CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher discusses several theories that are the problems in this study. The discussion focuses on reading skill, teaching reading, teaching Cooperative Learning, the use Matching Card, and reading assessment for junior high school students.

A. Reading Skill for Junior High School Students

In the starting lesson, the main thing needed is the ability to read, because by reading can understand the content of the text. Reading is an essential thing that must be taught to students, especially when learning to understand texts. Without reading, anyone cannot know much information in books or other sources. Mubarok & Sofiana (2017) states reading functions as a means to understand written texts in order to obtain information, knowledge and messages both directly and indirectly. So, it is very necessary in the process of developing a much person reading ability, if you do not have the ability or desire to read then you will not be able to develop. Andini (2019) states that reading can increase students knowledge, and reading is one of the basic competencies in every subjects at school. By reading, students can learn new things and become more active in learning language.

By reading, students can understand exactly the content of the message conveyed from the entire content of the reading. However, in

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teaching of reading, there are still problems for students Khotimah (2016) stated the students are faced with various difficulties in reading skill, because it involves a lot of vocabulary, good speaking, and good comprehension of understanding the meaning of the text.

The process of teaching reading is a complicated. Therefore, competent teacher are needed in create innovations to solve students problems in process reading skill because teacher are the key to success in the learning process in choosing the right learning media (Akrim, 2018). The media can convey messages or ideas so that it can encourage students to carry out the learning process, one of which is by teaching while playing.

Based on this explanation, the researcher can conclude that teaching reading for junior high school students requires a creative strategy, one of which is by using appropriate strategies and media. Researcher assume that the purpose of learning is to process students reading skill when teacher can apply media and strategies in teaching reading.

B. Teaching Reading for Students

Teaching reading requires many activities to train students reading skill, one of them is the application used by the teacher. Rovikasari (2019) states that teacher must have many sources of knowledge about reading and create materials for students to hone their reading skill. If teacher

understand what actions need to be taken, then they can organize and teach students well.

In teaching students, teacher must be able to motivate students to process their reading skill in achieve learning goals. Widyasari (2021) states that teacher motivation can encourage students to be enthusiastic about on the process of their reading skill. So motivation is a force to carry out an activity in the context of learning, and teacher can motivate students in this case to process of students reading skill. Apart from that, teacher can provide good methods so that students understand and are active in learning to process reading skill.

From the explanation above, it can be concluded that reading activities require strategies to process of students reading learning abilities. The teacher role is also essential in motivating students to be more enthusiastic and actively involved in practicing reading skill.

C. Teaching Cooperative Learning for Junior High School

Cooperative Learning is a learning strategies that emphasizes the formation of students in a group to increase the productivity of students learning activities. Leonard (2021) states that Cooperative Learning provides opportunities for students to work together with peers to complete assignments given by the teacher to achieve learning goals. There are five steps in Cooperative Learning, including :

1. Convey goals and motivate students

In the initial learning activities, the teacher conveys the objectives of the learning material and motivates students to be enthusiastic about achieving the learning objectives by conveying the basic competencies to be achieved, namely that students can produce and communicate ideas through descriptive text.

2. Presentation of information

The teacher provides information to students to start Cooperative Learning by providing a little explanation regarding the learning method that will be used, namely Cooperative Learning by forming groups to complete the tasks given by the teacher. Apart from that, the teacher provides an explanation regarding the media that will be used, namely Matching Card, where students are asked to take a paper containing the name of the animal and its description and match the card according to their partner then start working on the task given by the teacher.

3. Form students study groups

The teacher asks students to form groups consisting of around 4-5 students to complete a task, then the teacher explains the rules for Matching Card. Each student has an important task (finding the appropriate pair of card; reading the descriptive text in the paper; recording new vocabulary words; creating a short descriptive text and presenting the results of the group discussion).

4. Guiding students study groups

The teacher guides and help students when they experience difficulties faced by students, such as new vocabulary that is unfamiliar to students and facilitates students work in groups using Matching Card so that learning objectives are achieved well.

5. Evaluation

Students present the results of group discussions, then the teacher evaluates students learning outcomes in groups. By correcting mistakes and providing important points as additional knowledge for students.

The results of the study that Cooperative Learning can process of students reading skill. Researcher took the Cooperative Learning because the teaching procedures given were easy to understand and attracted students to process of students reading skill.

