or teacher advises the pair. It has aim to check off the passive student and active student in other to they can collaborate the answer one each other. The pair should get one answer of each question. So, if the peers' answer different with other, they have discuss with the peer

to produce same answer along with the reason why they choose the answer.

- 6) After they get the answer, teacher asks their sheet answer. Then teacher ask to the pair to answer of question orally, where both of them must answer correctly and give same answer appropriate the sheet answer. From the oral test, teacher can get the students that comprehend in reading and which one the students that didn't discuss with pair.

c. The Consideration to Apply *The Power of Two* Strategy

However, in use strategy to teaching learning, teacher have consider some matter in other to the strategy can appropriate students' character and the learning objective can reach well. There are some considerations in apply the power of strategy:

1) Reaction Principles

In apply *The Power of Two* strategy teacher gives opportunity to students to think by their self and excavate their ability in comprehend the topic, and then they have collaboration their ideas with peer. Students always have principle in get the idea individually. So in their team students will give reaction if their ideas combine with peers' ideas. In the team, each individual will debate in defend what their thinking. But they should get an answer where the answer is decision of the pair.

Teacher give guidance suit with necessary, if students get difficulty in solve the task.

2) Social system

In apply this strategy, students should have solidarity. Because the characteristic the power of two strategy, students should discuss with their peer. They should have responsibility individually to solve problem. The characteristics can ensure being active to students in give argument and give information to pair. So, it can increase the cohesiveness in do task and students can learn to appreciate peers' argument.

3) Topic in learning

Usually topic is chosen by teacher. In choose the topic teacher should know the characteristics of students. So the strategy can match with students. The main task of student is do assignment from teacher. This has purpose in other to students can do by their self and with discuss with their peer by totality.

4) Supporter

In teaching learning process, of course need the source and media. Supporting system in teaching learning has meant to excavate information that relation with the material. The supporter in teaching learning by using the power of two the example: Text book, Student Work Sheet, visual aid and supporting book. By using supporter in

learning, students will get easy of reading comprehension so the learning process will be complete.

5) Direct impact and accompanist impact

The impact of strategy the power of two is students can think by their self as well as with their friend. In apply strategy teacher should consider how are the impact to students. So teacher will estimate the bad impact in using this strategy. It is concerned with the characteristic of students in receiving material. In reading comprehension learning, the power of two strategy result many beneficial impact to teacher and student, so it is suitable if apply to reading comprehension.

d. Strength and Weakness

1) Strength

The Power of Two strategy is very effective to apply in the reading comprehension. There is much strength in using the power of two. There are:

- a) Students not depend with teacher, but students will think by their self and excavate information from all sources to support their knowledge in learning. This can make student confidence to give argument. Student will try to comprehend the material without teacher.
- b) Develop the students' ability in express their idea with verbal word and by comparing their idea with friends' ideas. After they

have idea, they will know the ideas from the pair. So students will think more about their idea is true or not.

- c) To assist student in other to work in pair. In discuss with their pair, student should work with other friend although their argument is different. In work in pair, they will learn appreciate argument from their friend and should receive all their weakness. Students will learn about solidarity in sociality.
- d) To assist students in implement their responsibility. Each student will have responsibility to finishing their task, but they also have responsibility to get one agreement in discuss with their pair.
- e) To upgrade the motivation and give stimulation to thinking. In reading comprehension, student should read a text and get the purpose of text. In apply *The Power of Two* strategy, student is claimed to get idea by their self and then they also should think in discuss to get a agreement. So it is good stimulus in other to student can thinking by their self.
- f) Give opportunity to passive student in other to brave to give argumentation. *The Power of Two* strategy also can make active students have limitation in give argument that they should give opportunity to passive student in rendering ideas to the pair. Active student also can support the passive student to give ideas.

So it is can help students that hesitant in raise their hand in class if they fell confused or they want to ask to teacher.

- g) To make the learning objective can reach smoothly. If active students can play along in a pair well, they can finish the task well also. So there isn't limitation to active or passive students. Their comprehension in learning will be average. The learning objective has been finished well.

2) Weakness

Beside the strength, in apply the power of two strategy has some weakness. Although those all is few, but teacher should know in other to can handle the teaching learning process carefully and suitable with step in apply the strategy. So the teacher can minimize the negative effect or disadvantages *The Power of Two* strategy.

The weaknesses that must known by teacher are:

- a) Teacher should prepare the learning carefully, it need many power, time and cogitations.
- b) Possibility, in apply the strategy need some cost and facility in other to the teaching learning process can fluency.
- c) In discuss with their pair, sometime the active student can't limitation their argument. If teacher can't control the students' activity, it can make passive students shy to give ideas because

they felt their argument is false. The active students can make passive student felling down.

