

**CHAPTER II**  
**READING COMPREHENSION BY USING SILENT CARD SHUFFLE**  
**STRATEGY (SCSS)**

**A. The Nature of Reading Comprehension**

**1. Definition of Reading Comprehension**

Reading is the most useful and important skill for people. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life which one can update his / her knowledge. By reading, the students will get much information and then the students can update their knowledge continuously. It is very useful for them in learning process.

Reading has been defined as the activity to recognized symbols and to comprehend their meaning. The readers could also defined reading as an activity skill based process of constructing meaning and gaining knowledge from oral, visual, and written text. Beside that, reading is much more than simply extracting the meaning from the text. Linse (2005: 69) stated that “reading is a set of skill that involves making sense and deriving meaning from the printed word, in order to read the students must be able to decode the printed word and also comprehend what the students read”. When the students read, they used their eyes and try to focus on the letters, written symbols such as capitalization and punctuation.

Reading is a process to get the point of text. According to Pang *et al* (2003:6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Then, according to Pang *et al* (2003: 14), comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. According to Woolley (2011: 15), reading comprehension is the process of making meaning from text. The goal,

therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Based on the explanation above, the researcher concludes that reading comprehension is a process of constructing information and knowledge from a text the readers. When the students are able to comprehend what the students read the student can get new information that will be useful for student academic life.

## **2. Types of Reading**

According to Patel and Jain (2008:117) there are four types of reading as follows :

### **a. Intensive Reading**

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information.

### **b. Extensive Reading**

Material for extensive reading will be selected at the lower level of difficulty than intensive reading. It happens because extensive reading has purpose to train the students reading directly and fluency. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

### **c. Reading Aloud**

Reading aloud is reading activity that must be given to the primary level because in this reading base of the words pronunciation.

### **d. Silent Reading**

Silent reading is very important skill in teaching English. This silent reading activity should increase the students' ability. Silent reading is done to get a lot of information.

Based on the explanation above, it can be concluded that in reading, there are several types of reading such as intensive, extensive reading, aloud reading, and silent reading. In this research, the type of reading which is used in this research is intensive reading and silent reading. The researcher use these types of reading because it is appropriate with the aspects of reading that want to be improved in this research.

### **3. Teaching Reading Comprehension**

In teaching reading, the teacher have a lot of text type to train the students to be good readers. In senior high school level, the text type can be more various, such as : recount, descriptive, explanatory, narrative and others. Here, the role of teacher is guide the students as well as possible to understand the reading material. In turn, it will benefit the students when they are able to understand the reading text. McIntyre *et al.*, (2011: 1) argued that teaching reading can help the students to open their mind. But teaching reading is not only asking the students to read a lot but also to guide them to comprehend the text.

In teaching reading comprehension, the teacher plays the important roles. The teacher should do some strategies or technique to improve students' reading comprehension. Moreillon (2007: 10) states that reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in text.

Teaching reading might not be a simple matter but by planning and choosing the right strategy, teachers can help their students to achieve comprehension. In reading classes, the teachers have to decide what the purpose in reading will be done. This is done so that students understand what to do in reading. Also, teacher should understand the students' need and what kinds of reading text that can stimuli them to engage within the class and become an active learner.

### **4. Aspects of Reading Comprehension**

As same as the other skill, in reading comprehension there are also some indicators that can be used to measure the students, comprehension.

According to King & Stanley cited in Juita *et al.*, (2014) point out some aspects of reading comprehension. These aspects are:

a. Finding Factual Information

Finding factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: readon, purpose, result, time, comprehension, etc in which of the answer can be found in the text.

b. Finding Main Idea

Each paragraph is organized in such a way that it has a main idea, which is often contained in the first sentence of paragraph. The rest of the paragraph support and develops this main idea. Sentence which usually contain the main idea are called topic sentences. The main idea is usually expressed as a complete thought and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

c. Finding the Meaning of Certain Word (vocabulary)

