

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about previous study, Cooperative Learning, elements of cooperative learning, objectives of cooperative learning, organizing group of cooperative learning, cooperative learning in the classroom, the strengths and weaknesses of Cooperative learning, Two Stay Two Stray technique, advantages and disadvantages of two stay two stray, teaching procedures of two stay two stray, reading comprehension, level of reading, reading assessing, teaching reading, teaching of English at SMP level, text type, and descriptive text.

A. Previous Study.

In this chapter, some literatures related to study are reviewed as means to clarify the present study. There are some previous studies which having similar topic to the writers.

First of all, Purniati studied about “Improving Students’ Reading Comprehension in Recount Text through Two Stay Two Stray Technique”. She used classroom action research. From the result of the study which is conducted by the writer showed that the finding shows that the t-test calculation from the result of pre test in cycle I is 47,08, cycle II is 64,79, cycle III is 68,12. While, score of post test in cycle I is 57,29, cycle II is 78,33, cycle III is 84,79. It means that the use two stay two stray technique can improve students’ reading comprehension. After the researcher

implementing two stay two stray techniques to improve the students' reading comprehension for the students, the researcher found that there is significant improvement in reading comprehension. In addition, the scores of the students' reading comprehension improve significantly. It proves that two stay two stray techniques give the contribution achievement to the students in reading recount text.¹¹

It is difference with the study, because he conducted the research with using classroom action research, but this study this study conducting the research with using Quantitative experiment research which is to know the effect of Two Stay Two stray technique on reading comprehension.

Second, August Lewaherilla studied about Improving students reading comprehension through Two Stay Two Stray technique to the students of class VIII A of SMP YPPK Biak in the academic year 2010/2011 She used a Classroom Action Research. The result of the research showed that Two Stay Two Stray technique can improve students' reading competence. The improvement can also be seen from their result of post test. The averages of the scores increased to 64, 62 in post-test 1 and 72,788 in post – test 2. The students became more active and enthusiastic in learning process. They were brave to give opinion using English. Besides, the class became active and alive. It stimulates students to be responsible and active.¹² It is difference

¹¹Purniati, *Improving Students' Reading Comprehension in Recount Text Through Two Stay Two Stray Technique*, (A Classroom Action Research of the Eight Grade Students of SMP Muhammadiyah 05 Wonosegoro in the Academic Year of 2013/2014), *Thesis*, 2014. (<http://perpus.iainsalatiga.ac.id.pdf> accessed on 1st July 2015)

¹² August Lewaherilla, *Improving Students Reading Comprehension Through Two Stay Two Stray Technique* (A Classroom Action Research to the Students of Class VIII of SMP YPPK Biak in

with this study because he used classroom action research, but this study will use Quasi experimental research.

Third, the writer takes the previous study from NaningRistyHanifahEntitled“*The reading comprehension of report text of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 taught by using Two Stay Two Stray. She used an Experimental Research.* . The result of this research, it was found that of the reading comprehension of the eleventh grade students Two Stay Two Stray was sufficient. The mean is 59.15, and the standard deviation is of SMA Negeri 1 Mayong Jepara in academic year 2013/ 2014 before being taught. Meanwhile of the reading comprehension of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/ 2014 after being taught by Two Stay Two Stray was categorized good. The mean is 78.48 and standard deviation is 7.25. Moreover the calculation of t-observation (to) 12.55 was higher than t-table (tt) 2.04 in level of significance 5%. It means there is significance difference between the reading comprehension of the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/ before and after being taught by using Two Stay Two Stray.¹³

the Academic Year 2010/2011), Thesis, 2011.(<http://core.ac.uk/downloaded/pdf>. accessed 16th July 2015)

¹³NaningRistyHanifah, *The reading comprehension of report text of the the eleventh grade students of SMA Negeri 1 Mayong Jepara in academic year 2013/2014 taught by using Two Stay Two Stray.Thesis,2014.(<http://eprints.umk.ac.id/accessed>on 14^h July 2015)*

It is difference with this study because she conducted the research with experimental design. But this study to know the effect of two Stay two Stray on reading comprehension and this study used Quasi Experimental Design.

