

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Index Card Match (ICM)**

##### **1. Definition of Index Card Match (ICM)**

Good teaching includes teaching students how to learn, how to remember, how to think, and how to motivate themselves. The reasons why students need to learn strategic practices for learning is they contend that for learning to occur, students must be able to remember newly acquired information so that they can retrieve the information and use it whenever necessary.

Index Card Match Pass out index cards and request anonymous answers to your questions. Use response cards to save time or to provide anonymity for personally threatening self-disclosures.<sup>1</sup> Index Card Match is the active strategy and enjoyable way to review course material. It means that Index Card Match is the interesting strategy and enjoyable in teaching process.<sup>2</sup>

Index-card match is a strategy that can't only can be used to review the previous material but also to provide enjoyable learning. Besides, this media makes students active in class. Students should find out their partners. Index-card match is identical with cooperative learning for students.<sup>3</sup> Index Card Match need the student be an active and also honest.

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<sup>1</sup> Silberman, *Active Learning 101 Ways to Make Learning Active*, 3rd Edition, (Nuansa Nusamedia, Bandung 2006), p.250

<sup>2</sup> Suprijono, A. *Cooperative learning*. (Yogyakarta: Pustaka Pelajar. 2009), 120

<sup>3</sup> Alfred, *Inovasi Pendidikan* (STAIN Salatiga, Salatiga, 2010), p.120

From the definition of index card match strategy above the writer conclude that index card match strategy is the strategy to matching two cards between question and answer of the question where this activity can make interesting and enjoyable for the students in teaching process.

Learning method is one of main component in creates active learning atmosphere, creative, innovative, and rejoicing. Interesting learning method and variety will get implication on teaching and learning process at class. Learning Index Card Match, is one of cooperative learning which is involved the students into group. Each group can identification text, the other group description picture and find their matching.

This strategy is one of active learning instructional strategy to review material that has been learned is how to make learning unforgettable this section contains ways to conclude a learning program so that the students reflects on what he or she has learned and considers how it will be applied in the future. The focus is not on what you have told the students, but what they take away. In addition to being active, these strategies all make reviewing fun.

## **2. The Advantage of the use Index Card Match Method**

Index-card match provides new learning model because teacher leaves the conventional method as lecturer method to cooperative learning. There are many benefit index card match as follows:

- a. Students more active because the teacher just as facilitator and the students more dominate to active in teaching process,

- b. When the students find and matching the card, automatically it make their brain will do well so that the teaching process can run effectively.
- c. Make a relationship with the other students and recognize with the other students in the class.<sup>4</sup>

Based on the explanation above, the researcher conclude the advantage of index card match are this characteristically useful review the previous material. This can be used to stimulate and help students to remember or restore the materials received. Index-card match can be used to evaluate the students' comprehension and ability later.

### **3. The Step of Index Card Match Method**

Index Card Match involved active activity because in this process the students must find and match the card and then when they have find and matching the card they seat together and they must reading aloud. Teaching procedures of Index Card Match Strategy is described as follows:

- a. Write down on separate Index Cards the names of strategy and or concept examined in the learning session. Create enough cards to equal one-half number of students.
- b. On separate cards, write clear definitions of each of the strategy or concepts you have chosen or give a clear example of the strategy or concept.
- c. Combine the two sets of cards and shuffle them several times so that they are well mixed.

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<sup>4</sup> Silberman, M. *Active learning: 101 strategi pembelajaran aktif*. (Yogyakarta: Yappendis.1996), p. 232

- d. Give out one card to each students. Explain that, this is a matching activity.

Some students have names of strategy or concept examined in the learning session and others have definitions or examples.

- e. Direct students to find their matching cards. When a match is formed, ask each pair of students to fins seats together. (Tell them not to reveal to other students what is contained on their chards.)<sup>5</sup>

When all the matching pairs have been seated, have pair members quiz the rest of the group on their strategy or concept by reading aloud its definition or example. In teaching learning process, the teacher asks students to find their partners. Then, the students must give clarification about the card they have. The students should read the text of the card to their friend. However, the other students listen to their friends. Finally, the teacher should give the conclusion about these activities.

