CHAPTER II
THEORETICAL REVIEW

A. Reading

1. Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking, writing and speaking. Reading is about understanding written text. According to Goodman in Leu (1987: 9), reading is a psycholinguistic guessing game which involves an interaction between though and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses (about meaning) which are right first time.

Finnochiaro (1974: 77) says that reading is getting meaning from printed or written material. Understanding a written text means extracting the required information from it is efficiently as possible. Another definition is quoted by Rumenthunt in Leu (1987: 9) reading is the process of understanding written language. It begins with a flutter of pattern on the retina and ends (when successful) with defined idea about the author in intended message. Process of understanding itself includes the interactive process between the reader, the text, and the writer’s idea to get some perceptions. Meaning is not only the mind of person doing the reading. It is the interactive between text being read and a reader existing knowledge.
So, when there are two readers that have the same texts, they may explain or interpret an identical text in different ways. They have different knowledge and expectations. In the other word, they have different reading skill.

Klein’s in Rahim (2008: 3) states that reading includes three aspect: 1) process, 2) strategy and 3) interaction. Reading is a process which means that the information and knowledge from the text that is obtained by the readers have the major participations in forming the meaning. Reading is a strategy which means effective readers use some reading strategies are used to construct the meaning. Reading needs interaction which means that the involvement of reader and the text is based on the context. Someone who likes reading useful text will have some purposes that want to be gotten. Text should be readable so will be interaction between the reader and the text.

Based on the definition above, the writer concludes that reading is the process of understanding and interpretation to get of the printed message or written text.

2. The Importance of Reading

Reading is very important aspect in the study and society. Because we know that there are many books, sciences, references which are written in English. So we have an interpretation if students’ lack of reading skill, they will get difficulties to understand all reference books that are written in English language.
For the student, reading is also something crucial and indispensable since the success of their study depends on the greater part on their ability to read. If their reading is poor, they are likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good reading ability, they will have a better chance to succeed their study. Actually, reading is important not only for supporting further study, but also for general life. For those who do not continue their study, but plan to look for jobs, reading is a key factor in determining employment opportunities. Because of that, hopefully they read as much as possible in their own time.

3. **The Aim of Reading**

According to Tarigan (2008: 9) there are some aims of reading:

a. Reading for detail of facts: the students read to get or know the invention that have been done by the writer or solve of the problems of the writer.

b. Reading for main idea: the students read the text to know “why is the topic good or interest, then the problems on the story and make summaries of the story.”

c. Reading for sequence or organization: the students read the text to know “what is happening in each part the story in every episode, and solve the problems of the story.”

d. Reading to classify: the students read the text to classify some information or actions of the writer in the text or paragraph.
e. Reading for inference: the students read in order to find out the conclusion from the action or ideas in the text.

f. Reading for comparison or contrast: the students read to compare the plot of the story or content whether having similarity with him or even contrast.

4. The Way of Reading

Through reading, students meet and become familiar with new grammar structures. At the same times they widen their vocabulary. According to Grellet (1984:4) the ways of the reading were as follows:

a. Skimming

Skimming is reading quickly by running one’s eyes over a text to get the gist of it. There are some activities in skimming. They compare values, find and compare events, select a little, draw inferences, decide the question, and create the little.

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They are finding new words for old, locating grammar features, finding a specified advertisement, comparing details, checking dates, shopping lists, making words sets, and newspaper headlines.

c. Extensive reading

Extensive reading is reading longer text, usually for one’s own pleasure. There are some activities in extensive reading. There are to
keep records and wall charts, make summaries, and indicate the
difficulty.

d. Intensive reading

Intensive reading is reading shorter text to extract specific
information. In intensive reading, there are some activities, for
example matching nouns and verbs, splitting sentences, combine
sentences, making summaries, recorder paragraph, filling the gaps,
complete tables and graphs, take sides, read and choose, select a
summary, compare version, identify facts, focus on form and style.

5. The Factors Influence Reading

According to Dawson and Bamman (1967: 221-223) the factors
that can influence in reading comprehension are:

a. Intelligence

The quality of comprehension is often related to ability of the students.
It means that the cleverest students can understand the idea more than
stupid one.

b. Experience

Many of teaching comprehension skill is concerned with providing
experience for the students through the book that they respond. The
students who are limited in experience will get difficulties than the
others who have more familiar material.

c. Mechanic of Reading

Students will comprehend the text more easily if they have mastered
all skills of word and wrong meaning. If they have learned to study the book properly, if they have read from the left to right on line print quickly by understanding the text, the comprehension is easier for them.

d. Interest and interest span

Actually, a person gives respond to book or references quickly if he or she will have purposed to reads and finally, he or she will be motivated to read.

e. Comprehension Skill

Like all reading skill, the ability to comprehend what we read develops gradually from simple to complex. The balance program should include direct teaching of technique.

