CHAPTER II
THEORETICAL REVIEW

A. The Nature of Reading Comprehension

1. The Definition of Reading Comprehension

Reading is one of the important skills of learning for the students to improve their knowledge and get new information that can explore their competence. According to Nunan (1991: 70) reading is a dynamic process in which the text elements interact with other factor outside the text; in this case most particularly with the readers’ knowledge of experimental content of the text.

Reading is an active skill, not only studying words without understanding the meaning but also identifying the meaning of sentences and comprehending the context of the text (Grellet, 1988: 7). From the statements above, can be concluded that reading is a process to find the information and knowledge, and also to understand the messages or meaning by comprehending the text.

Nuttal defines reading comprehension just as it quoted in Anton (1995: 24) as follow, “Reading comprehension means reading comprehension lesson that have traditionally centered on a passage of the text followed by questions. Good question are the ones which help readers to contribute actively to the process of making sense of it, rather than expecting understanding just to happen.”
Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension doesn’t just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read (David Chard, 2008).

In conclusion, reading comprehension is the reader’s activity in order getting information and comprehends from printed text using eyes and brain to understand what the writer thinks in their written.

2. The Importance of Reading Comprehension

Reading is one of the important aspects that must be mastered by the student. From reading the student can get many information and knowledge. As we know there are many books, sciences, references which are written in English. If the students’ lack of reading comprehension, the students will get difficulties to understand all of reference books that are written by English language.

Ramelan (1990: 1) states that reading plays is very important part in our life. Through reading we can explore the world, countries that have never been visited before, and the minds and ideas of great people in the past, all of which will enrich our experience and knowledge and broaden our horizon. To a student, reading is also something crucial and indispensable since the success of their study depends for the greater part on his ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will
have difficulty to making progress. On the other hand, if he or she has god reading ability, they will have better chance to success in their study.

Reading habit is good for the students. As the students who study English lesson, reading is one of the important skills that must be mastered, because by reading the student can explore much information and knowledge. Besides that, it can give more vocabularies for the students.

3. The Aims of Reading

The aims of reading are to seek and acquire the information involving the contents of reading and understand the meaning of reading text. Tarigan (2008: 9) states that there are some aims of reading:

1. Reading for details fact.
   The students read to get or know the invention that have been done by the writer or solve of the problems of the writer.

2. Reading for main idea.
   The students read the text to know “why is the topic good or interest, than on the story and make summaries of the story”.

3. Reading is sequence or organization.
   The students read the text to know “what happening in each part the story in every episode, and solve of the problems of the story”.
4. Reading to classify.

The students read the text to classify some information or actions of the writer in the text or paragraph.

5. Reading for inference.

The students read in order to find out the conclusion from the action or ideas in the text.

6. Reading for comparison or construct.

The students read to compare the plot of the story or content whether having similarity with him or even construct.

4. The Major Components of Reading Comprehension

The components of reading will support the success of understand reading material and contributing an important way to read. Leu and Kinzer (1987: 30-38) states that there are six major components of reading comprehension:

a. Decoding knowledge

Knowledge is used to determine the oral equivalent of written word.

b. Vocabulary knowledge

Knowledge used to determine the appropriate meaning for a word in particular context.

c. Discourse knowledge
Discourse constitutes the knowledge of language organization at units beyond the single sentence level. It includes knowledge of structural organization of different type of writing.

d. Readiness aspect

Traditionally, it refers to the students’ ability to benefit from initial reading instruction. It also refers to the students’ a particular selection.

e. Affective aspect

Affective aspect is reading comprehension includes both attitude and interest. These increase motivation and facilitate reading comprehension.

f. Syntactic knowledge

Knowledge of the word-order rules used to determine the grammatical function and often the meaning and pronunciation of words.

The readers will comprehend the text perfectly if the readers understand what the writer means in the text. The major components of reading comprehension above are to support the readers to comprehend the text.