4. Evaluation of Reading

To evaluate comprehension reading can be use an assessment. Assessment has purpose of measuring how far the learning objective has been achieved through the implementation of learning activity. From evaluation, teacher can know is student has been passed the criterion of successful (KKM).

Form of testing should be based on and reflect what is taught in the classroom. It has means to assess students' skill after get treatment. The technique that might be used to test reading skill are multiple choice, true/false, completion, short answer, summary cloze, information transfer and so on.

Meanwhile, to test the students' reading comprehension performance, a teacher should consider the skills the students are to achieve. All of testing reading technique above can be applied in reading comprehension. As consideration of arrange testing, the evaluation in language learning must be focused on evaluating the learners' language proficiency. The language proficiency are listening, writing, speaking and reading. Reading skill is the students' ability in perceiving a written text in other to understand content is.

Furthermore, the result of evaluation can also give a beneficial feedback for teacher about students' learning activities and interaction with the students in the classroom during teaching learning process.

5. Indicators of student's active participation in classroom

In teaching learning process, interaction between teacher and students is occurring. From the students' activities in the classroom we can observe the active participation in response teachers' explanation. Every students not always response the materials, but partly of them not care to the teaching learning materials. Beside of the students' score of students in cognitive item, researcher also observes the affective item of students when the processes of teaching learning occur. So, it needs indicator about the students' participation.

In this observation, researcher has some indicator to measure the students' active in following the teaching learning process using *The Power of Two* strategy. The indicators of students' active participation are:

- a) Listening/attentive toward teacher explain with signal. Such as nod their head if agree with students' explanation or give ideas if they disagree with teachers' explanation.
- b) Read the book or read the other sources that related with materials.
- c) Read comprehend the text of the test that given by teacher to answer the question that related with text.

- d) Do the test that given by teacher quietly without noisy with friends when teacher asks to do the task individually.
- e) Collaboration and discussion with pair when teacher asks to students work in pair. The discussion includes give ideas if the answer is different and make conclusion from the collaboration ideas.
- f) Active to ask questions to teacher when students find the difficulty in understand the question or the writing of the question unclearly and ask question when students does not understand with teacher' explanation.
- g) Give argumentation or ideas when teacher gives opportunity to give argument about the material that has explained by teacher.
- h) Write down the relative material although teacher does not ask to students to write.
- i) Write down the conclusion of result discussion or collaboration answer with peer.
- j) Show/submit the students' task to teacher when the time is over.

The criteria of success was 80 % of students activeness in follow teaching learning process based on the indicators of students' active participation.

C. Previous Studies

There are some studies that state that *The Power of Two* Strategy can increase the result of study. This some of previous studies is give evidence that

The Power of Two strategy can assist students in reach goal of learning and help teacher in convey material.

1. Riris Fitri Anisak, in her study that has caption “*The Power of Two* Strategy to improve study result of Bahasa Indonesia”. Grounded on her classroom action research by two cycles that applied at fourth garde of MI Nurul Ulum Tunggangri Tulungagung years 2012/2013, on teaching learning activity about writing announcement agree with perfect spell (Ejaan Yang Disempurnakan).

From the study, evidence show that students able complete in study. The result of pre-test 6,7 % students is stated pass from test, while the rest is failed. After experiencing treatment, students are stated pass 66,7%.

2. Sri Murtini in her thesis with title “Implementation Cooperative Learning Model type *The Power of Two* strategy to improve quality of Mathematic learning at third grade of SDN Kalibanteng Kidul 02.”

The result of study show that the average of student activity in Mathematic learning through *The power of two* strategy experience increase. The completeness percentage that gathering at each cycle are 68% on first cycle, 74% on second cycle and 82% on third cycle.

3. Diah Rahayu in her thesis “Implementation of *The Power of Two* strategy to improve study result on Science (IPA) at fifth grade of MIN Klomayan Wonodadi Blitar.

The study shows that student score increase 50% from test after experience treatment *The power of two* strategy.

From the previous studies show that *The Power of Two* strategy can improve students score in certain course. The differences these studies with other previous study are; the first about course and topic and also the second is subject of study. The first of previous study *The power of two* strategy is used to course of Bahasa Indonesia, the second previous study is *The power of two* strategy is applied to Mathematic and the last previous study is Science course.

The similarity of the studies is all of them are used to improve the result students' study at each course and this research design used Classroom Action Research. Writer not yet find the same study that use *The Power of Two* strategy to English course, so writer try to apply the strategy to solve students problem comprehension reading.