

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the highlight of what be covered in this study. Those are Teaching Strategy, Pairs Check Strategy, The Nature of Reading Comprehension, Descriptive Text, and Review of Previous Studies. The explanation of them will be stated as followed.

#### **A. Teaching Strategy**

In teaching, the teacher should use the strategy to achieving the teaching goal, and the strategy must be different from one another. Accoding to Djamrah (1996; 72), teacher will not be able to do his task if he does not mastery any strategy of teaching which has been formulated by the psychologist and education scientist.

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown, 2000:113). Then strategy is as a remedy the teacher in making system area that happened to process teaching learning (Ahmadi, 2005: 32). Furthermore strategy that used in teaching (teaching strategy) that is mentioned by Smith in Aggarwal (2014) refers to a pattern of teaching acts that serves to attain certain outcomes.

According to Aswan et al. (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has is plan. In other word, teaching strategies are approaches to teaching students.

The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material. Nunan (1999:249) said that "Success in teaching depends on many factors; one of them is teaching strategies. In fact, it is probably true to say that more time is spent teaching reading than other skill".

There are many kinds of teaching strategy which can make students more interactive and active in the class which can be easy to understanding the material which teacher explained. The teacher can use the strategy of learning to the students that can easier to receive and practice what the teacher wants, and it can apply based on their level or ability.

From the strategy teacher hopes that students will be understand about the material that teacher explains can be active and interactive. One of strategy that can make student understand in teaching is cooperative learning. Cooperative learning is learning that the students are not only developed their individual capabilities, but also need the help of other students too. As Richard and Rodger (2001:244) stated "in cooperative learning, each student is responsible not only for improving his or her own understanding of the given material but also for helping other students or group members achieve it.

According to Kagan, there are four basic in cooperative learning. First, positive independence places students on the same side, so a gain for one is associated with a gain for another and students can't be succeed alone. Further, no help was necessary. Second, individual accountability – occurs when all students

in a group are held accountable for doing a share of the work and for mastery of the material to be learned. Third, equal participation - occurs when each member of the group is equal shares of responsibility and input. The last is interaction – occurs when the class time is designed to allow student interactions during the period.

According to Kagan (1994:30), there are many types of cooperative learning, those are:

a. Jigsaw

The students divided into groups. Every group consists of five students. Every member of groups is assigned a different material to learn and then teach to their group.

b. Think pair share

There are three steps in TPS. The first step is individuals think silently about a question that given by the instructor. The next step is pair up and exchange thoughts. In the last step, the pairs share their responses with other pairs, other teams or the entire groups.

c. Three-step interview

The first step, the teacher conveys a topic that can make some opines. Then, the students are asked to pair up and to play as an informant and interviewer. The last step is to present.

d. Three-minute review

Teacher divided the students into groups. Every groups have three minutes to review about the teacher

e. Pairs check

Students work in teams of four with two sets of partners. The worksheet is set up with problems presented in pairs. The first person in each partnership does the first problem with the pair partner serving as coach, and offering exaggerated praise. After the first problem is done, partners change roles. After each pair of problems, teams of four checks each other's work and, if they agree, give a team cheer or handshake. In this way students stay on task, working together toward mastery.

**B. Pairs Check Strategy (PCS)**

PCS is a strategy that is used to solve problem learning and it is kind of complex technique because need a lot of time. PCS is strategy group work that involves the students work in pair to solve the problems learning (Eggen and Kauchak, 2012).

According to Muklas (2016: 42), PCS is divided into some groups and each group consists of two people. To each group students have problem. They must try to resolve the problem, and then the results of their group discussion will be checked by a couple of other groups. Because it consists of only two people, the

couple will learn to be more active in solving problems and can give new knowledge.

According to Dana (2008: 18), cooperative learning model PCS is one way to help students who are passive in group activities. They do the same work in pairs and pairs get checking arrangement

According to Candler, PCS involves students alternately working in pairs and teams. Students first solve one or two problems as a pair, and then check their answers with their teammates. The pair work results in a high level of on task behavior. In addition, the frequent "team checks" ensure a high degree of mathematical accuracy. No matter how difficult the task, at least one student on the team is likely to have mastered the skill and will keep the rest of the team on track. All students benefit from helping and coaching each other. Students who are having difficulty often learn more easily from other students who have mastered a skill. Students who have mastered a skill are more likely to retain their knowledge after teaching it to someone else.