Fourth, the writer takes the previous study from Ching-Ying Pan and Hui-Yi Wu entitled” The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen”. The result of the study showed that Students receiving performed significantly better on English reading comprehension examinations than students who were taught using traditional lecture instruction. For different proficiency levels of groups, the medium- and low-proficiency groups benefited more in English reading comprehension from cooperative learning instruction than from traditional lecture instruction. Compared with traditional lecture instruction, it created a significantly positive promotion in the student learning motivation, particularly in liking, dedication, self-efficacy, and extrinsic motivation.¹⁴

It is difference with the study because they conducted the research with using quasi experimental with one way ANOOVA, but in this study will use quasi experimental. From the result of study above, the writer interest in continuing the study by using Two Stay Two Stray technique to the class.

Finally, the writer takes the previous study from DesrinaErlita entitled “ Improving Students’ Reading Comprehension of Recount Text Through Two Stay Two Stray Technique at Grade VIII of SMPN 2 TilatangKamangAgam”. She used classroom

¹⁴Ching-Ying Pan &Hui-Yi Wu, *The Cooperative Learning Effects on English Reading Comprehensionand Learning Motivation of EFL Freshmen*,vol.6, No.5, 2013,Published by Canadian Center of Science and Education.(www.ccsenet.org/journal.pdf accessed on 5th July 2015)

action research. Based on the analysis of the data collected from the tasks and tests, observation, field notes, interview it can be concluded:

(1) The implementation of TSTS technique better improves the students' reading Comprehension of recount text at grade VIII 1 of SMP N 2 TilatangKamangAgam in the first semester of 2012 2013 academic year (2) there are some factors that influence the changes of students' reading comprehension of recount text at grade VIII 1 SMP N 2 TilatangKamangAgam as follows: Teaching material, Classroom management, Interesting technique and Background knowledge of the students.¹⁵

It is different with this study because she conducted the research with classroom action research design and recount text, but this study use Quasi experimental design and descriptive text.

B. Cooperative Learning

1. The nature of Cooperative Learning

According to Johnson and Johnson, cooperative learning is that which involves students working together to accomplish common goals. According to Slavin, Cooperative Learning is a "humanistic" approach that encourages social interactions. Kagan maintains that cooperative learning methods have particular elements that include the "division of the whole class into small teams of three to five students each, who were positively interdependent upon one another by the

¹⁵DesrinaErlita, *Improving Students' Reading Comprehension of Recount Text Through Two Stay Two Stray Technique at Grade VIII of SMPN 2 TilatangKamangAgam*, Journal English Language Teaching (ELT) Volum 1, No.2, July, 2013.

systematic application of principles of reward or task structure.¹⁶ Cooperative Learning is a successful teaching strategy in which small teams, use a variety of learning activities to improve their understanding.¹⁷

Cooperative learning is method in which children work in small groups to help one another learn.¹⁸ Cooperative learning is a powerful approach to learning because it is both an effective pedagogy and a compelling philosophy and worldview, through teacher education programs. We can provide professional training that educates teachers both to effectively implement cooperative learning in their classrooms and to develop a more reflective consciousness about cooperation as an idea and value and its application to schools and society.¹⁹

Arends defines cooperative learning as a teaching approach in which students are encouraged and expected to complete the assigned tasks together, and they have to coordinate their efforts in order to accomplish the tasks. In addition, in a cooperative learning classroom, two or more students are interdependent to achieve the reward they will share if they succeed as a group. The students in each group are mixed in ability level, race, culture, and gender.²⁰

¹⁶Mary Ransdell, *Using Cooperative Learning in Elementary Science Classroom*, p.24.Pdf

¹⁷[http://edtech.kenresaw.edu/intech/ Cooperative learning,htm](http://edtech.kenresaw.edu/intech/Cooperative%20learning.htm),accessed on 3rd Maarch 2015

¹⁸Robert E Slavin,Cooperative learning Success for all,and Evidence- Based Reform in Education,p.151,2008.

¹⁹Elizabeth G. Cohen Caleste M Brody, Mara Shevin, *Teaching Cooperative Learning: The Challenge for Teacher Education*.p.47, 2004

²⁰Richard I .Arends, *Learning To Teach*, McGraw hill companies:New York 2008.

