CHAPTER II
THEORETICAL REVIEW

This chapter comprises five major points, namely: reading, participation, cooperative learning, think-pair-share (TPS) technique, teaching reading in class using think-pair-share (TPS) technique, and basic assumption.

A. Reading

1. The Definition of Reading

Reading is one of the complex ways in learning English. Reading is a process of decoding message in which the students need their own experience and knowledge. According to Harris, (1980: 39) reading is a form of communication, information and ideas which exchange between writer and reader in the act of communication. The writer expresses his thoughts on paper with language, using whatever skills and styles he has developed personally. Finochiaro and Bonomo as quoted by Tarigan (1990:8) says that reading is bringing meaning to and getting meaning from printed and written material. Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985).

In conclusion, when they read something, they interact with a piece of written material that the researcher has written in order to give some message of information. By reading, the readers will know what they read and are challenged to response the ideas of the author. In order to make the
messages or information that comes from the author can be understood and comprehended easily by the reader.

2. The Importance of Reading

Reading is a very important part of our life and to develop our knowledge. They need time to read everyday, and we read at least 20 to 30 minutes a day. Ramelan (1990: 1) states that reading is a good activity for the learners, and reading is also something crucial and indispensable since success of their study depends on the greater part on their 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 in learning process. On the other hand, if they have good reading ability, they will have better chance in their study at school.

Reading is very important, because by reading we can get many informations. According to Djiwandono (1996: 62), reading is an important activity and becomes more important in this modern world where the development in every life aspect occurs very quickly. As a part of language skills, reading plays an important role for the success of language learning. In reading activity, we are not only reading the text, but also trying to understand what we are reading. Leipzig (2001) stated that reading requires words recognition, comprehension, and fluency. Djiwandono (1996: 63) points out that to understand all types of information in an array of the texts; it requires not only the reading activity, but also ability to understand the content. In addition, he states
that without the ability to understand the text content, one is not able to absorb or comprehend a lot of information quickly, accurately, and easily.

3. The Aims of Reading

There are some aims of reading (Tarigan in Karimah, 2007: 12):

a. Reading for understanding: the students read in order to understand the ideas of the text.

b. Reading for details of fact: the students read to get detail information of text.

c. Reading inference: it is to find out the conceding lotion from the action or ideas in the text.

d. Reading of memorization: the students read the text to fix association and to serve immediate recall.

e. Rapid reading: in this reading demands the students to expand his general knowledge.

f. Reading for enjoyment: this reading is just for fun. The materials such as fiction, short stories and poem.

The researcher concludes that reading is very important for the students. Through reading, the students will get information and ideas which can enrich their knowledge well.

4. The Major Components of Reading

To know that the components will support the success in comprehending reading material and contributing in important way to read.
Leu (1987: 30-38) states that there are six major components of reading:

a. Decoding knowledge. It refers to the knowledge of the readers use the determining the oral equivalent of the written word.

b. Vocabulary knowledge. It is knowledge about word meaning used to determine the appropriate meaning for a word in a particular context.

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

d. Readiness aspect. It traditionally refers to the student’s ability to read and understand a particular selection.

e. Effectiveness aspect. In reading, the effectiveness aspect includes both interest and attitude. This will increase motivation and facilitate reading.

f. Syntactic knowledge. It means knowledge of word order rules that determine grammatical function and sometimes the meaning and pronunciation of words.

The major components of reading influence someone in comprehending the text. Readers have different interpretation based on their understanding toward text. The readers will comprehend the text perfectly. It means that the readers know what the another means in the text, if they master the major components of reading.
B. Participation

1. The Definition of Participation

Dusseldorf (Sukidin, 2002: 159) states that participation is an activity or situation takes part in an activity to get the benefit optimally. It means that the students learn best when they take an active part in the learning process.

Related to Wenger (1998: 55) says that participation is both personal and social, it involves our whole person, including our bodies, minds, emotions and social relations. In the process of teaching and learning in a classroom, the whole students participation is very needed to build the communication with the teacher. Without the involvement of the students participation, it will make the class become passive and the situation will be boring, therefore the involvement of students’ participation including their bodies, minds, emotions and social relations in a classroom is very important.

2. The Importance of Participation

According to Sadikin et.al (2007: 159), participatory teaching method done by the teacher will be able to bring the students in more conductive situation, because the students more participated and more interested in joining teaching learning process. The students will be easier to get new ideas and more creative in developing interpersonal relationship (human being). This system just can be followed by the students who want
to work together and work hard all at once they want to stand alone before doing the group works, so they have had motivation to learn.

From the description above, the students participation is very important in learning process if the students have high participation, so the learning process becomes a meaningful process, and the teacher will be easier to teach the goal of the study. In the other hand, students low participation causes the teacher is difficult in getting the success of learning.