D. The Use of Matching Card for Students

The use of learning media is very important for learning to run effectively. Learning media is a tool or physical means of conveying messages that is used to communicate learning objectives. Learning can use media such as Matching Card to the process of students reading skill. One of the most effective media used in on the process of students reading skill as seen through the Matching Card function is training students memory stimulation and students skill in randomly searching for pairs.

Matching Card are a type of visual media that is very interesting by providing images and game arrangements that are easy for students to understand. Tahan (2020) states that the use of Matching Card is an interesting learning game because it offers fun and trains English

communication skill. Apart from that, there are visual illustrations so that students do not get bored when carrying out learning activities and teacher can create interesting and enjoyable classroom conditions so that learning becomes effective and efficient. Matching Card are multidimensional because students are asked to combine or match images and text according to their pairs. Through Matching Card, students can express ideas and information that are grouped and arranged. Apart from that, the concept of explanation in-game learning media is very detailed and easy for students to understand. Students who understand what they read will be more motivated to read further. Collaboration between images and text will create a structured arrangement, this will make students understand the material being presented.

Based on the above statement, it can be concluded that the use of learning materials using Matching Card is a game media that can help students on the process of their learning because students can play and learn at the same time.

E. The Use of Matching Card to Teach Reading Skill for Students

During the learning activity, students will be led to read a descriptive text interspersed with Matching Card, so that students do not get bored and can easily understand the material presented. In this section, procedures for using card are carried out that are suitable for teaching reading skill cited by Maulana, Y. & Fitrawati, F. (2017). The following is the essence of the working :

1. The teacher inteprets the material described for the learning activities.

2. The teacher explains about the descriptive text and its generic structure.

3. The teacher introduces of Matching Card to the students.

4. The teacher explains the rules of Mathing Card to students.

5. The teacher asks all students to form groups to do game activities.

6. The teacher asks the students to play of Matching Card.

7. The teacher asks the students to read the sentences of Matching Card.

8. The teacher asks students to do the assignments that have been given

9. The teacher help the students to correct then students expression errors.

10. The teacher asks students to discuss the results of the group discussion.

In this study, the researcher also found a method of using Matching Card in learning, specifically using action research in the classroom. According from Jumainah et al (2023) state the use of teaching media can on the process of students knowledge and skill to practice communication in English.

From the above opinion, the researcher can conclude that the use of Matching Card can help students acquire new knowledge so that students do not feel bored in the process of receiving materials. And here's the teacher-provided precedure for using the Matching Card :

1. The teacher explain the stages and learning objectives.

2. The teacher starts the game by using Matching Card.

3. The teacher help the students to correct then students expression errors.

4. The teacher asks students to discuss the results of the group discussion.

Based on the results of the two media described above, the researcher uses the theory proposed by Maulana, Y. & Fitrawati, F. (2017) using the procedure of using Matching Card. This is because the explanation clearly to understand and it can also give students a good learning experience for academics to use it.

F. Reading Assessment for Students

Assessment is a dimension or quantity in the form of numbers or letters on the results of periodic assessments. The effectiveness of the learning process can be known through assessment. Based on Damaianti et al, (2020) states reading assessment is a tool for measuring the extent of students knowledge and skill obtained through reading, their interpretation, application and results obtained from learning abilities. Assessment can evaluate the potential for increasing students abilities in the reading process. Apart from that, the teacher role is important in assessment to determine the extent to which students understand the material that has been presented. So, the purpose of assessment is to measure and determine students learning performance during learning activities.

In this study, researcher focused on students reading skill by providing several texts. According to Brown (2001:307) the aim of this

research is to help students become reliable and good readers, starting from recognizing syllables, word classes (nouns, verbs, adjectives, etc.), and word rule patterns to develop reading skill and using learning media that makes it easier for students to understand the content of the reading and is fun. This evidence is taken through a topic during learning and needs to be reported and recorded.

To help with assessment, researcher use extensive reading strategies which involve gaining a general understanding of longer texts such as descriptive texts or essays, because extensive reading encourages students to enjoy reading.

Based on the explanation above, reading assessment is an important part of learning to measure the extent of students reading abilities. This assessment can help students evaluate what they have learned and in it there is an important role for the teacher to determine what strategies to use.