5. Principle for Teaching Reading

Designing interactive reading technique must be relied in the specific principles. According to Nunan (2003: 74) there are some principles that must be applied in teaching reading. Those are:
a. Exploit the reader background knowledge

Reader background knowledge can influence reading comprehension (Carrel and Connor in Nunan, 2003: 74). Background knowledge includes all of experiences that reader brings to a text. If the students are reading unfamiliar topic, teacher many need to begin the reading process by building up background knowledge (Nunan, 2003: 74).

b. Build a strong vocabulary base

Recent research emphasizes the importance of vocabulary to successful reading (Nunan, 2003: 74). It is easier for the reader of academic text to have high level of vocabularies to help them to understand the massage of the text (Levine and Reves in Nunan, 2003: 74).

c. Teach for comprehension

Monitoring comprehension is essential to successful reading. Part of those monitoring processes includes verifying that the predictions being made are correct and checking that the reader is making necessary adjustment when meaning is not obtained.

d. Work on increasing reading rate

One focus here is to teach students to reduce their dependence on dictionary skill such as scanning, skimming, predicting and identifying main ideas. Get student to approach reading in different ways rather than develop only student speed in reading.
e. Teach reading strategies
   It underscores the active role that student take in strategic reading.
   Teaching them now to do this could be a prime consideration in reading classroom (Anderson in Nunan, 2003: 76).

f. Encourage reader to transform strategies into classroom
   The goal for explicit strategy instruction is to move readers from conscious control of reading, strategies to unconscious use for reading skill.

g. Build assessment and evaluation into teaching
   It can be conducted in quantitative and qualitative assessment. Quantitative assessment will include information from reading comprehension test and qualitative assessment can include reading test survey (Brindley in Nunan, 2003: 77).

h. Strive for continuous improvement as a reading teacher
   The teacher should view themselves as facilitator in the classroom, helping the student discover what works best.

There are the other principles of learning to reading according to Sharpen in Simanjuntak (1998: 16):

a. The student must have purpose and motivation to learn.

b. Learning must have meaning for the learner.

c. A background experience and knowledge is necessary for learning.

d. The learner must be active in his learning.
e. Much learning by association.

f. Learning is more effective if the learner knows for what they are learning.

From those principles above, it can be stated that reading requires purpose and motivation. Teacher as a facilitator and guide the students in learning process for comprehend the reading.

6. Reading Comprehension Assessment

According to Brown (2004: 188), there are two such of skills representing the spectrum of possibilities for objective in the assessment of reading comprehension, namely macro and micro skills:

a. Macro Skills

1) Recognize the rhetorical forms of written discourse and their significance interpretation.

2) Recognize the communicative function of written text, according to form and purpose.

3) Infer the context that is not explicit by using background knowledge.

4) Infer link and connection between events, deduce, cause and effect, detect such relation as main idea, supporting idea new information, given information, generalization, and exemplification.

5) Distinguish between literal and implied meanings.
6) Detect cultural specific references and interpret them in a context of the appropriate culture schemata.

b. Micro Skills

1) Discriminate among the distinctive graphemes and orthography of English.

2) Process writing at an efficient rate of speed to suit the purpose.

3) Recognize a core of words and interpret word order pattern and their significance.

4) Recognize grammatical word classes (nouns, verbs, etc.), system (tenses, agreement), pattern, rules and elliptical forms.

5) Recognize that plural meaning may be expressed in different grammatical forms.

6) Recognize cohesive devices in written discourse and their role in signaling the relationship between among clauses.

The purpose of reading comprehension in this research is to find specific information in the text, so the macro skills and micro skills are evaluated in this research.

7. Types of Reading Comprehension Tests

According to Brown (2001: 308), there are some types of reading comprehension test as follows:

b. Choosing: the reader selects from alternative posed orally or writing.

c. Transferring: the reader summarizes what is read.

d. Answering: the reader answers the questions about the passage.

e. Condensing: the reader outlines or takes notes on a passage.

f. Extending: the reader provides an ending to a story.

g. Duplicating: the reader translates the message into the native language or copies it (beginning level, for very short passage only).

h. Modeling: the reader puts together a toy, for example after reading directions for assembly.

i. Conversing: the reader engages in a conversation that dedicates appropriate processing of information.