3. Students’ Participation

A students participation means the students action of taking part in something. Related to this research, the students should be able to fully participate in following the reading lesson given by teacher both mentally and physically.

According to Sukidin in Fitroh (2008: 12), there are two kinds of participation, i.e: contributive and initiative participations.

a. Contributive participation

Contributive participation is included participation that supports participation to follow learning well, do the structured task both in the class and at home well.

Goodwin states that (2001: 172) contributive participation as actions demonstrating forms of involvement performed by parties within evolving structures of talk, the focus on the interactive work the hearers as well as speakers engage in.
b. Initiative participation

Initiative participation aims more to the autonomous activity without structured in doing the task to have initiative to do the material has been taught by making brief notes. See the table below for more detail:

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Kinds of Participation</strong></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
</tr>
<tr>
<td><strong>Contributive</strong></td>
</tr>
<tr>
<td>1. Giving instruction</td>
</tr>
<tr>
<td>2. Giving opinion</td>
</tr>
<tr>
<td>3. Giving suggestion</td>
</tr>
<tr>
<td>4. Giving contradiction</td>
</tr>
<tr>
<td>5. Joining the lesson attentively</td>
</tr>
<tr>
<td>6. Doing structured assignment</td>
</tr>
<tr>
<td><strong>Initiative</strong></td>
</tr>
<tr>
<td>1. Doing unstructured assignment autonomously or spontaneously</td>
</tr>
<tr>
<td>2. Asking for formative and summative test orally</td>
</tr>
<tr>
<td>3. Learning material before it was given in the classroom</td>
</tr>
<tr>
<td>4. Making summary</td>
</tr>
</tbody>
</table>

Thus, both contributive and initiative participations will form the students always active and creative so they realize that science just can be got through the hard effort and realize the meaning of the importance of study.

4. The Indicators of Participation

The researcher and the collaborating teacher determined the indicators of participation in the table below:
Table 2
The Indicators of Participation

<table>
<thead>
<tr>
<th>Contributive Participation</th>
<th>Initiative Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions</td>
<td>Doing the task</td>
</tr>
<tr>
<td>Answering questions</td>
<td></td>
</tr>
<tr>
<td>Giving opinions</td>
<td></td>
</tr>
<tr>
<td>Giving rebuttal</td>
<td></td>
</tr>
</tbody>
</table>

The indicators of participation above have to be observed by the researcher and the collaborating teacher during teaching learning process.

Participatory learning strategies become conductive because students have more roles, more open. In this condition, new ideas are easily received, and creativity expanded by the students through relationship. This system can be followed by the students that willing to join and to work hard also is autonomous before and being work in group work. Consequently, through their learning funds, students will be more responsible toward the implementation of the learning because they have motivation to learn. A teacher should motivate the students. There are general ways of efforts of teachers to raise the students motivation, i.e:

a. Giving appreciation and criticism
b. Holding rivarly or competition among the students
c. Giving prize and punishment
d. Announcing about the students’ progress in learning (Tim MKDK IKIP Semarang, 1996: 8)

From the explanation above, it is not only the teacher as facilitator but he/she also as motivator who has important roles.
Through think-pair share technique, the teacher will be able to enhance students’ participation in reading.

5. The Factors of Students’ Participation

a. Factors of Students’ Low Participation

According to Abimanyu in Asrini (2007: 17), there are three causal factors of students low participation in teaching learning process. They are as follows:

1. Students have less ability to form their selves’ ideas
2. Students have less encouragement to give their opinion or suggestion to others.
3. Students have not accustomed competitive to give opinion or suggestion to other friends.

b. Factors of Students’ High Participation

Virk in Asrini (2007: 17) says that there are some ways to increase students’ participation. They are as follows:

1. Providing students many opportunities
2. Providing a comfortable and encouraging environment
3. Explaining the value of the lesson material and its connection to learn
4. Providing a discussion rubric which includes good students participation.
C. Cooperative Learning

1. Definition of Cooperative Learning

   Cooperative learning is an attitude or an action in working together or helping among people in a regular cooperation structure in a group that consist of two or more people where the success of workingin affected by involvement of each member of the group (Solihatin and Rahardjo, 2005).

   Cooperative learning consist of heterogeneous student who have different intelligence competence, or gender and etc. The students have responsibilities to increas their competence to reach learning objectives. The purpose of constructing the small group in cooperative learning is to give chance for students to be active in thinking process and classroom activities.

   According to Slavin (1998: 3) “One of the most important reasons that cooperative learning method is developed is that education and social scientist have long known about the detrimental effects of competition as it is usually used in classroom. This is not to say that competition is always wrong. If properly structured, competition can be effective and harmless.