6. The Activity in Teaching Reading

Teaching reading means teaching the students to read the passage and comprehend it well. For the students reading comprehension focused on developmental of dictionary and reference skill and sharpening of a critical reading and comprehension skills and even speed reading.

There are many steps of reading that could help the students in understanding the text. The teacher may use this step in giving the material about reading comprehension. The steps of reading comprehension include:

1. Pre-reading

The strategies used to help the students asses what prior knowledge.

Some example of pre-reading activities:
a. Predicting  
b. Skimming  
c. Reading title and section heading  
d. Identifying what prior knowledge one has one topics  
e. Learning importance vocabulary words.

2. While reading or during reading  
The strategies assist students in determining their level of comprehension by helping visualize, clarify areas that are still confusing, and begin making connection with the content.  
Some example of whilst reading or during reading activities:  
a. Re-reading  
b. Questioning  
c. Guessing what will happen next  
d. Asking question  
e. Answering question  
f. Constructing mental pictures  
g. Identifying unknown vocabularies  
h. Summarizing what has been read so far

3. Post-reading  
Post-reading strategies help students depend their understanding of the content, build further connection and expand their prior knowledge of the subject matter.  
Some example of post-reading strategies:
a. Re reading

b. Evaluating whether the purpose of reading has gotten

c. Confirming prediction

d. Summarizing

e. Retelling

f. Reflecting

g. Questioning

h. Thinking about how the material connect to one own life

(Tarigan, 1987, 45)

7. The Definition of Reading Comprehension

Reading comprehension is the process of understanding and constructing meaning from a piece of text. In comprehending a reading material, the most important thing that needs to be considered is the components of reading comprehension:

a. Decoding knowledge

The readers are used to determine the oral equivalent of written word.

b. Vocabulary knowledge

The knowledge about word meanings is used to determine the necessary word meanings from context. Vocabulary knowledge is important at all grade levels, but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactic knowledge
Syntactic knowledge includes understanding word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning and pronunciation of words.

d. Discourse knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structure organization of different types of writing.

e. Readiness aspect

Traditionally, reading readiness is the ability of a student to benefit from initial reading instruction. Recently, reading readiness has also included being ready to read and understand a particular selection.

f. Affective aspects

In reading, affective aspects of comprehension include a reader’s attitude and interest. These increase motivation and facilitate reading comprehension. (Leu and Kinzer, 1987: 30-38).

From all the definition above, it can be concluded that reading comprehension is a process of the mind to understand and comprehend the meaning of written or printed words or symbols.

8. Evaluation and Assessment

To measure meaning or comprehension abilities, teachers can ask questions about a passage that the students have read. The assessment is based on the levels of comprehension. To assess the students in their literal levels the teacher can ask identification questions such as who, what, when, where, how many. To assess the students’ interpretive level, the teacher can
ask explanatory questions, such as, how, and why. To assess the students’ critical level, the teacher can ask judgment or evaluation questions, whereas to assess the students’ creative level the teacher can ask the students to make an illustration.

Burns, et al. (1984:203) say that there are seven major types of questions which indicate their reading comprehension:

a. Main idea (ask the children to identify the central theme of the materials)
b. Detail (ask for bits of information conveyed by the material)
c. Vocabulary (ask for meaning of words used in the material)
d. Sequence (require knowledge of events in their order of occurrence)
e. Inference (ask for information that is implied but not directly stated in the material)
f. Evaluation (ask for judgment about the material)
g. Creative response (ask the students to go beyond the material and create new ideas based on the ideas they have read).

B. Narrative Text

1. The Definition of Narrative Text

The main focus in this research is narrative text. Anderson and Anderson (1997:8) define a narrative paragraph tells a story, either fiction or nonfiction, of an event or some events. Its purpose is to present a view of the world that entertains or informs readers or listeners. Narrative text is a text which tells something in purpose to amuse and entertain people, and
it contains a plot of conflict and resolution its ending.

2. The Generic Structure of Narrative Text

The steps for constructing a narrative text according to Mukarto (2007:123) in English on Sky 2, there were four generic structure of narrative. Those were as follows:

a. Orientation
   It is the scene, where and when the story happened, introduce the participant of the story; who and what is involved in the story.

b. Complication
   It tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c. Resolution
   It tells the solution of problem, either in happy ending or sad ending

d. Re-orientation
   This is a closing to the story and it is optional. It consist of a moral lesson, advisor teaching from the writer.