It means that the readers can develop their guessing ability to the word which is not familiar, by relating the close meaning of unfamiliar words to the context in the text. The words have nearly equivalent meaning when it has or nearly the same meaning as another word. Meanwhile the students are expected to be able from and understanding the meaning.

d. Identifying References

Reference is the relationship of one linguistic expression to anothers' characters and abilities, etc. reference in reading comprehension is the use of demonstrative pronoun in a reading text. Reference words are usually short and very frequently pronoun, such as it, we, they, she, he, this, etc. Recoqnizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage.

e. Identifying Inferences

Identifying inference is a skill where the reader has to be able to read between lines. In the last aspect, the students are asked to be able to find the message from the text and predict what may happen next. It relates on information from the text. These unable students to think critically to find any information and understand the text.

Based on the explanation above, the researcher used all the aspect of reading comprehension, they are finding factual information, finding main idea, finding the meaning of certain word (vocabulary), identifying references, and identifying inference.

## **B. Silent Card Shuffle Strategy**

### **1. Definition of Silent Card Shuffle Strategy**

The classroom activities can be varied in many ways, for example the teaching steps or techniques, the variation of learning media, the selection of learning activities, and the materials of the lesson. The teachers can also set up a learning strategy for their classrooms.

One of learning strategies which can be applied in the classroom is Silent Card Shuffle Strategy (SCSS). Frangenheim (2005: 6) suggested SCSS as a cooperative learning strategy to be used in the classroom. It is a cooperative strategy which involves many activities such as sequencing, classifying, matching, mapping or positioning information

Silent Card Shuffle Strategy (SCSS) employs the benefits of cards for the learning activities. Cards are a kind of media which are flexible and easy to create. Cards can be designed in many shapes and sizes adjusted with the needs and contents

According to Hornby (1995: 1095), shuffle is “to mix up a pack of cards before playing a card game”. Using Silent Card Shuffle Strategy (SCSS), the teacher designs some sets of cards and then distribute them to each group which consists of four or five students. All groups are given the same instruction about the learning procedures of the lesson. After

that, each group shuffles the cards and arranges them based on the teacher's instruction.

Silent Card Shuffle Strategy (SCSS), besides it employs the principles of multiple intelligences, it also applies Bloom's taxonomy of cognitive learning process. There are six major categories of Bloom's original taxonomy of cognitive domain of learning objectives including knowledge, comprehension, application, analysis, synthesis, and evaluation (Krathwohl: 2002). Those categories are structured based on the complexity and ordered from concrete to abstract.

## **2. The procedure of Silent Card Shuffle Strategy (SCSS)**

According to Frangenheim (2005), Silent Card Shuffle Strategy (SCSS) consists of five steps. The explanation about the steps is presented below.

### **1. Silent card classification**

In this step, the students are divided into some groups consisting of three or four students. However, the number of students in each group is adjusted with the number of students in the class. Here, the students are given a task and they need to classify the cards. In this step, the students are not allowed to talk to each other.

### **2. Justify and refine**

After the students have finished classifying the words according to the teacher's signal, they are allowed to discuss it with their group. They can talk and make changes to their work.

### **3. Circulate and observe**

One student will stay in the group and become the representative. The others should leave and go to other groups. The other students may ask questions or give opinions to the group representative, but no changes may occur.

### **4. Return and refine**

The students return to their group. Based on their observation, they decide whether there will be changes or not.

#### 5. Teacher debriefing

The teacher shows the correct classification of the words. Then the students do a self-correction to their answers and discuss it together. The teacher later debriefs. There are various ways of debriefing which can be selected by the teachers. The first way is by displaying the answers (the card order) directly in the board or slide presentation. The second way is by using questions and answer type direction. Many teachers choose the second way because they can use that situation to praise the students in justifying their answers or constructed meaning. The next activities can be conducted by doing silent card shuffle again or the teacher can design a different activity to reinforce what the students have learned before.