## **B. Reading Comprehension**

### **1. Definition of Reading**

Reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a massage from a writer who is the distant in space and time.<sup>6</sup> Reading is an active skill and complex process that involves just two basic elements: a reader and a text. The main aim of the process is for the reader, to get a massage from the text that reading is an exercise dominated by the eyes and the brain. It means that the, which means the reader must construct an understanding of the meaning. Harmer says “eyes receive

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<sup>5</sup>Silberman, *Active Learning*, p.246

<sup>6</sup>Nafan Tarihoran, Mifathul Rahmat. *Reading 1: Basic Reading skills*, (Loquen Press, Serang 2<sup>nd</sup> edition, 2012), 1

message and the brain that has to work out the significance of these messages”.<sup>7</sup>

Burns et al states that “reading is the communication of thoughts and emotions by the writer to the reader”.<sup>8</sup> The readers are expected to understand of ideas that have been put in print material by the writer. However, reading can be a way of sharing another person’s insight, joys, sorrows, or creative endeavors.

For many years, three basic definitions of reading have driven literacy programs in the United States. According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it.

Although these definitions reflect long-standing views of reading, current literacy research supports a more comprehensive definition of reading. This new definition includes all of the above definitions and places learning skills in the context of authentic reading and writing activities. It recognizes the importance of skill instruction as one piece of the reading process.

According to Tarigan” *reading is a process to do and used by reader to get the message and to say by writer using book, word, and word*”.<sup>9</sup> Based on that statement, it is obvious that reading is a process which is done by reader to get certain information and message that the writer tries to convey. It is complex activity, because in reading process, a reader should use his ability to understand

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<sup>7</sup>Jeremy Harmer. *The Practice of English Language Teaching*. (London:Longman. 1991), p. 125.

<sup>8</sup> Burns. *Teaching reading in Today’s School*. (USA: Houghton Mifflin. 1984) , 44.

<sup>9</sup>Henry Guntur Tarigan, *Membaca Sebagai Salah Satu Keterampilan Berbahasa*, (Bandung: Angkasa, 1985), p.8.

the reading material. Otherwise, his reading activity is useless. It is supported by the opinion of Dean who stated “reading skill is a complex skill, it means that in reading, reader must use his ability. So the material that he reads can be understood and useful for himself”.<sup>10</sup>

Reading is a process to get the main idea, meaning or to get message from printed or written material. It is an active communication between the writer and reader. This statement is supported by Burns et al that reading is the communication of thoughts and emotions by the writer to the reader.<sup>11</sup> This statement indicates that the readers are expected to understand and comprehend the ideas that have been put in print or written material by the writer. The reader also must drive meaning from the written material. Furthermore, Croft says that reading is consists of supplying the tone sequences, the stresses, and the pauses that English uses to signal a whole range of cumulative meanings.<sup>12</sup> These the cumulative meanings that are the function of the intonation sequences and the distribution of so-called “sentence” stresses and pauses for grouping. These cumulative meanings attach to sequences of sentences in a discourse.

According to Rivers “reading is a most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one’s knowledge of the language”.<sup>13</sup> The students are considerably assisted a reading if some of the information is already

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<sup>10</sup> Charles F. Dean, *Teaching Foreign Language*, (New York: Harper and Row, 1982), p. 3.

<sup>11</sup> Burns. *Teaching reading in Today’s School*. (USA: Houghton Mifflin. 1984), p.44

<sup>12</sup> Kenneth Croft, *Reading on English as a Second Language*. (USA: Winthrop Publishers. 1972), 68.

<sup>13</sup> Wilga M Rivers, *Teaching Foreign Language Skills*. (USA: The University of Chicago. 1981), 94.

know or understand. Through it they can increase their knowledge and understanding of the culture of language speakers, their ways of thinking, their contemporary activities, and their contributions to many fields of artistic and intellectual endeavor.

Day and Bamford also states that the purposes of reading are usually related to pleasure, information, and general understanding and are determined by the nature of the material and the interests of the students.<sup>14</sup> The ability to read another language with direct comprehension and with fluency should be cultivated in progressive stages, and practiced at first with carefully selected material which students can read with ease and enjoyment.

According to Laufer in Coady: “Reading is also affected by textually relevant background knowledge and the application of general reading strategies, such as predicting the content of the text, guessing unknown words in context, making inferences, recognizing the type of text and text structure, and grasping the main idea of the paragraph”.<sup>15</sup> So the teachers should help the student comprehend the written material give them the knowledge and the ability to be able to read freely and feeling pleasure.