3. Narrative Text Types

There were many different types of narrative according to Anderson (1997:8).

a. Fantasy is fiction contains unrealistic or unworldly elements and magical adventure. Six basic motifs are covered: magic, secondary worlds, good versus evil, heroism, special character types, and fantastic objects.

b. Fable is a short allegorical narrative making a moral point,
traditionally by means of animal characters that speak and act like human beings. The example of fable in narrative text is as follows: Mousedeer and crocodile, The Ants and the Grasshopper, The smartest parrot, the story of monkey and crocodile.

c. Mystery is a narrative that involves a crime or intriguing problem around which the plot is built. The main character (sleuth) embarks on a search to reveal the hidden secrets to explain clue-based events, find the truth, and solve the problem. The focus is on the character and actions of the person solving the crime rather than on the criminal or victims of the crime. For example: A beautiful blue death, the holly thief.

d. Fairy tales is a fictitious story about things that happened long ago, or things that may not have really happened. The example of fairy tale in narrative text is as follows: Cinderella, Snow white, Pinocchio, Beauty and the beast, the story of Rapunzel.

e. Myth is a story that usually explains something about the world and involves gods and other superhuman beings. The examples of myth in narrative text are as follows: Baucis and Philemon, Medusa’s Head, Quetzalcoatl, Daedalus and Icarus.

f. Realistic fiction is a classification of literature containing stories that could happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer’s imagination. The example of realistic fiction is Trees of Crane, The
Two Thrones, Dancing in the Wings.

g. Folktales are a story with no known author. Folktales are passed down from one generation to another by word of mouth. The examples of folktales in narrative text are as follows: The Nightingale, The Seventh Sister, flow the Snake Got Poison, Ali Baba and the Forty Thieves.

h. Legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. The examples of legend in narrative text are as follows: Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu, The story of Toba Lake.

i. Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein, and a Space Odyssey by Arthur C. Clarke.

j. Poetry is a literature expressed in various, metrical forms, structures and arrangements that are traditionally characterized by rhythmical patterns of language. The example of poetry is The Canterbury Tales, the eve of St. Agnes, the epic of Gilgamesh.

k. Romance is a genre of fiction focused on romantic love. The example of romance is Romeo and Juliet, Beauty and the Beast.

Based on the types of narrative text above, this research used fable, fairy tale, romance, and legend that will be subtopic in the material.
C. Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning. Cooperative learning is chosen to be an alternative method to conduct class to be more active and make a good interaction between students. In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal.

According to Johnson and Smith (1991: 24) there are some definitions of cooperative learning:

a. “Cooperative learning is a generic term for various small group interactive instructional procedures. Students work to together an academic task in small groups to help themselves and their and their teammates learn together”.

b. “Cooperative leaning is a successful teaching strategy in which small teams, each with student of different level of ability, use a variety of learning activities to improve their understanding of a subject”.

So, cooperative learning it means collaborative learning essentially involves students have to do with social mediating activity and interaction with other, each member of a team is responsible not only for learning
what is taught but also for helping teammate learn.

2. **The Element of Cooperative Learning**

   Among the most widely used cooperative learning method are those develop and researched by David and Roger Johnson and their colleagues at the University of Minnesota (2010). Their method emphasized four elements:

   a. **Positive Interdependence**

       1) Each group member depends on each other to accomplish a shared goal or task. Without the help of one member the group is not able to reach the desired goal.

       2) Each group member's efforts are required and indispensable for group success.

       3) Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.

   b. **Face-to-Face Interaction**

       1) Promoting success of group members are by praising, encouraging, supporting, or assisting each other.

       2) Orally explaining how to solve problems.

       3) Teaching one's knowledge to other.

       4) Checking for understanding.

       5) Discussing concepts being learned.

       6) Connecting present with past learning.
c. Individual and Group Accountability

1) Each group member is held accountable for his or her work. Individual accountability helps to avoid members from “hitchhiking” on other group members’ accomplishment.

2) Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.

3) Giving an individual test to each student.

4) Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.

5) Observing each group and recording the frequency with which each member contributes to the group's work.

6) Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.

7) Having students teach what they learned to someone else.

d. Interpersonal and Small-Group Skill

1) Students must be taught effective means of working together and discussing how well their groups are working to achieve their goals.

2) Social skills must be taught such as leadership, decision-making, trust-building, communication, and conflict-management skills.

e. Group Processing

1) Group members discuss how well they are achieving their goals
and maintaining effective working relationships.

2) Describe what member actions are helpful and not helpful.