2. Elements of Cooperative Learning

According to the Johnson and Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

- a. **Positive interdependence**, team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
- b. **Individual accountability**. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
- c. **Face to face primitive interaction**. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
- d. **Appropriate use of collaborative skills**, students are encouraged and helped to develop and practice trust- building, leadership, decision- making, communication, and conflict management skills.

- e. **Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in *the* future.²¹

3. Objectives of Cooperative learning

There are some goals of cooperative learning, as follows:

- a. To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
- b. To provide teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g, content-based, foreign language classrooms; mainstreaming).
- c. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
- d. To provide opportunities for learners to develop successful learning and communication strategies.²²

4. Organizing Groups of cooperative learning

a. Base Groups

Base groups are long-term, heterogeneous cooperative learning groups with stable membership. Members' primary responsibilities are to (a) provide one another

²¹Richard M Felder and Rebecca Brent, *Cooperative Learning*,p.2,Department of Chemical Engineering.N,C,StateUniversity,Releigh,NC.

²² Jack R, and TheodoresR.*Approaches and Methods in Language Teaching*.p.193

with support, encouragement, and assistance in completing assignments; (b) hold one another accountable for striving to learn; and (c) ensure that all members are making good academic progress. Typically, cooperative base groups are heterogeneous in membership, especially in terms of achievement, motivation and task orientation. They meet regularly for the duration of the class.

b. Group size depend

1. Groups of 3-4 persons are better than larger groups.
2. Mixed ability groups are better than same ability groups.
3. Groups of one high-, two medium-, and one-low ability student is one of the better mixed-ability combinations.
4. Balanced for gender, or all male, or all female groups seem to encourage more interactions among members.
5. Friendship groups may be better with adolescents.
6. Need to make sure the group members understand what the group task is and how everyone is required to participate.
7. Need to check that positive interdependence has been established.
8. Members need to be trained in interpersonal and small-group skills.
9. Group members need to be given time at the end of the session to discuss group processes.²³

c. Forming a group

²³Robyn Gillies, and Michael Boyle, *Cooperative Learning: A Smart Pedagogy for Successful Learning*, The University of Queensland, 2003

The formation of groups is a key part of the teacher's role. There are three major ways to form groups in the classroom:

1. **Random selection.** This is useful at the beginning of a school year to help pupils to get to know each other. This can be done by numbering everyone in the class (1–4) and then asking all the 1s to form a group, 2s a group, and so on. With an uneven number, explain that any pupils left can be 'stars' for the day and can choose which group to work with. Ensure that each group comprises a maximum of five pupils.
2. **Pupil selection.** This can cause difficulties, reinforce social cliques in the class and result in 'off-task' behavior if pupils choose according to friendship.
3. **Teacher selection.** This is generally the best way of forming groups to ensure the greatest effectiveness of cooperative learning. The aim is to mix abilities, genders and skills, that is, achieve heterogeneous groupings.²⁴

5. Cooperative learning in the classroom

Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and those of others.

1. Provide a safe environment where pupils feel able to respond in groups or with the whole class, without fear of ridicule, i.e. 'No put downs!' This is the fundamental ethos of the classroom necessary for cooperative learning to take place.

²⁴Wendy Jolliffe, *Cooperative learning in the classroom putting it into practice*, Paul Chapman Publishing, London.p.72,2007

2. Random reporting to the class of the group's contribution, through the use of a structure such as 'numbered heads'. Here members of a group are given a number and then the teacher calls out a number when groups are ready to report, and that person has to speak for the group. Groups are not aware of which number will be called and therefore have to be sure that everyone is ready to respond.

3. Ask group members to explain their group's work to a member of another group.

4. Ask pupils to sign their work and include a code for 'completed' or 'best work' to foster a sense of pride in their own achievements.

5. Use of group marks where the individual scores are aggregated and these group marks are made public. This can still a sense of personal responsibility to do well to support the group score.²⁵

6. The strengths and weaknesses of cooperative learning

a. The strengths of cooperative learning

1. Positive interdependence.
2. The recognition of individual differences in response.
3. Students are involved in planning and classroom management.
4. Establishment of a warm and friendly relationship between students and teachers.
5. It has many opportunities to express the experience of pleasant emotions.