### **3. The Advantages Aand Disadvantages of Using Silent Card Shuffle Strategy (SCSS)**

Silent Card Shuffle Strategy (SCSS) has some benefits related to the teaching of reading. It builds the students' cognitive skills and provides opportunities for students to work on groups. This is in line with the principles in cooperative learning. Johnson, Johnson and Holubec (1990) in Smith and MacGregor (1992) stated that in cooperative learning, the development of interpersonal skills is as important as the learning itself. Built into cooperative learning work is regular "group processing," a "debriefing" time where students reflect on how they are doing in order to learn how to become more effective in group learning settings. Cooperative learning is a more generic in activities, but its principles are included in Silent Card Shuffle Strategy (SCSS).

Furthermore, this strategy also has some other advantages. It gives the time for students to think for themselves as the group arranges the cards silently. This will enhance the use of the students' cognitive skills. Next, it provides the opportunity for the students to make changes and

justify their changes. This will build the students' ability of judging and decision-making. This strategy also allows the time for the students to circulate, observe, and discuss the decisions of other groups. Through this stage, the students' kinesthetic skills are built.

Silent Card Shuffle Strategy (SCSS) employs the use of group work activities. Groupwork occurs when the teacher asks the students to work together in a group consists of two or more student (Killen, 2009). The teacher can create different activities for different learning aims which are done in groups. Group work has some advantages for the teaching and learning process. According to Killen (2009:188), group work gives some benefits as presented in the followings.

**a. Advantages of Silent Card Shuffle Strategy (SCSS)**

1. Group work can shift the students from being passive to be more active learners.
2. Group work encourages the students to be less reliant on the teacher and more reliant to their own ability.
3. Group work builds cooperation and respect among students.
4. Group work can be a fun and enjoyable way to learn. It can motivate students and increase their active participation in learning.
5. Group work gives the teacher a chance to circulate and check each student understanding.
6. Group work can improve the student's problem-solving skills and provide opportunities to assess the students' initiative, creativity, tolerance, and communication skills.

The teachers can create the more interesting learning activities by using group work activities which are included in Silent Card Shuffle Strategy (SCSS). If the activities designed by the teacher are well-planned, there will be a lot of positive effects obtained from the use of group work in the classroom activities.

**b. Disdvantages of Silent Card Shuffle Strategy (SCSS)**



According to Killen (2009:189) The students who just have enough vocabulary will be difficult to understand the given in a sentence. The students are also difficult to guess the meaning of unfamiliar words if the students do not have knowledge about parts of speech. The students are also difficult to guess the meaning of unfamiliar words, they will have difficulty matching sentences that match the picture.

To solve the problem above, the researcher provided a text that is suitable for students' understanding and ability. The researcher also will help and guide the students when using silent card shuffle strategy during the teaching and learning process in the class.

### **C. Definition of Descriptive Text**

Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.

The generic structure of a descriptive text are as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject. While the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings; (6) use of action verbs to describe the subject's behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

#### **D. Previous Studies**

The main strategy that was implemented in this research was Silent Card Shuffle Strategy (SCSS). The specific characteristic of this learning strategy is that it emphasizes the use of cards done in a group activity. There were many studies which used cards as the learning media in the teaching and learning process. Fajariyah (2012) conducted a study on the use of Time Line Cards (TLC) to improve the students' writing competence. Time Line Cards are cue cards with some pictures of activities to engage students in the stages of writing recount. The steps are rather similar with those in the Silent Card Shuffle Strategy (SCSS). Firstly, the students are grouped into four or five students. Then, they were given two piles of cards. Next, they classify the verbs (cards) into regular and irregular ones. After classifying the cards, they create sentences. In the last step, they are asked to create a simple recount text in groups followed by individual writing. The result shows that using the TLC as the media in the writing instruction can improve the students' writing competence.

Another study using cards as the learning media is conducted by Handayani (2012). She uses "Quartet", a card game to help the students review the material in a fun way. This aims to improve the fourth grade students' speaking skill. By using the cards, the students can use English spontaneously since the cards help them with the language function and the vocabulary. According to the study, playing quartet cards can help the students review the material through an enjoyable activity.