3) Make decisions about what behaviors to continue or change.

3. The Reason of Using Cooperative Learning

The assumptions that underlie the development of cooperative learning communities are straightforward:

a. The Synergy in cooperative setting generates motivation

The members of cooperative groups learn from one to another. Each learner has more helping hands than in structure that generates isolation. Students work in pairs and larger groups, tutor each other, and share rewards; there is greater mastery of material than with the common individual study cum recitation pattern. Also, the shared responsibility and interaction produce more positive feelings toward tasks and others, generates better inter group relations, and result in better self images for students with histories of poor achievement.

b. Interacting with one another produces as well as social complexity, creating more intellectual activity that increases learning when contrasted with solitary study.

c. Cooperation increases positive feelings toward one another, reducing alienation and loneliness, building relationships, and avoiding affirmative views of other people.

d. Cooperative increases self-esteem not only through increased learning but through the feeling of being respected and cared for by the others
in the environment.

e. Students can respond to experience in tasks requiring cooperation by increasing their capacity to work productively together. In other words, the more children are given the opportunity to work together, the better they get at it, which benefit their social skills.

(Joyce, 2003: 67)

4. The Types of Cooperative Learning

Here are some types of cooperative learning:

a. Jigsaw

Jigsaw was originally developed by Aronson (1978) as a means to promote positive race relation. The basic premise is that giving students the opportunity to share with others and to teach and be taught by their peers is essential in the life-long process of learning and socialization. Students are assigned in a group of four or five, it is heterogeneous team. Those students are assigned chapter, short books, or other material to read, usually social studies, biographies, or other expository material. This member has responsibilities to mastery the material then each team member is randomly assigned to become an “expert” on some aspect of the reading assignment. The expert group back to their team and discuss the material that got from the expert group. Scoring and team recognition based on the improvement are similar with STAD.

b. Think-Pair-Share
Think-pair-share developed by Prof. Frank Lyman of University of Maryland Howard Country Southern Teacher Education Center (Kagan, 1994). Think-pair-share serves as a simple yet powerful thinking skills structure. In this technique, a problem as supposed; students think alone about the question for a specified amount of time, and then from pairs to discuss the question with. During the share time, students are called upon to share the answer with the class as a whole.

c. Numbered Heads Together (NHT)
Numbered Heads Together (NHT) is basically a variant of group discussion, each student in a group had a number and the students know that only one student will be called on to represent the group. The discussion is the attempt of the students to share the information so that everyone knows the answer. That way they will receive a point no matter which number is called. The twist is having only one student represent the group but no informing the group in advance who its representative will be. That twist insures total involvement of all the students.

d. Student Teams Achievement Division (STAD)
In STAD, students are assigned to four member learning teams that mixed in performance level, gender, and ethnicity. The teacher presents the lesson, then the students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not cooperative with another.
e. Two Stay Two Stray (TSTS)

Two Stay Two Stray is one of cooperative learning in structural method; it is an approach of learning which arranged to affect interaction system the students and as alternative toward traditional class (Ibrahim, 2000: 112). Form class into small groups (4-5 students). The teacher gives reading text for each group and then gives them some questions. Have groups read the texts thoroughly, and give the groups a certain amount of time to go over the question together.

(Nurhadi, 2003: 63-66)

Here, the writer decides to combine the fourth of the type above because the fourth of them give more chance for students to participate actively in the classroom activity. It can improve students’ reading ability because a lot of practice is needed to improve reading comprehension.

5. The Advantages of Cooperative Learning

There are some a number of advantages of cooperative learning. Cooperative learning enhances students learning by:

a. Providing a share cognitive set of information between students.

b. Motivating students.

c. Ensuring that students construct their own knowledge.

d. Providing formative feedback.

e. Developing social and group skills necessary for success outside the classroom.

f. Promoting positive and socio economic group.
6. The Disadvantages of Cooperative Learning

Those are the disadvantages of cooperative learning:

a. The students will be crowded in the class because they work in groups.
b. Many students dislike if they are asked to work their friends.
c. The diligent students assume that they must learn more than the lazy students, in the country, the students who feel have the lack of ability feel inferior if they are placed in a group who are clever.
d. The diligent students also assume that their lazy friends just follow to the exertion.
e. The students must be adapting the characteristic with their teammates.

(Lie, 2008:28)

7. The Importance of Cooperative Learning

Cooperative learning adhere in the concept of more heads are better than one which is best seen in the group studying. But students can engage in cooperative learning even without forming a formal study group. Cooperative learning can be achieved even the grouping is just temporary and occur only during class hours.