²⁵*Ibid.*p.80

b. The weakness of cooperative learning

Beside strengths, cooperative learning has some weaknesses, they are:

1. To make the students understand this method needs much time. So, the improvement of high-achievers hampered because of low achievers.
2. Because, there is not understood from the students, sometime the goal of this method is unsuccessful.
3. The application of this method is repeatedly in order to the understanding of students maximally.
4. Although this method based on the result of group work, but the teacher also must give individual assessment.
5. The students are not only taught to group work, but also how to build the self-confident.²⁶

7. Two Stay Two Stray technique

Cooperative learning type Two Stay Two Stray (TS- TS) developed by Spencer Kagan. This method can be applied all of the subjects and all of the ages of the students. *Two Stay-Two Stray* (TS-TS) is one of types of cooperative learning model. Difference to the other type of cooperative learning, the structure of *Two Stay-Two Stray* provides opportunities to submit work or information to the other groups. The sharing activities familiarize students to respect the each other opinions. Student can learn to express their opinions to others. Recognition of the other student opinion

²⁶<http://digilib.iain-tulungagung.ac.id>, accessed on 5th August 2015

can enhance self-confidence and motivate the students to express their ideas or opinions. Students feel their existence are trusted and valued because each member has very important role and task in the implementation of inter-group opinion sharing. These interactive situations occur because the group cannot solve the task sharing opinions without the good cooperation between group members.²⁷

Two Stay Two Stray (Kagan, 1992): This cooperative technique is useful for reviewing or sharing class projects or assignments. After a team of four members completes a project, two students on the team move to another team to review their project/assignment. The other two students stay behind and share their project with two visitors (a pair from another team). When the two who strayed return to their original team they share what they've learned on their visit to the other team.²⁸

Two stay two stray is the system of cooperative learning with the purpose students can cooperate, responsibility, solving the problem together, and help each other to get achievement. This method is also train the students to socialize well.²⁹ In this technique Two Stay Two Stray, two members of each cooperative group visit another group to share procedures near the beginning or middle of an activity, or finding near the end of an activity or session. The group member who stayed rejoins his or her original group to share what he or she learned from the visited group. Two

²⁷Dwi Sulisworo and FadiyahSurani, The Effect of Cooperative learning, Motivation and information Technology Literacy to Achievement, International urnal of Learning & Development,2014, vol.4,no.2.p.59.

²⁸ Melinda Rudibaugh from Spencer Kagan, *Cooperative Learning:Resources for Teachers*,San Juan Co Capistrano,CA: Resources for Teachers,1990.

²⁹Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*,Yogyakarta: Pustaka Belajar,p.207

members from each group moves to another group and explain his/her original group's explanation of the problem.³⁰

Two stay two stray in Spencer Kagan, the teacher asks the students to work in groups. Two students of each group leave their group and visit the other groups. The other two students stay in group and share the information with their guest. The guests return to their own groups and report their findings.³¹ Two stay two stray is one type of cooperative learning. In this technique students will learn in group and it give opportunity the group to share result and information to the others group.³²

8. The Advantages and Disadvantages of Two Stay Two Stray.

The advantages of Two Stay Two Stray are:

- a. it offers students the opportunity to learn by teaching
- b. Every group can share information with other group
- c. This technique can apply to all of lesson materials
- d. Students can train social relation to other student
- e. Improving good relation among the students.
- f. This technique to train respect in a problem

The disadvantages of Two Stay Two Stray are:

- a. take a long time
- b. students tend do not want to learn in a group

³⁰[http:// biochemnetwork.com](http://biochemnetwork.com) accessed on 15th November 2014

³¹[Eprints,uny.ac.id](http://eprints.uny.ac.id) accessed on 21st March 2015

³²<http://jurnal.unimed.ac.id/index.php/jelt/article/.accessed> on 4th August 2015

- c. for teachers, requires a lot of preparation
- d. Teachers tend to difficulties in classroom management.³³

