CHAPTER II
THEORITICAL REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Sudjiono (2009: 50) stated that reading comprehension is an ability of someone to understand or comprehend something. The students are able to comprehend something if she or he can answer the question that is given by the teacher based on the text or material.

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

It can be concluded that reading comprehension is a process of someone know or understand about the content of the text that they read.

2. Components of the Reading Comprehension

The component of reading is very important because it will support the success in comprehending reading material and contributing way to read. According to Leu (1987: 30-38), there are six components of reading:
a. Decoding Knowledge

Decoding knowledge refers to the knowledge use by the reader in determining the oral equivalent of the written word.

b. Vocabulary Knowledge

The knowledge about word meaning used to determine the appropriate meaning for a word in particular context.

c. Discourse Knowledge

Knowledge of language organization is a unit beyond the single sentence level. It includes knowledge of the structural organization of different type of reading.

d. Readiness Aspect

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

e. Effective Aspects

Reading is language process, but it is also an effective process, effective process of comprehension include a reader’s attitude and interesting reading. All readers comprehend better when they are interested in reading. The difference is noticeable among less make reading instruction as interesting and enjoyable as possible. This will increase motivation and facilitate reading.
f. Syntactic Knowledge

Knowledge of sentence syntax, or word order, is also crucial for the comprehension process. Syntactic knowledge includes understanding word order rules that exist within sentences and permit the reader to determine the grammatical function and often the meaning and pronunciation of words.

3. The Importance of Reading

Reading is important to develop knowledge. Learning without reading is useless. A student who only confides in what his teacher gives in class without having an effort to read many references will not pass in time a success in study.

“Reading is good activity for the learners; reading is also something crucial and indispensable since success of their study depends for 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 making progress. On the other hands, if they have good reading ability, they will have better chance in their study at school (Ramelan, 1990: 1)”.

So, the writer assumes that this definition has been very representative to cover the meaning of the terms reading that will mostly appear throughout this study.
4. **The Reading Purpose**

The reading purpose is looking for and getting information from books, references, texts or others. By reading, students are able to explore their knowledge well. According to Anderson (1972: 10), there are some important things about the reading purpose, and those are:

a. **Reading for Details or Facts**
   
   The students read the text to get detailed information of text, know the inversion done by the writer or solve the problem of the writer.

b. **Reading for Sequence or Organization**
   
   The reader tries to know what happens in each part of stories, action, etc.

c. **Reading for Inference**
   
   The reader tries to find out the conclusion from the action or the idea in the text.

d. **Reading to Classify**
   
   The reader tries to classify some information or actions of the writer in the text or paragraph.

e. **Reading to Evaluate**
   
   The reader tries to evaluate what the writer has done or what he tries to explain in his paragraph.
f. Reading to Compare or Contrast

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

5. Assessing Reading

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

a. Macro Skills
   1) Recognize the rhetorical forms of written discourse and their significance interpretation,
   2) Recognize the communicative function of written texts, 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 which are evaluated in this research are:

a. Macro skill

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.
b. Micro skills

1) Identifying referents of pronoun,

2) Using context to guess meaning of unfamiliar words.

6. Type of Evaluation

According to Brown (2001: 308), there are some evaluations in reading:


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.
From some evaluations above, the researcher choose one of them to be the instrument in this research. The research uses reading evaluation of choosing as instrument of test. It means that the students will choose the best answer based on the questions about the passage. So, the researcher will use an objective test in the form of multiple choices to collect the data.

7. Problem of Reading

The students’ problem in reading mainly is that they eventually stop reading when finding words that seems strange and they do not know the meaning. Sometimes, the students open the dictionary, but it is not effective. Meanwhile, an English sentence cannot be translated word by word. Moreover, they are reluctant to continue reading as they are worried whenever they do not catch the new words. They probably lose something very important.

B. Narrative Text

1. The Nature of Narrative Text

The main focus in this research is narrative text. According to Astuti (2006: 96), narrative text is a account of interesting connected events experienced by specific participant. Its social function is to tell a story and entertain or amuse as well as give a certain moral lesson to the readers.
2. Generic Structure of Narrative Text

The steps for constructing a narrative text according to Astuti (2006: 96), there are three generic structure of narrative text. Those are as follows:

a. Orientation
   Introducing the participants and informing the time and the place

b. Complication or problems
   Describing the rising action which the participants

c. Resolution
   Showing the way of participant to solve the crises, better or worse.