Out of the evaluations above, the researcher chose one of them to be instrument in this research of test. It means that the students would choose the best answer based on the questions about the passage. So, the researcher used an objective test in the form of multiple choices to collect the data.

8. Text Genres

Based on Hartono (2005) in Genres of Text, there were some types of reading text:

a. Descriptive text
Descriptive text is a text to describe a particular person, place, or thing.

b. Recount text

Recount text is a text to retell events for the purpose of informing or entertaining.

c. News items text

News items a text to inform readers, listener, viewers about even of the days which are considered newsworthy or important.

d. Procedure text

Procedure text is a text to describe how something is accomplished (completed) through a sequence of process, action, step, or describe how to do something.

e. Narrative text

Narrative text is a text amuses entertain and to deal with actual various experience in difference ways.

f. Report text

Report text is a text to describe the way thing is with the reference to a range of natural, manufactured, and social phenomenon in our environment.

g. Analytical exposition text

Analytical exposition is a text to share with others an account of an unusual of amusing incident.

h. Anecdote text
Anecdote text is a text to share with others an account of an unusual or amusing incident.

i. Hortatory exposition text

Hortatory exposition text is a text to persuade the readers or listener that something should not be the case.

j. Explanation text

Explanation text is a text to explain the process involved in the information on working of natural or socio cultural phenomenon.

k. Discussion text

Discussion text is a text to present (at least) two point of view about an issue.

l. Review text

Review text is a text to comment and artwork, event for public audience. Such work of includes movies, TV, books, plays, operas, recording, exhibition, concert, and ballets.

In this research, narrative text was used to teach and figure out the students’ reading comprehension ability. The researcher chose narrative text because based on syllabus narrative is a type of text which often discussed.
B. Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative learning is a model of teaching with a set of common attributes and features. It has several variations. The following are its essential features: students work in teams to master academic materials, teams are made high, average, and low achievers, and are racially and gender are mixed, reward systems are group-oriented rather than individually oriented (Arends, 2008).

Kagan (2010) defines cooperative learning as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Robert E. Slavin (1990:89) states there are many quite different forms of cooperative learning, but all of them involve having students work in a small groups or teams to help one another learn academic material. One of cooperative learning methods that are best developed and researched is student teams learning. Three concepts are central to all student team learning methods: teams rewards, individual accountability, and equal opportunities for success. Teams
earn certificates or reward if they achieve above a designated criterion. Individual accountability means that team’s success depends on the individual learning of all team members. This focuses the activity of the team members on explaining concepts to one another and making sure that everyone on the team is ready for the test or assessment that they will take without teammate help. Equal opportunities for success mean that students contribute to their teams by improving their own best performance.

There are some definitions of cooperative learning according to Johnson and Smith (1991: 24). First, 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 teammates learn together. Second, cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

So, cooperative learning means that collaborative learning and interaction with each other. Each member of a team is responsible not only for learning what is taught but also for helping teammate learn.

2. The Elements of Cooperative Learning

Among the most widely used cooperative learning methods are those developing by David W. Johnson, Roger T. Johnson, and
Edythe Johnson Holubec. Their method emphasized five basic elements of cooperative learning:

a. Positive Interdependence

Positive interdependence means that the success of the group is very dependent on the efforts of each member. To create an effective working group, the tasks need to be arranged to make each member of the group finish their work by themselves in order to achieve their goals.

b. Face to Face Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates. Teachers structure the groups so that students sit knee-to-knee and talk through each aspect of the assignment.

c. Individual and Group Accountability

The group's success is determined by the efforts of every member of the group. If they want to be the best group, the members should be responsible for learning seriously and trying to get the best score. Each student's performance is assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member to give the answer.
d. Interpersonal and Small Group Skill

Groups cannot function effectively if students do not have and use the needed social skills. Generally, not every student is good at communicating. Therefore, it is important for teachers to train students the ways of communicating. For example the way to express an idea, refute the opinions of friends and respond to the friend’s opinions. Groups cannot function effectively if students do not have and use the needed social skills. Collaborative skills are needed, such as leadership, decision-making, trust-building, communication, and conflict-management skills.

e. Group Processing

The evaluation process of the group means that students in one group evaluate the learning of the groups together. Format of the evaluation can be varied, depending on the level of education of its students. Things that need to be evaluated for example, cooperation, participation of each member of the group, communication between members, and so on. This is very important, because with any evaluation process, each member of the group is pushed to increase the effectiveness of group cooperation.