9. Teaching Procedures of Two Stay Two Stray.

- a. Teacher divides the students into group that each group consists of four students. The group is formed a heterogeneous group. For example, a group consists of one of students with high-ability, two students with fair- ability, and one of students with low- ability. This is done, because Cooperative Learning type Two Stay Two Stray aims to provide opportunities to student mutual teaches (Peer Tutoring) and mutual support.
- b. The teacher gives material to each group to discuss together with the group.
- c. The students are working together in a group that consists of four students. In this case aims to provide opportunity to students that can be active in the thinking process.
- d. After finished, two of the students from each group leave their group to visit the other group.
- e. Two students who are stayed in group have duty to distribute the result of discussion and their information to the guest from other.
- f. Guest excused himself and returned to their own group and report their findings from other groups
- g. The groups match and discuss the results of their work.
- h. Each group presenting their work result.³⁴

³³<http://digilib.iain-tulungagung.ac.id>, accessed on 5th August 2015

C. Reading comprehension

1. The nature of reading

Reading is a purposeful and active process.³⁵ Reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”³⁶ Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message.³⁷ Reading comprehension was simply a combination of decoding and oral comprehension skills. That is, if readers could decode the words on a page, they would be able to monitor what was being read to themselves orally and understand what they were reading.³⁸

Reading comprehension is a multi component, complex process that involves many interactions between the reader and what s/he brings to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in the text, understanding of the types of texts).³⁹ According to Alyousef Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. While Grabe argues : reading can be seen as an active process of

³⁴Miftahul Huda, *Model Model pengajaran dan Pembelajaran*, p.207, Yogyakarta, Pustaka pelajar 2013

³⁵Cathy Healy, *Reading: What The Expert Say, The lowdown on the National Reading Panel*, pdf

³⁶BozenaKwaitkowska-white, *Understanding Reading Comprehension in High School Students*, p.3, pdf

³⁷www.lrdc.pitt.edu accessed on 27th March 2015

³⁸Frank Serafani, *Rethinking Reading Comprehension*, p.190, pdf.

³⁹www.ritorial.org accessed on 28th March 2015

comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.⁴⁰

Smith, Banton and Robinson state that reading comprehension is the understanding, evaluating, and utilizing of information gained through an interaction between the reader and the author. Further, Shepherd confirms that “reading comprehension is the ability of the student to think about the information presented by the author.” Reading is a mental process. According to Nuttal, it means that we can find out the writer’s message by reading their text.⁴¹

1. Level of Reading

Moreover, Hillerich classifies reading comprehension into three levels: (1) literal comprehension, (2) inferential comprehension, and (3) critical comprehension.⁴²

a. Literal

Literal comprehension level requires the reader to recall facts that are overtly stated in the text. For examples, it is to recall names, things, and areas.

b. Inferential

Then, the inferential comprehension level allows the reader to suggest relevant additional information based on the text confronted and personal experience.

⁴⁰*Theories of reading skills and kind of tests*, p.1,pdf

⁴¹TjahjaningTingastutiSurjoseno,*The Effects of One Strays the Rest Stray and Lockstep” Techniques on the Enhancement of Students’ Reading Achievements*.Vol.1.No.1,2011.

⁴²NurmanAntoni,*Exploring EFL Teachers’ Strategies in Teaching Reading Comprehension*.Vol.11,No.2,2010

It refers to understanding what an author meant and what was said, developing general conclusions, inferring main idea, sequencing, making judgment, predicting outcomes, etc.

c. Critical

At last, the critical comprehension level leads to the making of balanced judgments about the author's style and some other aspects of the text. It has to do with evaluating or making judgments in four major areas: central issues, support for those issue, language style, and logic used to arrive at conclusions.

In this study, the writer chooses literal and inferential level of comprehension because it is suitable with the students of the eighth grade.

2. Assessing reading

Assessment is very important to know the ability of students, and also measure their potential in study. To support this statement Cohen et al. describe the purposes of a test are several, for example to *diagnose* a student's strengths, weakness and difficulties, to measure *achievement*, to measure *aptitude* and *potential*, to identify *readiness* for a program.⁴³

There are four basic purposes of reading assessment. First, a teacher or coach use the assessment process to identify the good reader behaviors a student displays. Readers are not passive. They engage in a variety of activities as they construct meaning. Teachers and coaches must have an understanding of these

⁴³Cohen et al., *Research Method in Education (Sixt Edition)*, Ney York: Taylor & Francis e-Library: 2007.p.418

processes, so they are equipped to select valid evidence that documents good reading. Second, a teacher or coach must identify areas of weakness with regard to the good reader behaviors, in order to align instruction with student needs. If the teacher or coach recognizes which good reader behaviors are absent or weak, he or she can design and focus instruction to introduce or strengthen.

