

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Comprehension is the process of understanding or gaining a deeper understanding of a concept, idea, or situation. Readers usually use background knowledge, vocabulary, grammar knowledge, experience with texts, and other strategies to help them understand written texts. Reading comprehension is the ability to understand written text with meaning. The ability to understand what they read, including grammatical structure, vocabulary, and meaning, is a must for readers. Hibbard (2003:1) says that reading is a complex behavior including decoding words, developing fluency, and improving comprehension. Reading is nothing more than tracking the eye and hiding symbols on the written page without understanding. Students who are proficient at reading can decipher the meaning of the text and determine the answers to each question. Opinion Shanahan (2006:12) states that reading comprehension is the act of understanding and hiding information in a text. In reading comprehension, the reader must be able to find the idea of the text and obtain detailed information, grammatical structure, vocabulary, and meaning of the text. Reading comprehension must be mastered by students to increase their knowledge, especially in reading.

Furthermore, according to Meneghetti & Careeti (2006: 291), "reading comprehension is a complex cognitive ability that requires the capacity to integrate text information with knowledge, listeners/readers and produce elaboration of mental representations". As stated, reading comprehension is a complex and implicit process. Woolley (2011: 17) which says that reading comprehension (understanding, acquiring, interpreting, and modifying text) depends on various related, text-related, and situational factors by the reader. So it can be concluded that it can be said that their reading comprehension is a process of destroying and constructing meaning simultaneously through

interaction and engagement with written language. It consists of three elements, namely the reader, the text, and the activity or purpose of the reader. From the definition above the researcher can conclude that reading comprehension is a complex process of understanding the meaning of each word.

2. Teaching Of Reading Comprehension

Teaching reading comprehension is very important because it can be used to develop comprehension for reading not only textbooks but also reading other materials. In teaching reading, the teacher has a lot of text types to train the students to be good readers. In the senior high school level, the text type can be more varied, such as recount text, descriptive, explanatory, narrative, and others. McIntyre *et al.*, (2001:1) argued that teaching reading can help the students to open their minds. But teaching reading is not only asking the students to read a lot but also guiding them to comprehend the text.

In teaching reading comprehension, the teacher should use some strategies or techniques to improve students' reading comprehension. Good readers are flexible and can choose reading strategies that suit particular texts; they read according to the type of text they will read. For example, reading poetry is not like reading a newspaper. Skilled readers skim to extract general ideas from a text and drill down to get the specific information needed from it, therefore skimming and scanning are useful reading strategies. In addition, the teacher must train to skim, for example, to extract key sentences from the text. Skilled readers also interrogate different types of text by looking for clues in titles, subtitles, and the written text itself (Wahiba 2015: 14).

In addition, according to Brown (2001: 306-311) "In teaching reading comprehension, text teachers need several strategies to make students understand the reading." The following are ten strategies that can be applied in teaching reading comprehension in class:

a. Cover the purpose of reading

The goal is to know what the reader is reading, the reader can remove distractions or unwanted information. After reading, students will know what information they want to know in reading the text.

b. Use chart rules and patterns to aid bottom-up decoding (especially for early-level learners).

At the initial level of learning English, one of the difficulties students face in learning to read is making correspondence between spoken and written English. Here the teacher also needs to prohibit how to read sound words by ordering vowel sounds such as (bat, leg, wish, etc.) and sound words by ending. silent "e" like (late, time, bite, etc).

c. Using efficient silent reading techniques for relatively fast comprehension (for intermediate to advanced levels)

At the student level, teachers can apply speed reading to reduce the free time for reading. Readers don't need to pronounce every word and don't need to know the meaning of every word but understanding the text is more important.

d. Skimming the text for main ideas

Skimming is one of the most valuable reading strategies for students. Skimming consists of skimming an entire text (such as an essay, article, or chapter) to find out what the text tells or to find the main idea of the text. Skimming gives the reader the advantage of guessing the purpose of the passage, the main topic, or message, and perhaps some of the ideas developed or supported.

e. Scan text for specific information

Scanning quickly searches for certain sections or pieces of information that the reader needs to read the text. Scanning exercises could ask students to look up definitions of names or dates, find key concepts, or list several supporting details.