   Jack Richards Rodgers (2001: 192) states that Cooperative Language Learning (CLL) is part of more general instructional approach also known as Collaborative Learning (CL). Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities
Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. (Olsen and Kagan, 1992: 8).

Kagan (1994:1) has also argued that Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use of variety of learning activity 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.

2. Types of Cooperative Learning

According to Kagan (1994:3-4) there are some types of cooperative learning, they are:

1. Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members.
To help in learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups’ reform and students teach each other.

2. Think-Pair-Share

Involves a three steps of cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

3. Three-Step Interview (Kagan)

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

4. Round Robin Brainstorming (Kagan)

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members.
The person next to the recorder starts and each person in the group in order give an answer until time is called.

5. Three-minute review

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

6. Numbered Heads Together (Kagan)

A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

7. Team Pair Solo (Kagan)

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.
8. Circle the Sage (Kagan)

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

9. Partners (Kagan)

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.
D. Think-Pair-Share (TPS) Technique

1. The Definition of Think-Pair-Share

According to Lyman at www.englishteachinglearning/thinkpairshare.org.uk.html, he says that Think Pair Share (TPS) is a cooperative learning strategy which allows students to think about question/idea/issue/nation and share their thought with a partner before discussion in small group.

Lyman says at www.englishteachinglearning/thinkpairshare.org.uk.html in TPS, the teacher asks the students work in pair, after that the teacher gives a topic to discuss with their partners. The teacher provokes students’ thinking with a question. The students should take a few moments just to think about the question, and then students pair with their partner to discuss the topic or solution. The last is the students talk in pair for few minute and the teacher calls for pairs to share their thinking with the rest the class. The students can do this by going around in round, calling their pair; or they can take answer as they are called out or as hands are raised. Often, the teacher’s helper will record these responses on the board or on the overhead.

Johnson D Johnson (1999: 165) said that TPS is a cooperative learning strategy where students. This strategy is a structured process to share information efficiently. It can be used as a reflective tool at any stage throughout the learning process. The process can lead to other learning situation that builds on background knowledge and understanding.
2. The purposes of Think-Pair-Share

There are some of the purposes of Think-Pair-Share based on http://www.teachervision.fen.com/group-work/cooperative-learning/html, are as follows:

a. Providing "think time" increases quality of student responses.
b. Students become actively involved in thinking about the concepts presented in the lesson.
c. Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
d. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
e. Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.
f. Think-Pair-Share is easy to use on the spur of the moment.
g. Easy to use in large classes.

3. Procedure of Think-Pair-Share

According to Lyman at www.englishteachinglearning.org.uk, he says that the procedures of TPS are as follow:

a. The teacher asks the students work in pair
b. The teacher gives a topic to the students

c. The teacher asks the students to discuss about the topic

d. The teacher gives some question related with the topic to the students

e. The teacher gives opportunity to the students to discuss with their pairs about the answer of the question

f. Some pairs come forward to share their a discussion result to the other pairs.

g. The other pairs give comments to their friend who come forward in the class about their discussion result.

4. The Advantages and Disadvantages of Think-Pair-Share Technique

According to Lyman at www.cooperative_learning/effect_of thinkpairshare.org.uk, he says that the advantages of TPS technique are as follow:

a. Think-pair-share doesn’t take much preparation time

b. The students are able to learn from the other pairs

c. Students are accountable to each other for sharing ideas. The students may also be required to share their partners ideas to other pair or whole group.

d. Each students within the group has an equal opportunity to share.

e. High degrees of interaction. At any one moment all of the students will be actively engaged in purposeful speaking and listening. Compare with the usual practice of teacher questioning where only one or two students would be actively engaged.
While the disadvantages of TPS technique are:

a. Getting more students to process the answer isn’t that difficult.

b. A wait of little as a few minute has been show to improve the students’ responses.

c. Sometimes students’ can answer the teacher question in a few moments.

E. Teaching Reading in Class Using Think-Pair-Share Technique

There are some steps to teach reading class using TPS technique which taken from http://keystoteachingsuccess.blogspot.com/2009/08/think-pair-share.html.

1. Teacher gives some questions based on the text.

2. Teacher gives “think time” to the students individually to find out these answers, and then

3. Teacher gives instruction to the students to discuss their answers with his/her pair.

4. Following the ‘think time’ students turn to face their Learning Partner and work together, sharing ideas, discussing, clarifying and challenging.

5. He pair then shares their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner’s ideas as well as their own.
F. Basic Assumption

In learning reading, the students’ participation was low in the class. The teacher should use the technique to improve students’ participation in the class. Think-Pair-Share (TPS) is an effective technique in teaching reading, because it can make the students be more active in the classroom, so the researcher thinks that TPS can improve students’ participation in reading class.