CHAPTER II
THEORETICAL REVIEW

A. Reading

1. Definition

Reading is one of the four language skills (listening, reading, writing and speaking) which is important to be learned and mastered by every individual. By reading, one can interact with feelings and thoughts, obtain information and improve the science knowledge.

According to Harris (1980: 39): reading is a form of communication. Information and ideas are 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. It means that when we read something, we interact with a piece of written material that the writer has written in order to give some information or ideas.

Finochiaro and Bonomo as quoted by Tarigan (1990: 8) says that reading is bringing meaning to and getting meaning from printed and written material.

Based on the definitions above, the writer gets conclusions that reading is an activity or a process to get and bring the meaning and understand written language.
2. The Importance of Reading

Referring to the importance of reading, the writer quotes Roman’s opinion in Tarigan (2004:9) as follows:

“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, knowledge and broaden our horizon. For the students, reading is also something crucial and indispensable since the success of their study depend for greater part on their ability to read. If their reading is poor, they are very likely to fail in their study, or at least they will have difficulty making progress. On the other hand, if they have a good reading ability, they will have a better chance to succeed in their study”.

Finochiaro (in Tarigan, 1987:8) states that reading is bringing to and getting meaning from printed or written material.

Morrow in Nubbin said that the importance of reading is bringing to find an information, that is:

a. Cognitive and intellectual, that is reading is used by someone to improve his or her scientificness.

b. Referential and factual, that is reading is used by someone to know the reality of the world.

c. Effective and emotional, that is reading is used by someone to look for a joy in reading activities.

From the statements above, the writer gets conclusions that the importance of reading is not only for getting the information or 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 the students read as much as possible in their own time.

3. The Main Ways of Reading

Through reading, students get and find the information of the text. At the same times they can develope their skill in comprehending the purpose of the whole text. According to Grellet (1984:4) the main ways of reading are as follows:

a. Skimming: quickly running one’s step over text to get the gist of it.

b. Scanning: quickly going trough a text to find a particular pieces of information.

c. Extensive reading: reading longer texts, usually for one’s own pleasure. This is a fluency activity. In this activity, the teacher provides longer discourse or text which the students can read it outside the classroom. The teacher not intervene the student’s activity but show interest and attention for the student with give them advice and motivation. There are many activity in extensive reading such as keep records, wall chart, make summaries, and indicate the difficulty.

d. Intensive reading: reading shorter text, to extract specific information. This is more accuracy activity involving global understanding.

4. The Purpose of Reading

According to Binning and David (1998:23) the purpose of reading are as follows:
a. Reading for understanding
The students read the text in order to understand the ideas contained in reading.

b. Reading in locating specific information
The students skim through the material of reading text for locating specific data.

c. Reading for enjoyment
This reading is just for fun. The material such as fiction, short stories, and poem.

d. Reading for memorization
The students read the text to fix association and to serve immediate recall.

From the statements above, the purpose of reading is to understanding the specific information from the text.

5. Text Genre
Based on Hartono (2005) in Genres of Text, there are some types of reading text. They are:

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 item text

News item text is a text to inform readers, listener, viewers about event of the day 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 to amuse, entertain, and to deal with actual vicarious experience in different ways.

f. Report text

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

g. Analytical Exposition

Analytical exposition is a text to persuade readers that something is the case.

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 or should not be the case.

j. Explanation text

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

k. Discussion text

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

l. Review text

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

B. Cooperative Learning

1. The Definition of Cooperative Learning

Glorier International Dictionary (1981: 260) states that cooperative is the adjective form of cooperative which means to work together, especially in a joint intellectual effort.

The New Oxford Illustrated Dictionary (1978: 960) states that learning means (possessive of) knowledge got by study, especially of language. So, we can conclude that cooperative learning means the knowledge of the students which got by learning together.
According to Johnson and Smith (1991: 24), cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic task in small groups to help themselves and their teammates learn together.

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

From some definitions above, we get conclusions that cooperative learning is teaching strategy with small group that consists of students who have different intelligence competence, or gender and etc. The students work together in group to accomplish a common goal. All of the students in a group are held accountable for share of the work and for mastery of all of the material to be learned. They have responsibilities to increase their competence to reach learning objectives. The purpose of constructing the small group in cooperative learning is help students to develop skills in oral communication and give chance for students to be active in thinking process and classroom activities, besides that it makes students easier in
getting information from the material or lesson, because they can cooperate with their friends.