Based on the explanation above, understanding is not easy for the teacher to do without some techniques, methods, or techniques in the teaching and

learning process in the classroom. Teachers must know how well they teach students, especially in reading also an important skill among other skills because reading is the key to getting the information that students read. So, teachers should be aware of the progress students are making. It also ensures that the purpose of teaching reading is to understand the meaning of the text.

3. Aspect of Reading Comprehension

In reading comprehension, there are five aspects of reading comprehension. Brassell and Rasinki (2008:36-46) state that, there are several aspects of reading comprehension, namely: main ideas, supporting details, inferences, references, and vocabulary. There is a brief explanation of the aspects, the aspects are

a. Main idea

Main ideas are important pieces of information that tell more about the overall idea of a paragraph or part of a text. Each reading has a key concept or main idea which is the most important part of the information the writer wants to know about that concept or reading.

b. Supporting Details

Supporting details from the text can be used as a way for readers to find the main idea. Supporting details are information in the discourse that explains the main idea. Supporting details telling the who, where, what, why, and how can be found in the material.

c. Reference Contents

Reference in reading comprehension is the use of demonstrative pronouns in reading. The demonstrative pronouns such as the use of it, she, her, these, etc. The use of references in readings is to avoid repetition.

d. Inference

Inference is the process of arriving at hypotheses, judgments, ideas, or drawing conclusions that refer to information that has never been stated clearly in the text. This aspect is the most difficult in reading comprehension because the information in the text is never stated clearly. Inference is the process of drawing conclusions that refer to implied

information. In this aspect, the reader must make predictions about what might be said in the text.

According to Moreillon (2007: 77) When they read and ask questions, readers often find themselves answering their own questions with predictions about what will happen next or with conclusions drawn from the work of the author or illustrator. An "on the line" strategy for predicting and a "between the lines" strategy for inferring encourage readers to turn the page to see if their hypothesis is correct.

This means that predictions are educated guesses about what will happen next based on what is known from reading the text; predictions can also involve the reader's background knowledge. Inference requires that readers go beyond the literal meaning, they use prints and illustrations plus their prior knowledge and experience to hide text. Through this process, readers find clues or connecting points, make predictions or inferences, and draw conclusions. These conclusions or interpretations are an important part of reading comprehension. Readers who make predictions and inferences before, during, and after they read are actively involved in the process of meaning

e. Vocabulary

Vocabulary is an aspect related to the meaning of words, which determines the reader's understanding of the text. The reader constructs an understanding of the text by assembling and making sense of words in context. From the explanation above, the researcher uses five aspects of reading comprehension, namely: finding main ideas, detailed information, hiding words or phrases, drawing logic, and finding references. The item will be reflected in the specifications table which is also included in the test item.

Based on explanations according to experts regarding aspects of reading comprehension, they are Main Ideas, Supporting Details, References, Inferences, and Vocabulary. These 5 aspects are important in reading comprehension and must be paid attention to in order to be able to

understand and absorb reading easily. Students should know these five aspects and study them well. The goal, of course, is to get the best results in the reading comprehension test. The 5 supporting aspects of the technique used by researchers are the Index Card Match technique in improving reading comprehension.

B. Index Card Match Technique

1. Definition of Index Card Match Technique

Index Card Match is one of the cards that have information and to get two complete sets of cards the student has to combine them and reach the cards. In this technique, students focus on matching two cards. Suprijono (2013: 120) defines, the method of "looking for pairs of cards" or index card matches as fun to use to repeat learning material that has been given before. The index card match technique in foreign language classes will be used to motivate students to be more active in learning English, this will make students more active and fun in the teaching process.

Silberman (2006:241) states Index Card Match is an active and fun way to review the subject matter. This allows participants to pair up and test the rest of the group. This means that from this technique the teacher knows student achievement by reviewing the material that has been taught by the teacher. According to Alfred (2010: 120), Index Card Match can not only be used to review previous material but also to provide fun learning. In addition, Index Card Match is a small card inserted by vocabulary. By using these cards, students can see, read, spell, and know the meaning of words. The Index Card Match strategy is synonymous with cooperative learning for students. Apart from that, Index Card Match strategy is also a fun game. Students can learn while playing. It makes learning fun.