3. The Procedure of Cooperative Learning

The procedures of cooperative learning according to Rusman (2010: 212-213) consist of four stages, those were as follows:
a. Explanation of Learning Material.

This stage is the stage of delivering the basic knowledge of the learning material before the students learn in groups. The purpose of this step is to make the student understand the learning material.

b. Learning in groups.

This step is done after the teacher gives a description of the material, students work in groups which have been formed before.

c. Assessment.

The assessment in cooperative learning can be done through tests or quizzes individually or in group. The individual test will provide assessment of each student’s ability, while the group will give an assessment on the ability of his group.

d. The Team Recognition.

The team recognition is the judgment to get the most prominent or the most high achieving team, and then they will received an reward, in hopes can motivate the team to keep doing better again.

4. Various Models of Cooperative Learning

There are some variations in the types of cooperative learning models developed by educational experts and practitioners, especially by the experts of Student Team Learning at Johns Hopkins University in Robert E. Slavin (2008: 11), such of Students Teams Achievement Division (STAD), Team Games Tournament (TGT), Jigsaw,
Cooperative Integrated Reading and Composition (CIRC), and Team Assisted Individualization (TAI).

First, Student Teams Achievements Division (STAD) is one of the simple teaching techniques of cooperative learning and is the best model for the teacher who just tries to use cooperative approach. This technique involves small groups which has four until five heterogeneous students for each group members. Begin with the delivery of learning objectives, material delivery, group activities, quiz, and group recognition.

Second, TGT cooperative learning is one type or model of cooperative learning are easy to implement and contains elements of the game and reinforcement. Learning activities with games designed in the TGT model of cooperative learning allows students to learn more relaxed in addition foster responsibility, teamwork, healthy competition and learning engagement.

Third, Jigsaw was originally design by Elliot Aronson and his colleagues (1978). The adaptation form of simpler and easier Jigsaw is Jigsaw II (Robert E. Slavin, 2008). Basically, in this model the teacher split large units of information into smaller components. Each member is responsible to mastered each component or sub-topics assigned by the teacher, as well as possible. Students from each group who is responsible on the same subtopic with another then make a group again that consisting of two or three people.
Forth, Cooperative integrated reading and composition (Robert E. Slavin, 2008: 200) is a comprehensive reading and writing program that includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities.

The last, Team Assisted Individualization is a cooperative learning technique developed at Johns Hopkins University by a team led by Bob Slavin and Nancy Madden. The students are divided into teams of four or five with different levels of ability. After a teacher has taught a lesson, teammates help each other complete exercises. Students are given exercises at a level determined by their score in an initial test. Students are then tested individually. Teams earn recognition by way of awards for their overall performance. (Robert E. Slavin, 2008: 189)

C. Team Assisted Individualization

1. Definition of Team Assisted Individualization

Gary (1996:446) says that Team Assisted Individualization is the activities started from students are given diagnostic text or exercise by students monitor to determine placement in materials, student work assigned unit at their own pace, then teammates check text against answer and students monitor give quizzes are averaged and number of units completed are completed by monitor to create team score. This technique is developed by Slavin.
According to Slavin (2008: 186), learning is designed to help overcome the learning difficulties faced by individuals, and then be brought into the group. Within the group, the individual can learn and solve problems or questions that have been given by the teacher with friends in their group. Cooperative learning model type Team Assisted Individualization is a learning that focuses on the process of group learning, where students work in cooperative learning teams to help each other in solving the problems and encourage each other to go forward (Slavin, 2008: 189).