2. The Advantages of Cooperative Learning

Cooperative learning is the instruction that involves student 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) Motivating 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.

http://www.utexas.edu/academic/cte/newlettcis.html

C. Team Pair Solo

1. Definition of “Team Pair Solo”

Based on Kagan (1994:4), “Team Pair Solo” is a cooperative learning technique that can help students to solve a problem. They learned how to work together with other people, they can support and share to solve a problem that they find. So, they will be motivated to participate in classroom activities. In “Team Pair Solo” Students do problems first as a
team which consist of four students, then with a partner that is pair work, and finally on their own or individual performance.

“Team Pair Solo” help students to developmentally learn new problem-solving skills. Students work as a team first helping each to understand the processes use to solve problems. Helping is encouraged through each problem. Then students work in pairs and have less help but it is still there if necessary. Finally, students are now ready to try some problem solo.

Based on the definition above, the writer concludes that “Team Pair Solo” is a cooperative learning strategy which allows students to make teams to accomplish a task given by the teacher, then the teams break into pairs to do the same task and share their thought with a partner, finally they work individually to decide the best result from the task before discussion in whole class.

This will be an assessment for themselves to see if they have mastered the new skills.

2. Teaching Reading using “Team Pair Solo”

According to Kagan (1994: 191) The steps in teaching reading using “Team Pair Solo” are as follows:

a. The teacher gives the text for students.

b. The teacher ask one students to read aloud and comprehend the text.

c. The teacher asks the students to find the generic structure and main idea of each paragraph with “Team Pair Solo” technique.
d. The teacher gives the explanation about team pair solo technique.

1) Students work as a team consisting of 4 students to solve a problem or accomplish a task.

2) Next, the teams break into pairs and students work on either the same problem, or a related one.

3) Finally, the pairs break up and the students work individually to complete the same or a related task.

e. The teacher and the students discuss the result of the task in the whole class.

**The example of assessment**

**Snow white**

Long ago, in the Neverland, there lived a very beautiful princess, her name is Snow White. The queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

Snow white knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The queen to turn into the old woman. Snow white did not realize it. The old woman gave her a poisoned apple. As a result, Snow White was pull into sleep for years.

Fortunately, in the end, charming prince revived her with a kiss. They lived together happily ever after.
Assignment

A. Analyze the generic structure, the main ideas of each paragraph, and find 10 words in past time. Discuss with “Team Pair Solo” technique.

<table>
<thead>
<tr>
<th>No</th>
<th>Paragraph</th>
<th>Generic structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td></td>
</tr>
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<td></td>
</tr>
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<td>The queen to turn into the old woman. Snow white did not realize it. The old woman gave her a poisoned apple. As a result, Snow White was pull into sleep for years</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Fortunately, in the end, charming prince revived her with a kiss. They lived together happily ever after</td>
<td></td>
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</tbody>
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3. **The Advantages and Disadvantages of “Team Pair Solo”**

According to Lie (2008: 28) the advantages and disadvantages of “Team Pair Solo” technique are as follow:

a. The advantages of “Team Pair Solo”

1) During team work activities, students are learning how to work together, how to learn from other, how to support a group and how to share responsibilities,
2) During pair work, students are learning about, pair responsibility, pair support and learning from their partner,

3) During individual/solo work, students are learning how to produce something alone, how to be proud of themselves, and learning about self esteem.

b. The disadvantages of “Team Pair Solo”

1) A few students dominate the process of teaching learning.

2) Some students may not participate, because they just rely on the ability of their friends in team or pair work.

3) This technique spends much time. Because, in doing the activities the students work in team, then break into pairs, and finally on their own or individual performance. So, they needs much time.

To solve those problems the teacher should be a good facilitator and an organizer for the students. It means that the teacher make the process of learning easier for the students and helping the students if they find any difficulties in doing the activity. So, all of students can dominate and participate in the activities.

D. Basic Assumption

“Team Pair Solo” will help the students to solve their problem in reading. They work as a team first, helping each to understand the process use to solve problems. Then students work in pairs and have less help but it is still there if necessary. Finally, students are now ready to try some problem solo.
Those are make the students to learn how to work together and how to share responsibility. Besides that, the students will be motivated to participate in classroom activities. So, they can develop their reading skill and able to read english text effectively and efficiently. In this case, the writer has assumption that teaching reading using “Team Pair Solo” is effective.

E. Hypothesis

Based on the basic assumption above, the writer proposes the hypothesis: “Team Pair Solo” is effective for teaching reading at the eighth grade students of SMP Muammadiyah 10 Belik in the Academic year 2011/2012.