Third, teachers and coaches need to know how to determine whether a specific book is too difficult for a student. They also need to know how to determine a student's *reading level*—that is, the grade level at which a student can read in an acceptable fashion. Knowing a student's reading level allows us to choose appropriate reading material for the student to read on his or her own, as well as appropriate material for instruction. In addition, comparing a student's reading level with his or her chronological grade level can suggest the existence of a reading problem and how serious it may be. For example, a fifth grader who can only read second-grade material is probably experiencing quite a bit of difficulty in school. Last, teachers and coaches need to document evidence of progress on the part of the student. Unfortunately, much assessment compares the student to his or her peers. Often, for a student who is reading below the level of peers, this obscures any progress that the student may have made. A teacher or tutor needs to compare a student to him- or herself.⁴⁴

⁴⁴JoAnne Schudt Caldwell, *Reading Assessment*, The Guilford Press, New York, 2008, p. 15

On the other hand Pang et al in Putri Dian states there are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.⁴⁵

Davey assessed the contribution of passage, question and format type on reading performance. The question type variable were location of information and inference type, and the multiple choice format variables were things like stem length (stem is the first part of a multiple choice question, appearing before the optional choices)⁴⁶ Davey and Lasasso report an interesting study into item and reader variables which also suggests future directions for research. Selected response items (multiple choice questions) were easier than constructed response items.⁴⁷

In this study, the writer uses multiple-choice test to assess the student's score. The writer thinks that multiple-choice test can be constructed to measure most educational objectives; it is less difficult to construct a test fitting the table of specification by using multiple-choice questions than any other type of question.

⁴⁵*Ibid*

⁴⁶J.CharlesAnderson,*Assessingreading*,Cambridge University,2009.p.88

⁴⁷*Ibid* p.91

a. Reading Scoring Rubric

Indicator	Assessment		
	Technique	Instrument	Example
Students read descriptive text properly	Written test	Multiple choice (question and answer)	Answer the questions based on the descriptive text given!

Note:

Maximal score = 100

Result	=	$\frac{\text{Maximal score X correct answer}}{\text{Number of items}}$
	=	$\frac{100 \times 30}{30}$
	=	100

b. Aspect of scoring

In connection with the score of students test, the writer used the following table as scoring.⁴⁸

No.	Categories	Scoring
1	Excellent	85-100
2.	Good	70-84
3.	Enough	60-69
4	Less	50-59

⁴⁸Craig A. Mertler, *Designing Scoring Rubrics for Your Classroom, Practical Assessment, research & evaluation*, 7(25).2005 accessed July 8, 2015, p.4-5

3. Teaching Reading

In teaching reading, language teachers may develop a special technique to encourage the students to understand the text, to respond the information written in the texts, to be able to answer the questions related to the text, and finally to improve reading comprehension. As teacher of English as a foreign language, we are often tempted to teach reading in order to improve the students' mastery of English. To enable them to develop their reading skills, the teachers should know the rationale of the nature of reading and its implication is teaching techniques. They should also be able to employ certain techniques to improve the students' reading ability.⁴⁹

Classroom reading activities, therefore, should be handled in such a way that learners are able to improve their text based information processing as well as their knowledge- based information processing. The former concerns with the activities which can develop the learners' skill on the language, whereas the latter provides activities to improve the knowledge background which helps them understand the text.⁵⁰

4. Teaching of English at SMP level.

The students demanded to mastery some of the skills especially in reading. Many kinds of skills in reading that must be mastered such as read aloud, responding the meaning, and comprehending the meaning. Whole of the skills that

⁴⁹Endang Fauziati, *Teaching of English as a Foreign Language*, p.138

⁵⁰*Ibid*, p. 144

have been mentioned include in standard competence and basic competence. The materials must be related to the development of knowledge. *Kurikulum tingkat satuan pendidikan*(KTSP), generally, the teaching learning activity is developed based on some principles. The principles are:

1. *Berpusat pada potensi, perkembangan, kebutuhan, dan kepentingan peserta didik dan lingkungannya.* (Centering on the potency, development, necessity and the interest of students and their surrounding).
2. *Beragam dan terpadu* (varied and integrated).
3. *Tanggap terhadap perkembangan ilmu pengetahuan, teknologi, dan seni* (perceptive to the development of knowledge, technology and art).
4. *Relevan dengan kebutuhan kehidupan* (relevant to the life's need).
5. *Menyeluruh dan berkesinambungan* (comprehensive and continuity).
6. *Belajar sepanjang hayat* (long life learning)
7. *Seimbang antara kepentingan nasional dan kepentingan daerah* (balancing between the national and regional).⁵¹

D. Text –type

Text types represent groupings of texts which are similar in terms of co-occurrence of linguistic patterns. Biber found that the same genre can differ greatly in its linguistic characteristic. He also observed that different genres can be quite similar

⁵¹Hilda Karli and Oditha R. Hutabarat.*Implementasi KTSP Dalam Model- Model pembelajaran*, Bandung: Generasi Info Media, 2007, cetakan pertama.p.5

linguistically.⁵² The word genre contains multiple meaning, depending on the purpose for which one is using the concept. All literate people have genre knowledge of every day texts such as bills and brochure, of sacred texts such as Al- Qur'an and bible, and perhaps of pedagogical texts such as school essay. In highly literate society, there are literally hundreds of different types of written language. It has certain rules or form, so the reader will be able to identify a genre and to know what to look for within the text.

At the first glance, the definition of genre seems self explanatory. Genre is the word comes from the Greek genus, defined as “kind” or “sort “. The current definition, found in Webster’s new world dictionary via internet, defines the term as “kind or type”. In relation to composition, then, genre could simply be defined as a “kind of writing”.⁵³

Genre provides a means of understanding information more clearly by giving a general context for the topic. Thus, general information about the genre of an assignment can help students to understand what is expected of them. Genre has become a popular framework in analyzing the form and function of nonliterary discourse, such as the research article, as well as a tool in developing educational practices in fields such as composition studies, professional writing, linguistics, and

⁵²Brian Paltridge, Genre, Text Type, and the Language Classroom, English Language Teaching journal, Volume 50/3 jully 1996, Oxford University press.

⁵³ Genre, (online), (<http://www.Asian-efl-journal.com/conf.antieditorialphp>

English for specific purposes. In the other words, genre becomes a tool for education to use when helping students to understand and construct texts.⁵⁴

1. Descriptive Text

In this study, the writer takes the theory of description from Wishon and Burks. Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time- days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.⁵⁵ Description is a written English text in which the writer describes an object. It can be a person, an animal, a tree, or thing.⁵⁶ The structure of a descriptive text consists of:

1. Identification: identifies the person, places or thing to be described.
2. Description: describes parts, qualities and characteristics of the person, place or thing.

⁵⁴ZaitunQamariyah, *Reading Ability in Identifying Analytical and Hartatory Exposition Text Achieve by the Second Year Students of MAN Model Palangkaraya*, 2007,p.16.

⁵⁵ George E. Wishon and Julia M. Burks, *Let's Write English* Revised Edition, New York:American Book Company, 1980, p. 379.

⁵⁶SanggamSiahaan and KisnoShinoda, *Generic Text Structure*,Yogyakarta: Graha Ilmu, 2008

The language features of a descriptive text are using mostly simple present tense: and the use of adjectives to make an interesting, lively description. The following is the example of descriptive text.⁵⁷

The Muse Live Concert

It is the muse concert, live from senayan. Thousands of young people are now gathering to see the concert. They are ready to listen to the music. Now, their eyes are on the empty stage. A very big and bright lamp on the stage is on. It's beautiful.

One by one the group members are walking to the stage. Matt Bellamy is wearing a black T-shirt and black jeans. He has an oval face. Christ is behind him. He is wearing a red polo shirt and blue jeans. And Dominic is walking side by side with Christ. They are waving their hands and smiling. Everybody is shouting and calling their names. This is amazing.

⁵⁷ .Mukarto, and Sujatmiko, dkk, *English on Sky 2for Junior High School Book VIII*, Jakarta: Penerbit Erlangga, 2006, p.19