3. Language Features of Narrative Text

The language features that are usually found in a narrative text according to Astuti (2006: 96), are as follows:

a. Use of particular nouns to refer or to describe the particular people, animals, and things that the story is about.

b. Use of adjectives to build noun groups to describe the people, animals or things in the story.

c. Use of time connectives and conjunctions to sequence events through time.

d. Use of past tense action verbs to indicate the actions
C. Think Pair Share (TPS)

1. Definition of Think Pair Share

Think Pair Share is a cooperative learning strategy that can promote and support higher-level thinking. The teacher asks students to think about a specific topic, and then pair with another student to discuss their thinking and, after that, share their ideas with the group.

Think Pair Share was developed by Professor Frank Lyman of Maryland in 1981. This technique has been demonstrated to be a powerful factor in improving student responses to questions and for this reason, it has been adopted by many writers in the field of co-operative learning since then. It introduces into the peer interaction the idea of “wait or think” time.

This technique gives students the opportunity to work independently and in collaboration with others. Advantages of this technique is the optimization of student participation, more allowing each students to recognize and show their participation to others. With the classical method that allows only one student developed and distributed the results to the entire class, this technique can be used in all subjects and for all ages of students. The teacher chooses to use TPS as substitute for all of question answer in a class, teachers need to apply the steps as follows:
a. Step 1: Thinking
The teacher provokes students' thinking with a question or observation. The students should take a few moments (probably not minutes) just to THINK about the question.

b. Step 2: Pairing
Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are the best, the most convincing, or the most unique.

c. Step 3: Sharing
After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. She can do this by going around in round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead.

2. The Advantages of Think-Pair-Share
According to Lyman at www.cooperativelearning/effectothinkpairshare.org.uk, he says that the advantages of TPS technique are as follow:

a. Think Pair Share does not 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 student within the group has an equal opportunity to share,

e. No specific materials are needed for this strategy, so it can be easily incorporated into lessons,

f. Building on the ideas of others is an important skill for students to learn.

D. Teaching Reading Narrative Text through Think Pair Share (TPS)

There are some steps to teach reading narrative text 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 answer,

3. Teacher gives interaction to the students to discuss their answer with his/her pair,

4. Following the ‘think time’ students turn to face their Learning Partner and work together, discuss, and share ideas,
5. The pair then shares their ideas with another pair, or with the whole class. It is important students need to be able to share their partner’s ideas as well as their own.

E. Procedure in Applying Think Pair Share Technique for Teaching

Reading Narrative Text

1. The teacher explains narrative text that will be used in teaching and learning. The teacher distributes the new narrative text to be discussed and gives a necessary direction to the students how to solve the problem. It will help the students in understanding the text.

2. The teacher asks the students to think individually to understand the content of the narrative text, identify each paragraph to decide the generic structure of the texts and answer the question a few minutes. It is done to make the students can think critically based on what the students read.

3. The students identify the generic structure then the students discuss it with the pair to explain the answer, it purposes to make attentively partner, for example in first paragraph are orientation, second paragraph are complication etc., while the teacher walks around from one to another pairs and takes care that each of pair has active participation.
4. The students discuss the appropriate answer to then share it to the class, so that the students will understand well with the topic of the texts. The teacher gives right answer to the students.

F. Basic Assumption

Think Pair Share is a cooperative learning strategy that can promote and support higher-level thinking. The teacher asks students to think about a specific topic, and then pair with another student to discuss their thinking and, after that, share their ideas with the group. Students can improve their reading comprehension through some ways; one of them is use think pair share.

Think Pair Share can improve the students’ comprehension especially in narrative text. Think Pair Share technique had covered all the macro and micro skills of reading comprehension. They got those skills with fun and interesting activities. In the Think Pair Share technique, it made the students comprehend the text easily. Think Pair Share technique also made the students faster to find the keyword of the text, to learn to guess the meaning of difficult words, to identify the referent pronoun, and used the context to guess the meaning of unfamiliar word in the text. So, the students could answer the question faster. Using think pair share can improve students’ self-confidence, motivation and the class becomes active in teaching and learning process. Besides, by this research, it is expected that the students will be happy to learn.
the lesson, relaxed in thinking and are able to solve the problems that they face in reading comprehension.

The basic assumption mentioned previously supported by several researches. As Erni Kurniawati (2010: 20) said that the students were actively involved during the teaching and learning process. It was marked by the students’ activities and performances in sharing ideas, answering questions and asking questions. Andi Nur (2011: 19) said that think pair share for teaching reading through the use of TPS technique helped the teacher in improving students’ reading comprehension. The students could enjoy reading class and understand the content of the text easier by using TPS technique.

By using TPS to actively read a text, students can get the maximal benefit from reading time. After the students learned TPS technique in teaching reading, the writer hopes that TPS will help the students understanding in reading text, improve their study skill and active in language learning. So, TPS help the teacher to give comfortable atmosphere for the students and it can improve students’ reading comprehension.