### **1. The Management Tips of Pairs Check Strategy (PCS)**

Based on various materials available from Kagan Publishing, there are some management tips of PCS. The management tips are as follows:

- a. A sheet defining the responsibilities of each partner may be helpful when first using this strategy with students.
- b. Complete first two problems as part of your modeling.
- c. Model good coaching and praising skills.

- d. Model the difference between coaching and giving the answer.
- e. Use only one handout and pencil per pair.

## **2. The Social Skills of Pairs Check Strategy (PCS)**

Based on various materials available from Kagan Publishing, there are some social skills of PCS. The social skills are as follows:

- a. Patience-giving others time to think
- b. Giving and accepting appropriate praising
- c. Giving and accepting constructive criticism
- d. Coaching others
- e. Asking for help
- f. Offering help
- g. Appropriate noise level

## **3. Steps of the Pairs Check Strategy (PCS)**

Miftahul Huda (2013: 211-212) explains the steps of the PCS is as follows.

- a. Teacher explains the concept
- b. Students are divided into teams. Each team consists of 4 people. In one team there are 2 pairs. Each couple in a team is burdened with each of the different roles: coach and partner.
- c. Teachers share questions with partners
- d. Partner answers the question, and the trainer checks the answer. A partner who answers a question correctly is entitled to a coupon from the coach.

- e. Trainers and partners exchange roles. Coach becomes partner and partner becomes coach.
- f. Teachers share questions with partners.
- g. Partner answers the question, and the trainer checks the answer. A partner who answers a question correctly is entitled to a coupon from the coach.
- h. Each pair returns to the original team and matches the answers to each other.
- i. Teachers guide and provide direction for answers to various questions.
- j. Each team checks the answer.
- k. The team that gets the most coupons is rewarded or rewarded by the teacher.

#### **4. Advantages and Disadvantages of pairs check strategy (PCS)**

The PCS has advantages and disadvantages (Shoimin, 2014: 121) as follows.

- a. The advantages of PCS, among others:
  - 1. Train students to be patient, by giving time for their partner to think and not directly give answers (answer) a matter that is not his duty.
  - 2. Train students to give and receive motivation from their partners appropriately and effectively
  - 3. Train students to be open to constructive criticism or suggestions from their spouses or from other couples in the group. That is, when they check each other's work in groups.
  - 4. Provide opportunities for students to guide others (spouse)

b. The weakness of the PCS, among others:

1. It takes a longer time
2. Requires students' skills to be their spouse's mentor, and in reality every partner is not a student with better learning skills. So, sometimes the mentor function does not work properly

Based on the explanation above, the researcher concludes that PCS give high rating in teaching reading because the advantages of pairs check are to train students to be more patient, give receive a motivation, accept critics, suggestion from their friend in pair or other group.

### **C. The Nature of Reading Comprehension**

#### **1. The Definition of reading**

##### **a. Reading**

Reading is one of the basic language skills to be learned by students. Through reading they will get a lot of information and knowledge. Reading is a process to get message or information from the writer through printed media. Anthony, Pearson, & Raphael (1993:284) say that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. Beside, students not only get information from books, but also through reading various types of written texts such as, magazines, newspapers, articles, journals, and other various types of writing.



According to Carrel (1988, p. 1), “reading is not passive but rather than active process. It is an active cognitive process of interacting print media in which monitory comprehension to build up meaning”. Moreover, Rahmatullah (2013) states that reading is the meaningful interpretation of printed or written verbal symbols. The reader is not only seeing and identifying the symbols, but also understanding the meaning.

Based on the definition, the researcher concludes that reading is an active process to get new information which is needed by readers. Reading is an activity to understand the meaning of written.

#### **b. The Importance of Reading**

Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education. Teaching reading is very important for students. There are some reasons for this. The first reason is many English students need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

Reading texts also provide good models for English writing (Harmer, 2003). If the students are familiar with texts’ form, teacher will be easier to teach them how to write the texts. The last is reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts (Harmer, 2003).

In a nutshell, when the students read a new text, they will find new vocabulary and different style of writing texts. Because of that, they can enrich their vocabulary includes the ability to use the appropriate diction. They will learn more about punctuation; strengthen their grammar understanding and know how to construct sentences, paragraph and text correctly.