Team Assisted Individualization combines cooperative and individual learning. Team assisted individualization is designed to cover the students’ difficulties in learning. The characteristic of team assisted individualization is the students must learn about the material given by the teacher. The results are collected to their own groups to be discussed again between all the members and the members must responsible to all the answer from the members.

By the combination of cooperative and individual learning, it can be obtained two advantages at once in Team Assisted Individualization. First, the advantages of cooperative learning, that the cooperative learning is an effort to empower peers, improving the interaction among students, as well as bring a mutual beneficial relationship among students. Students in the group will learn to hear ideas of others, discuss agree or disagree, offer, or receive
constructive criticism, and students do not feel overwhelmed when their work result is incorrect. Students work in groups to help each other to master the teaching materials. Second, the advantage of individual learning, that individual learning is educate students to learn independently, not only receive lessons from a teacher. Through this individualized learning, students will be able to explore their own knowledge and experience to learn the subject matter, so the students will have a meaningful learning.

2. The Components of Team Assisted Individualization

Team Assisted Individualization has eight components (Slavin, 2008: 195-200). The eight are as follows:

a. Teams, namely the formation of a heterogeneous group consisting of 4-5 students.

b. Placement test, by giving a pre-test to students or look at the average score of students so the teachers know the weaknesses of students in a particular field.

c. Curriculum materials, the students work individually on curriculum materials.

d. Team study, are the stages of learning actions that will be implemented by the teachers and the group of students who need a help.

e. Team scores and teams recognition, is a scoring or appreciation of the group’s work in completing the task.
f. Teaching group is giving a learning material briefly from the teacher before giving the task.

g. Fact test is a small test execution based on facts obtained by the student.

h. Whole-class units, is giving a learning material by the teacher at the end of learning process with problem-solving strategies.

3. The Procedures of Team Assisted Individualization

Cooperative learning model type Team Assisted Individualization is done in a series of actions in one cycle. Widyantini (2006: 12) explains that this type of learning can be done through the following procedures:

a. Teachers gave assignments to students to study the learning materials before pre-test

b. The teacher gave a quiz individually to students to get a base score or initial score. (pre-test)

c. Teacher explains the material about narrative text.

d. The teacher divides students into groups based on initial score. Each group consists of 4-5 students with different abilities. If it is possible, the members of the group come from different races, cultures, ethnic and gender.

e. The teacher gave first task for group, each member of group should doing the task. In the group discussions, each member of
each group should check the answers of their friends in their group.

f. After the first task done, each group shows their success by collect their first task.

g. Teacher gave second task. It is an individual quiz, each students should doing this task to determine the success of the group.

h. The teacher gave an award to the group based on the acquisition score of the increase in individual learning outcomes from the initial score to the next score of the quiz (post-test).

i. Teacher gives review of the material in the end of teaching.

**Figure 1**

Scheme of Implementing Team Assisted Individualization in Reading Class

- Give pre-test.
- Explain the material.
- Divided the students into some heterogeneous group.
  - Give first assignment;
    - Students read and discussing the content of text in group.
    - Doing the task.
  - Doing the task.
- Give reward for group winner.
- Give second assignment;
  - Students read and comprehend the text, then answering the individual quiz.
- Give review of the material.
4. Establishment and Team Recognition on Team Assisted Individualization

Cooperative learning type Team Assisted Individualization is identical to the heterogeneous division of the groups. This group is focused on the differences based on the level of academic distinction. The group differences meant that the students are complementary deficiencies of each individual. Students who have a good academic level are expected to provide information for students who have low academic level.

The assessment consists of individual and team scores. Students will earn points if the progress of the quiz scores (post-test) is excess the initial score (pre-test) obtained previously at the beginning of each cycle for each individual.