Cooperative learning is important because this allow students to learn from each other. It encourages you and your classmates to discuss and come up with better findings or solution. One good advantage of cooperative learning is that it helps each member of the group to understand the issue thoroughly thus, the information about the topic is
retained better on our brain.

D. Two Stay Two Stray (TSTS)

In connecting to the fact those students’ problems in learning reading, the writer tried to carry out a research in teaching reading using a method, which is called Cooperative Learning type Two Stay Two Stray (TSTS). TSTS is very interesting learning strategy. In learning process using TSTS, the class is going to discuss with their group and the students also can build their responsibility, then the students more interest.

1. Definition of TSTS

Two Stay Two Stray is one of cooperative learning in structural method; it is an approach of learning which arranged to affect interaction system the students and as alternative toward traditional class (Ibrahim, 2000: 112). Form class into small groups (4-5 students). The teacher gives reading text for each group and then gives them some questions. Have groups read the texts thoroughly, and give the groups a certain amount of time to go over the question together. Tell the students in order to team to do well; everyone has to know the answer. Ask students to make sure that everyone in their group knows the answer and can explain them. Ask two students in each group to move in other group. The students that has move in other group explain the result of their work.

2. The Steps of Two Stay Two Stray (TSTS) in A Reading Class

The following are steps in using Two Stay Two Stray for teaching reading comprehension are quoted from Lie (2002: 62) there are some
steps of TSTS:

a. Make a group consist of four or five students
b. Teacher distribute the reading text for each group
c. Students collaborate in their group to discuss their reading text
d. After that, two students from each group will leave their group and move to another group
e. Two students who stay in their group explain the result of their work to their guests
f. The guests back to their group and report the result from the other group.
g. The group discusses about their work.

There is an expectation that everyone in the group will be able to answer the question following the discussion. Kagan (In Educational Leadership, Des ‘89) suggests there are many other ways of ensuring the teacher cues the students into the collaborative activity. The students work together. They quite laterally “Two Stay Two Stray” in order to solve the problem and also ensure that everyone in their group can answer the question.

The structure of TSTS is derived from the work of Spencer Kagan (In Educational Leadership, Des ‘89). There are a number of variations on the method, some very simple and others with a greater degree complexity. This structure can be used in conjunction with “Numbered Head Together” early in the development of the cooperative classroom.
3. The Advantages of TSTS

Every technique of teaching learning has advantages and disadvantages (In Educational Leadership, Des ‘89antages, Two Stay Two Stray also has both of them, according Barbara Tewksbury (2010), the advantages of TSTS are:

a. Students have the opportunity to teach themselves, instead of having material presented to them. The method fosters depth of understanding.
b. Each student has practice in self-teaching, which is the most valuable of all the skills we can help them learn.
c. Students have practice in peer teaching, which requires that they understand the material at a deeper level than students typically do when simply asked to produce on an exam.
d. Each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-group discussion. Each student develops an expertise and has something important to contribute.
e. Asking each group to discuss a follow-up question after individual presentations fosters real discussion.

4. The Disadvantages of TSTS

The disadvantages of TSTS are:
a. Individual students may be able to coast on others’ knowledge, but at least will experience their own lack of knowledge privately and may be prompted.

b. Activity is low risk due to group collaboration and collective answering.

c. Requires a lot of preparation in teaching (materials, manpower and funds).

(Kagan, 1989: 18)

Based on the explanation above, it can be stated that TSTS is one of the interesting method, because the students work together with their teammates and other groups. So, the students have to more be active in learning process.

5. Teaching Reading using TSTS

Reading is one of the important things in learning English. It supports the teaching and learning of the four language skills (listening, speaking, reading and writing). So, an English learner has to develop their comprehension to find information of knowledge from the reading text.

According to Ibrahim (2000: 112-127), Two Stay Two Stray is one of cooperative learning structural methods. In this case, the writer used TSTS method for teaching English especially in reading. Here, the students have to be more active in teaching learning process. TSTS method is suitable for heterogeneous class with need cooperative between the members of the groups.
E. Basic Assumption

Reading is very important in order to look for and getting information from books or texts. In reading, the students have to understand the idea, the context, and the meaning of the texts of passages. Many students who have difficulties in learning reading have bad habit and that is lazy to read the text. It is because the teacher gives them uninteresting technique which makes them bored. To avoid the students’ boredom in learning reading, the teacher can use TSTS technique to teach reading. The writer has a basic assumption that cooperative learning will become one of the most valuable tools educators have to develop students’ activeness especially in academic and in this case reading comprehension. So, the writer assumes that Two Stay Two Stray can give cheerfulness and comfortable situation for students.