### **c. Micro and Macro Skills of Reading**

Brown (2003) explains that there are two kinds of skills that the reader should have. They are micro skill and macro skills.

#### a) Micro skills of reading

Here are some micro skills of reading:

- Discriminating among the distinctive graphemes and orthographic pattern of English.
- Retaining chunks of language of deference lengths in short-term memory.
- Processing writing at an efficient rate of speed to suite the purpose.
- Recognizing a core of word, and interpreting word order patterns and their significance.
- Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- Recognizing that are particular meaning may be expressed in deferent grammatical forms.

- Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses.

b) Macro skills of Reading

Here are some macro skills of reading:

- Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- Recognizing the communicative function of written text, according to form and purpose.
- Inferring context that is not explicit using background knowledge.
- From describe events, ideas, etc., inferring link and connection between events, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, generalization, and exemplification.
- Distinguishing between literal and implied meaning.
- Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata.
- Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of texts.

## **2. Aspect of Reading**

In general, there are two important aspects of reading. Those are mechanical skills and comprehension skills.

#### a. Mechanical Skills

Tarigan (2008, p. 12) states that “characteristic of mechanical skills are considered in lower order”. The aspects are recognizing the letter form, recognizing the elements of linguistic, and recognizing the correlation between syllable and sound, and speed reading to lower rates.

##### a) Recognizing the letter form

Recognizing the letter form is a capability in knowing the form of letter such pictures, lines, and points in which have good arrangement. Teachers should be able to recognize the letter forms to the learner by introducing the purposes of letter that involves in a text.

##### b) Recognizing the elements of linguistic

Recognizing the elements of linguistic is a capability in relating the signs in paper such picture in language. It is done in order to comprehend the language because it's impossible to learn reading comprehension without a capability on understanding the language. Based on the elements of linguistic formally, there are some elements of linguistic namely phoneme, word, phrase, sentence, paragraph, chapter or book.

##### c) Recognizing the correlation between syllable and sound

Teaching students to identify the correlation between syllable and sound is called phonics. Phonics is based on the systematic teaching of sound and letter's relationships, as well as sound and spelling patterns.

d) The speed reading to lower rates

Students can be fast or slow in reading text. They read fast to find out the information and writer's idea. Then, they will slow in understanding those information and ideas more deeply.

b. Comprehension Skills

Tarigan (2008, p. 12) states that "characteristic of comprehension skills are considered in higher order". The aspects of comprehension skills comprehend the simple meaning, comprehending significance or meaning, evaluation or assessment, and flexibility of reading speed.

a) Comprehending the simple meaning

In understanding a text, students should know about lexical, grammatical, and rhetorical of a language being learning.

b) Comprehending significance or meaning

Reader or learner should know the writer's purposes in the text such as to learn, to find out information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. By talking to students about the different purposes for reading, the students will become more aware of what to focus on the text which they read.

c) Evaluation or assessment

In reading a text, students should know the content and the form of a text. Thereby, evaluation and assessment are needed to know the ability of students in understanding the content and the form of text.

d) Flexibility of reading speed

Flexibility of reading speed means that the learner should manage the time when they read a text. It is based on the situation and condition that they have at the time.

### **3. Reading Comprehension**

According to Hornby (1995, p.235), “comprehension is means and has excessive aimed in improving or testing one’s understands of a language whether written or spoken”. Comprehension is not only need in student’s reading activities, but also to measure the ability of each student in classroom.

Carrel (1993) states that “reading comprehension in general viewed is the result from the four way interaction between readers, text, task, and structured activity. The success of this interaction depends of the availability of quality of content and strategist schemata to new problem solving situations.

People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it, reading doesn’t provide the reader with any information.

#### **4. Assessing Reading**

Brown (2003, p. 4) says that "assessment is an ongoing process encompasses a much wider domain whenever a student responds into question, or offers a comment or tries out a new word or structure". It is to know how far students' comprehension in a reading text.

Assessment of basic reading comprehension may be carried out in a number of different ways. This assessment is multiple-choice. Multiple-choice responses are not only a matter of choosing one of five possible answers. It can be form in some other formats. Some of formats which are especially useful at the low levels of reading include synonym-antonym, circle the answer, true-false, choose the letter, and matching format.

Brown (2003) notes that assessment interactive reading task design has combination of form-focused and meaning-focused objective but with more emphasize on meaning. Here, there is possible tasks which can used in assessment. This task is short answer tasks. Short answer tasks is a popular alternative to multiple-choice question reading passage is the age-old short answer format. A reading passage is presented. A test-taker reads question that must be answered in a sentence or two.