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<sup>14</sup>R.R Day, and J. Bamford, *Reaching Reluctant Readers*, in *English Teaching Forum*. 2000 Vol. 38. Number 3.

<sup>15</sup>James Coady, and Thomas Huckin, *Second Language Vocabulary Acquisition*. (USA: Cambridge University Press. 1997) p.59.

## 2. Definition of Reading Comprehension

The essence of reading act is comprehensions, it's become primary challenge in teaching or learning of reading skill.<sup>16</sup> Comprehension means understand the meaning or the point of a topic.

F. Dubin, D.E Eskey and William Grabe show the specific explanation, comprehension mean relating what we do not know or new information, which is not random collection or facts but a 'theory of world' in each of our heads. Reading comprehension is most likely a simple multiplication of word recognition abilities and general language comprehension ability.<sup>17</sup>

Reading comprehension is very important in our everyday reading. When we glance at newspapers, magazine and books we often need to understand the reading passage more profoundly. Someone cannot get information completely without comprehension. Comprehension includes recognizing and understanding main ideas and related details. A good recognize that many ideas are implied and she/he must read between the lines to get the full meaning.

Based on the previous definition, it can be synthesized that definition of reading comprehension is a process interaction between a reader and a text to get information and to form an interpretation and to draw a conclusion of that information. Delivery of ideas, opinions or feeling is some important aspects of the process which a writer's ideas become real to reader.

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<sup>16</sup> F Dubin, D E Eskey and W Grabe, *Teaching Second Language in Academic Purpose*, (New York, Addison Wesley Publisher, 1986), p. 6

<sup>17</sup> F Dubin, D E Eskey and W Grabe, *Teaching Second Language*..... p. 6



### 3. Types of Reading

There are two types of reading:

#### a. Intensive Reading

Intensive reading refers to detailed focus on the construction of reading text which text places usually in the classroom. In the addition, Nuttall stated that “intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at an understanding not only of what the text means, but of how the meaning is produced.”<sup>18</sup>

#### b. Extensive Reading

According Nuttall, in her book about Extensive reading stated that “it is assumed that in order to understand the whole (e.g book), the readers must first understand the parts (sentences, paragraph, chapter) of which it is made up. However, the reader can in fact often understand a text adequately without grasping every part of it; students have to be encouraged to develop this facility”.<sup>19</sup>

It is kind of reading which makes our eyes more quickly on the printed material in order to get information within a short time, the quicker we read the more information we get.<sup>20</sup> Beginner readers and competent readers use these different ways of reading based on their reading purpose need.

### 4. The Purpose of Reading

No reading occurs without purpose. There are many purposes in reading. When we read many kinds of books such as a novel, comic, textbook, magazine, newspaper, articles, we can feel enjoy and satisfied after we read them, because we can know about the information from them. It is reading for pleasure. Reading for pleasure is the easiest way to become a better reader in English.<sup>21</sup>

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<sup>18</sup> Cristine Nuttall, *Teaching Reading Skills in a Foreign Language*, (London: Mcmillan, 2005), p.38

<sup>19</sup> Crisatine Nuttall, *Teaching Reading in a Foreign Language*,....p.128

<sup>20</sup> Marry Finoccrhiaro, *Teaching English as Second Language* (New York: Harper and Row Publisher, 1969), p. 149

<sup>21</sup> Beatrice S. Mikulecky, *Reading Power*, ( New York, Pearson Education 1998), p. 2

Moreover, the essential purpose of reading generally is to get new information or pleasure. Reading for information is reading that the readers has not stop analyze the grammatical structure. The readers understand structure without thinking about it. Reading for information requires that the reader understand of meaning passage.

Reading for information may range from the scanning of documents and the reading of letters to depth understanding of articles of books. Whether we are reading for pleasure or information, the nature of the reading depend on what we want the text. From the explanation, the researcher conclude that the general purpose in reading mainly to get something or information and make pleasure with reading from the text without attention of the technique use in reading.