According to Robert E. Slavin (2008), teachers give awards to a group based on the increasing score of learning results from the basic score (early) to the score of a quiz after the students work in groups. Ways of determining the score of the award to the group described as follows:

a. Determines the basic score of each student. The basic score can be either score of pre-test or use the score of previous examination.

b. Determine the score of the quiz that has been implemented after the students work in groups, for example, the score of the quiz I,
quiz II, or the average score of quiz I and II quiz to every student that we refer to the score of the current quiz.

c. Determines the score of an increase in the learning results based on the difference in the score of the current quiz and basic score of each student using the following criteria:

<table>
<thead>
<tr>
<th>Quiz Score</th>
<th>Progress Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 10 point below starting score</td>
<td>5</td>
</tr>
<tr>
<td>10 – 1 point under starting score</td>
<td>10</td>
</tr>
<tr>
<td>Starting score until 10 point above starting score</td>
<td>20</td>
</tr>
<tr>
<td>More than 10 point above starting score</td>
<td>30</td>
</tr>
<tr>
<td>Perfect answer sheet score (not based on starting score)</td>
<td>30</td>
</tr>
</tbody>
</table>

(Source: Slavin, 2009: 159)

Group Awards are given based on the average score of the improvements obtained by each group by giving a predicate of enough, good, very good, and perfect.

The criteria for the status of the Group:

a. Enough, when the average score of an increase in Group <15.

b. Good, when the average score of the increase in the group between 15 to <20.

c. Very good, when the average score of the increase in the group between 20 to <25.

d. Perfect, when the average score of an increase in group ≥25.
5. The Advantages and Disadvantages of Team Assisted Individualization

Each type of learning has some advantages and disadvantages.

There are some the advantages of TAI were as follow:

a. Students who have high academic ability are responsible to assist students who have low academic ability in his group. Thus, students who have high academic ability can develop their abilities and skills.

b. Students who have low academic ability will be assisted in understanding the learning material.

c. Students are not only expecting help from teachers, but students are also motivated to learn quickly and accurately on the whole learning material.

d. Teachers at least only use half of teaching time so it will be easier in the provision of individual assistance.

Besides some of the advantages above, there are some disadvantages of the TAI, which is as follows:

a. Students who have low academic ability will indirectly depend on students who have high academic ability.

b. Some of the members of the group are passive and do not want to try to be active, they just rely on their friends in group.

c. If the classroom management that is done by the teacher is not good, the learning process is also not going well.
D. Basic Assumption

The learning process in the classroom is a very important effort to help students in achieving the learning goals maximally. Based on the background of the problem, known that learning activity in 2nd grade of IPA 1 students’ of SMA Bruderan Purwokerto are still low. The students are still low in reading comprehension. They were many factors causing the students low in reading comprehension. Such as, the teacher used conventional strategy in learning process. Teacher often play an active role in the classroom when delivering the learning material, this condition makes the students become passive and less enthusiastic in the learning process. It made the student felt bored in reading class because the students only sit and listen to the teacher explanation and they had to doing exercises. Secondly, the students have lack vocabulary and most of the students also found difficulties to understanding the messages and new information in the text.

Responding to this situation, one of the efforts used in the learning is by developing learning which emphasizes on the social interaction of students in the classroom. Cooperative learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. The students are having work together to help each other group members learns new of the text to receive the goal.
Team Assisted Individualization method is a method which make a small group heterogeneous group in class. Heterogeneous group is a group that consist of three students' academic level, there are high, medium, and low in academic accomplishment. The class will be divided into same group, each group consist of 4 to 5 students that have different level ability. Team Assisted Individualization is one of the active and interactive cooperative learning because it involves all students to take an active role in the form of group. This learning model combines the advantages of cooperative learning and individual learning which is designed to overcome the student's learning difficulties, individually. This learning model is implementing peer guidance, where the students with high academic capability are responsible for the low academic capability. Learning is based on group collaboration, in which each individual have the same responsibilities to achieve group's goals. The group discussion will create an educational interaction where the students are actively involved in exchange their ideas, held a discussion, and work together to help each other in solving the problems to achieve their success. After the implementation of cooperative learning models type Team Assisted Individualization, the student’s learning activity in reading activity is expected to increase.
E. Hypothesis

Based on the basic assumption above, the research hypothesis is Team Assisted Individualization is able to improve students reading comprehension of 2nd grade of IPA 1 students in SMA Bruderan Purwokerto in academic year 2015/2016.