#### **D. Descriptive Text**

##### **1. The definition of Descriptive Text**

According to Gerot Linda cited by Mursyid (2011:2) descriptive text is a kind of text with purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. The social function of Descriptive text is to describe a particular person, place, or thing.

On the other hand, Anderson *et al.* (2003) add that descriptive text is different from information reports because they describe a specific subject rather than general group. According to Friedman (2010) descriptive details mean to grab the reader's attention.

## **2. Kinds of Descriptive Text**

The kinds of descriptive text are a place, description of a person, and description of object or thing.

### **a. Description of person**

Description of person explains about factual details such as profession, qualifications, family, or aspects such as daily routine, hobbies, interests, achievements, beliefs, ambitions, future prospects, and others. Information about life, lifestyle, and beliefs gives the reader a clearer idea of what the person's character is like (Evans, 2003:5).

### **b. Description of place**

The description of place may include, factual information (age, size, color, material, and others), details relating to the senses to suggest mood and atmosphere, opinion or impressions of the place or building (Evans, 2003:9)



c. Description of object

Describe objects should give accurate information concerning the size and weight (e.g. big, small, heavy, light), shape (e.g. triangular, oval, square), pattern and decoration (e.g. tartan, striped), color (e.g. red, green), origin (e.g. Chinese, Hungarian) and material (e.g. Woolen, silk, wooden). Descriptions of objects can be found in catalogues, advertisements, leaflets, or as part of letters, reports, articles or stories (Evans, 2003:13)

### **3. Generic Structure of Descriptive Text**

The generic structure of this text focuses on a series of stage that proposed to build information. The stages include:

a. Identification which identifies phenomenon to be describes.

A statement or a short paragraph that identifies object that is going to be described, it is usually interesting and able to provoke the readers to be eager to read the text.

b. Description which describe parts, quality, and characteristic in the text.

Give description about the object as mentioned in the identification part.

### **4. Language Feature**

According to Hammond cited by Mursyid (2011:4) claims that the significant grammatical features of a descriptive text are:

a. Focus on specific participants, for example: My English teacher

- b. Use of Simple Present Tense
- c. Use of Simple Past Tense if Extinct.
- d. Verbs of being and having 'Relational Processes', for example: My mum is really cool
- e. Use of descriptive adjectives, for example: strong legs, white fangs.
- f. Use of detailed Noun Phrase to give information about the subject, For example: very beautiful scenery
- g. Use of action verbs 'Material Processes', for example: It eats grass
- h. Use of adverbials to give additional information about behavior, for example: fast, at tree house.
- i. Use of Figurative language, for example: John is as white as chalk

#### **E. Review of Previous Studies**

According to Syafi'I (2007:122), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research. Besides, we have to analyze what the point is focused on inform design, found and conclude in the previous research.

Muklas (2016) conducted a research entitled The Effectiveness Of Using Pairs Check Model To Teach Reading At The Eighth Grade Students Of SMP N 02 Buay Madang. In this research experimental method and true experimental design was used. It was involved two classes they are; experimental class and control class. The result of the research showed that there was any significant difference between students who are taught through Pairs Check Model and who are taught through Conventional Model.

The second is thesis written by Nirmala (2011) conducted a research entitled The Effectiveness Pairs check Activity to improve students' skill in writing Analytical exposition. The research conducted in experimental study. The result of the research showed that pairs check activity is an effective technique to improve students' skill in writing Analytical Exposition.

Based on the previous studies above about the use of Pairs Check Strategy, here, the writer conducted a research in teaching reading comprehension by using Pairs Check Strategy too. Although in the same strategies on the use Pairs Check Strategy, but it is also have the differences whether on research design or finding result. The first previous study written by Muklas, the design is experimental method and true experimental design was used. It was involved two classes they are; experimental class and control class. Experiment class is taught in Pairs Check Model, and control class is taught without Pairs Check Model. Second, the thesis written by Nirmala, the research conducted in experimental study. Meanwhile in this study the writer uses experimental research design using one group pre - test and post- test, and investigates the effectiveness of using Pairs Check Strategy (PCS) toward students' reading comprehension ability by comparing the students' score before being taught by using Pairs Check Strategy (PCS).