### **C. The Concept of Descriptive Text**

#### **1. Definition of Descriptive Text**

There are many types' texts in reading, any seven types of reading text, there are descriptive, Narrative, Spoof, Recount, Procedure, Report, Anecdote.<sup>22</sup> According to Djuhari, he said descriptive text is a text which describe and give more detail information about particular people, thing, place and animal.<sup>23</sup>

Meanwhile, according to Mark Anderson and Kathy Anderson "Descriptive text describe a particular person, place or thing. It purpose of is to tell about the subject by describing its features without including personal

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<sup>22</sup> Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP dan MTs*, (Jakarta: Depdiknas, 2003), p.34

<sup>23</sup> Otong Setiawan Djuhari, *Gendire dilengkapi 700 Soal Uji Pemahaman*, (Bandung: Yrama Widya, 2007), p.24

opinion.<sup>24</sup> It means that Descriptive text tells the readers to know about something specifically by giving characteristic of something which described.

Descriptive text is one of the text types that taught at the first year of Junior High School. Descriptive text has a social function is to describe a particular person, place or thing, for instance, description of a particular place, specific animal, and specific person. To achieve the goal of learning, and to come solve those problems teacher must have or create a good strategy to make the class effective and well organized.

## **2. The Purpose of Descriptive Text**

The purpose of descriptive text is to describe people, things, place, and animal.<sup>25</sup> Students read descriptive text might be basically to know way of describe someone, something or somewhere. Its means the reader can get information about characteristic, qualification, parts, and so on.

Meanwhile, according to Anderson and his sister stated that “the purpose of descriptive text is to tell about subject by describing the characteristic without including personal opinion, the example of descriptive text are, description of a particular building, description of a specific animal, description of particular place, and description of a specific person”.<sup>26</sup>

The aim of description is to enable the reader what something looks like. It attempts to paint a picture with words. In this sense, the description also attempts to put the reader directly in touch with physical word within the readers’ sense. Description help the reader visualize a scan or a person and understand the related sensation or an emotion. It also helps the students to organize their

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<sup>24</sup> Mark Anderson and Kathy Anderson, *Text Type in English*. (South Yarra: Machmillan Education Australia, 1998), p.26

<sup>25</sup> Otong S Djuhari, *Gendre dilengkapi 700 Soal* (Bandung: Yrama Widya, 2007), p.24

<sup>26</sup> Mark Anderson and Kathy Anderson, *Text Type in English*, p.26

thinking as well as their writing, and to be able to communicate thought and ideas clearly to the reader.

Based on the statement above, descriptive text has a purpose to describe a particular person, animals, places, and things that tells about characteristics and qualification. Then, it helps the reader to imagine what the text is about.

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

An effective descriptive text has a several significant characteristic which a reader may use as standard to guide his or her reading. The schematic structure of descriptive text consists of identification and description.<sup>27</sup> Identification mentions phenomenon to be describe, while the description describes the parts, the qualities, and the characteristics of what has been described.

In conclusion, the schematic structure is important to organize a good descriptive text. it can help to see the organization of description clearly. So, the reader can easy to get imagination of description.

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<sup>27</sup> Rudi Hartono, SS., M.Pd *Genre of Text English* (Department Faculty of Language, Semarang University.2005) p.7

The example of schematic structure of descriptive text:

### **My Best Friend**

I have a lot of friends. But my closest friend is Siti Ropikoh. } **Identification**

Siti ropikoh is my classmate. She is not tall or short. She is medium height. She is quite slim. She has dark, curly hair and brown eyes. Her skin is fairs. She is beautiful and elegant. She is energetic and sometime very funny. She behaves politely towards everybody. People frequently think she is an African of spring, but she is actually Javanese genuine. She comes from Jogjakarta, but she moved to Tangerang last year. She looks more beautiful when she is smiling. } **Description**

#### **4. Grammatical Features of Descriptive Text**

Descriptive text usually includes the following grammatical features:

1. Specific noun; example: school, mother, my doll
2. Simple present tense
3. Detail noun phrase
4. Adjective to describe the features of the subject
5. Relational process, using verb that can describe students condition, example: My husband is really handsome.

6. Figurative language; use metaphor to give illustration, example:  
her skin is white as cloud, and smooth a water.<sup>28</sup>

Based on those statements, it means that grammatical features of descriptive text consist of specific participant who describe it, use simple present tense, and also use attributive to identify it self.

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<sup>28</sup> Rudi Hartono, SS., M.Pd, *Genres of Text English*, (Department Faculty of Language, Semarang University.2005), p. 24-25