CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

A. Theoretical Review

A scientific study should be undertaken on the basis of some relevant theoretical review and also empirical findings. To support this present investigation, the writer thinks that it is very important to review some theoretical points of view as well as review evidences. The present study is conducted on the ground of the following theoretical review: (1) reading comprehension, (2) type of reading, (3) component of reading, (5) think pair share technique, (6) assessing Reading Comprehension.

1. The Definition of Reading Comprehension

Reading comprehension is a process of understanding and constructing meaning from a text. The term of reading comprehension is sometimes used to refer to the process of deriving meaning and reasoning process from connected reading materials. Reading comprehension skill is one of important things that must be learned or understood by the readers. Tarigan (2008:58) defines that reading comprehension is kind of reading activity that aims understand literary standards, critical review, printed drama, patterns of fiction.

Haris and Sipay (1980: 179) Reading comprehension is a set of generalized knowledge acquisition skills, which permits people to acquire and exhibit information gained as consequence of reading printed language. We know that reading comprehension is the ability of someone to know or to master about a text and important in the new knowledge.
From that statement it can be concluded that reading is important things in teaching learning especially for the students. The learning process without reading is impossible.

2. The Aims of Reading Comprehension

The one of reading process is to get knowledge. Learners should be able to make themselves understand the text. They should try to avoid confusion when they read the text. Basically, according to cahyani (2007: 99-100) there are seven important goals of reading, namely:

a. Reading for detail facts

Reading activities aimed to know the discoveries that have been done by character or to solve the problems created by him.

b. Reading for main ideas

Reading activities aimed to find what the main topic of reading passage is.

c. Reading for sequence or organization

Reading activities aimed to know the sequence of event or story that happens in the text.

d. Reading for inference

Reading activities aimed to conclude the contents contained in the reading passage

e. Reading for classify

Reading activities aimed to classify the story in text

f. Reading to evaluate

Reading activities aimed to evaluate the contents of the text.
g. Reading to compare or contrast

Reading activities aimed to compare between phenomenon on the text and real life.

B. The Importance of Reading skill

Reading is one off skill to reach a successful studying english. Students who only confine in what their teacher gives in the class without having an effort to read much reference will not pass in the time and success. More reading means more knowledge.

Widyanto (1995: 62) states that there are five points in the importance of reading of way to successful study. They are:

1. Reading is the most full learning source.
2. Reading is the cheapest learning source.
3. Reading is the most speed learning resource.
4. Reading is the most speed learning resource.
5. Be yuo to date.

C. The Advantages and Disadvantages of Cooperative Learning

Cooperative learning is the instruction that involves students working in teams to accomplish a common goal.

a. The Advantages of Cooperative Learning

Cooperative learning enhances students learning by:

1. Providing a shared cognitive set of information between students.
2. Motivation students
3. Ensuring that students construct their own knowledge.
4. Providing formative feedback.
5. Developing social and group skills necessary for success outside the classroom.
6. Promoting positive and socio economic groups.

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b. The Disadvantages of Cooperative Learning

Lie (2002: 28) said that there are some disadvantages in using cooperative learning method:

1. The students will be crowded in the class because they work in groups.
2. Many students dislike if they are asked to work their friends.
3. The diligent students assume that they must learn more than the lazy students, in the contrary, the students who feel have the lack of ability fell inferior they are placed in a group who are clever.
4. The diligent students also assume the their lazy friends just follow to the exertion the students must be adapting the characteristics with their teammates.

D. Think-Pair-Share

Think pair share is a cooperative learning discussion. It is simple technique but very useful which developed by Frank Lyman of the University of Maryland.

Think pair share has grown out of the cooperative learning developed by Frank Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other (Arends, 2009:370).
This is a simple and quick technique; the instructor develops and poses question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. “Pair” and “Share” components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class (Mandal, 2009:98).

Furthermore, according to Himmele (2000:32) states that think pair share is a powerful tool, it is only as powerful as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various points of view or the components that are inherent in your standard target. Ask questions that require students to explain how these components fit together or affect one another.

Arends (2009:370-371) states that think pair share has grown out of the cooperative learning developed by Frank Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. Suppose a teacher has just completed a short presentation or students have read an assignment or a puzzling situation the teacher has described. The teacher now wants students to consider more fully what she has explained. She chooses to use think pair share strategy rather than whole-group question and answer. Think pair share has some steps should be followed by the teacher such as:
Step 1 : Thinking, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 : Pairing, next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.

Step 3 : Sharing, in the final step, the teachers asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or half of the pairs have had a chance to report.

This technique gives the students to work individually and make interaction in pair, then share their ideas or opinions in the whole of classroom. The following steps of applying the technique are:

1. The teacher divides the students into groups. Each group consists of four students who has to heterogenic in term academic ability. Its means consist medium student's ability and low student's ability.
2. The teacher distributes the reading material and its comprehensive questions to each student in the classroom.
3. The teacher gives students time for thinking their own answer. The allocation time should be appropriated with difficulties of reading material and the numbers of the questions.
4. The teacher chooses students’ number. The teacher announces discussion partners. (Example: teacher chooses students 3 and 4 as the partners and the same time, students 5 and 6 discuss their idea).

5. The teacher asks the students to pair with their partners to discuss topic, solution, or opinion.

6. The teacher asks the students to discuss with other pair in the group. The last, the teacher asks the students to share their ideas or opinion in the whole of classroom after the teacher calls students randomly system.

The students respond to the meaning obtained in a very simple monologue accurately, fluently and acceptably to interact with the immediate environment in the form of descriptive and procedure text.

Azlina (2010:23) states that think-pair-share also called as multi-mode discussion. It is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. The general idea of think pair share technique is having the students independently think or solve a problem quietly, then pair up and share their thoughts or solution with someone nearby.