Furthermore, Index Card Match involves all students, and each individual is responsible for finding matching cards. It's an active, fun, way of reviewing class material. This technique builds confidence because it allows students to pair up and test other students by reading out their questions and

challenging classmates to tell them the answers. In addition, the index card match technique is a part of cooperative learning where this technique makes students active in their discussions or their team of friends to achieve language goals. The index card match technique can motivate students in teaching and learning and helping each other learn. This happens because index card matching is an interesting technique that in the learning process involves all students in the class with matching activities and discussions in pair work. Index card matching techniques can make students think critically when in other matching and interdependence activities.

From the definition of index card match above, the researcher concludes that the index card match technique is a way of dealing with two cards between questions and answers and questions this activity can make students interested and happy in the learning process and this activity involves students to work. Pair up and give quiz questions to students.

2. The procedures of the Index Card Match Technique

Learning to read using the Index Card Match technique involves active activities because in this process participants have to look for and find question and answer cards (index cards). To make learning more interesting, teachers should use card-matching procedures and instructions. According to Alfred (2010:120-121), there are several steps in using Index Card Match as follows:

- a. Making cards containing vocabulary exercises based on the number of students where some of the cards contain questions, and the rest contain answers;
- b. An explanation to them that they will do a matchmaking exercise in which half of the students will receive question cards and the rest will receive answer cards;
- c. Distribute cards to all students and ask them to find their partner cards;
- d. Asking to sit together with their student card pairs at the same table and not showing their cards to other pairs;
- e. Ask students who have question cards to read their questions and challenge another pair to answer the question; And

f. Make conclusions based on joint activities with students

3. Advantages and Disadvantages Index Card Match Technique

The technique of using Index Card Match has a significant effect on improving the quality of student learning because it encourages students to be more active and happy in the learning process in class and makes interaction with other students and teachers intensive.

There are several advantages and disadvantages of using the Index Card Match Technique according to Ariyanto (2015: 53), below:

a. Advantages of the Index Card Match Technique

- 1) Students are more active in participating in lessons because students are directly involved in learning.
- 2) Students are more interested in learning because of the application of the Index Card Match Technique in a more varied class.
- 3) Learning with the Index Card Match Technique makes participants educate more actively.

b. Disadvantages of Index Card Match

- 1) In learning the Index Card Match Technique the teacher needs to make interesting media to make it easier for students to understand the subject matter to be taught, the teacher should look for variations in learning models that can be combined with Index Card Match.
- 2) Sufficient classroom space is needed so that learning runs smoothly.

Based on the deficiencies above, researchers can overcome these problems by using the classroom as an interesting learning environment. A fun class is highly recommended, so researchers must make the class atmosphere more interesting, comfortable, and active. Learning to run well motivates, gets students to work more actively, and inspires other students. The learning model used should be varied so that students don't get bored.

4. Previous Study

In this section, the following are some researchers who implemented the Index Card Match Technique as follows: first, research from Rizkitta Auliya (2015), with the research title " The Effectiveness Of Icm (Index Card

Match) To Reading Comprehension Students At The Eight Grade Of Smp Negeri 6 Kediri In Academic Year 2015/2016". The results of his research using the Index Card Match Technique in learning to read can improve students' reading comprehension skills.

The second is Septiwi Hadi Lubis (2013), with his research title "Improving Students' Reading Comprehension Learning Outcomes in Descriptive Texts Using the Index Card Match Strategy in Class VII MTs. Laboratory. IKIP AL-Washliyah Medan Academic Year 2012/2013. The results of his research can improve students' reading comprehension, students' attention, and interest as well as a sensitive environment both in the teaching and learning process.

The results of related research, it shows that the Index Card Match technique can improve students' reading comprehension. That is, researchers apply this technique to improve students' reading comprehension at SMP Negeri 5 Paloh.