

CHAPTER II

LITERATURE REVIEW

A. Reading

1. The Definition of Reading

Reading is a very important skill that must be mastered by the students. It would help them to understand the meaning of the text that learnt in the school. According to Tarigan (2008: 7) states that reading is a process carried out and used by the reader to acquire the message or information that is conveyed by a writer through words or written material. Furthermore, according to Anderson as cited in Cahyani (2007: 99) states that reading is a process understanding the meaning implied in a text and looking at the ideas contained in the written word. While Finnochiaro as cited in Cahyani (2007: 99) states that reading means bringing and getting the meaning from pointed or written material.

Based on the explanation about the definition of reading previously, it can be concluded that reading is a process or activity to understand the meaning, message and purpose from pointed or written material that connect reader to writer's idea.

2. The Importance of Reading

Reading is one of the most important skills in learning English. Students have to read many texts, books and other appropriate resources to get information and knowledge. The following is the importances of reading those are (Laddoo, 2012: 1-2).

a. Reading can make the students smarter

Reading forces the brain cells of the students to think about the content of reading or other cases that are found in reading. Finally reading can rehearse the brain cells to always process the information smartly.

b. Reading make knowledgeable

The valuable pieces of knowledge can be got easily by reading some different literatures or other resources of reading.

c. Reading can improve vocabulary and language skill

The knowledge of different literary style can be got by reading many literatures. Commonly, vocabulary and language skill can be developing by learning and reading different literary style.

d. Reading boost creativity

Reading saves much knowledge that can make creativity. The creativity that is gained by reading can be used in whatever area of life.

From the explanation previously, it can be concluded that reading has an important part to acquire language acquisition. Through the mastery of reading, readers can enhance various vocabularies, structures, cultures, and another English aspect. Moreover, reading can also help students to improve their ability in writing and also speaking due to the extensive knowledge they get from reading that can help them to share it either in spoken or written context.

3. The Aims of Reading

The aims of reading is to look for and to get information about content and understanding the meaning of the passages. The following is the aims of reading those are (Tarigan, 2008: 9-11 as cited in Sangadah, 2014: 9-10).

1. Reading for detail or facts

Detail or facts means information in the text or written language.

The students read a written language to gain, know and get what the writers feel and experience.

2. Reading for main ideas

Students read a text to know why the topic is good, what is the problem in the text, and make a summary of the text. To make summary and know the content of the text, the students also should know the main idea of every paragraph they read.

3. Reading for sequence or organization

The reader wants to know what happened in each part of stories and action.

4. Reading for inference

The reader tries to find out the conclusion from action or the idea in the text.

5. Reading for classify

The reader tries to classify some information or actions of the writer in the text.

6. Reading to evaluate

The reader tries to evaluate what the writer has done or what he tries to explain in his paragraph.

7. Reading to compare or contrast

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

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension skill is one of important things that must be learned or understood by the reader. Danielle (2012: 11) explain that comprehension is the ability to get beyond the words, to understand the ideas and the relationship between ideas conveyed in a text. It can be conclude that comprehension is the ability to understand the text. Again, reading comprehension is one of the most important things that must be learned by the reader. There are some definitions of reading comprehension. According to Woolley (2011: 15) stated that reading comprehension is the process of making meaning from the text which has the purpose to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Means that we must know the meaning of the words to understand the text. However, Tampubolon (1987: 6) explain that reading comprehension can give information for the reader and the way to share the idea in the text.

From the explanation above, it can be concluded that reading comprehension is not only transferring the symbol printed from the text to the brain, but the readers have to overall understand about the text by making meaning from the text by their own word and they will be able to make conclusion from the text.

2. Components of Reading Comprehension

There are some components of reading comprehension that need to be understood. Those components support the success in comprehending reading material and contributing in the important way to read. There are six major components of reading comprehension (Leu & Kinzer, 1987: 30-37 as cited in Sangadah, 2014: 11- 13), they are :

1. Decoding knowledge

Decoding knowledge refers to the knowledge that readers use to determine the oral equivalent of a written word. It contributes to comprehension when determining the oral equivalent of a word helps a reader identify meaning.

2. Vocabulary knowledge

Determining the oral equivalent of a word does not guarantee an understanding of its meaning. After knowing the meaning, the students need to understand the meaning of the text in context.

3. Syntactic Knowledge

Knowledge of sentences syntax or word order is crucial for comprehension process. Syntactic knowledge includes understanding

word order rules that exist within sentences and permit the students to determine the grammatical function and often the meaning and pronunciation of words.

4. Discourse knowledge

Discourse knowledge is the knowledge of language organization at beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

5. Readiness aspects

Reading readiness is the ability of a student to benefit from initial reading instruction. It also refers to bein ready to read and understand a particular selection. Reading readiness describes the abilities required for reading and comprehending any particular piece of printed material. In this aspect, consists of activities that prepare students to read a specific story such as developing background knowledge about the topic of a selection, learning new vocabulary, understanding the purpose for reading the selection or learning a comprehension skill required to understand the selection. Readiness will influence how students comprehend written text.

6. Affective aspects

Affective aspects of comprehension include the reader's attitude and interest in reading. These increase motivation and facilitate reading comprehension. All readers comprehend better when they are interested in reading.

In conclusion, the major components of reading comprehension influence students in comprehending a text. Each student has interpretation based on his understanding of a text. The students will comprehend the text if they master the major components of reading comprehension.

3. Level of Reading Comprehension

There are three levels in reading. According to Clymer (1968: 26) there are simple three-levels taxonomy that is useful in understanding how readers comprehend. The three levels as follows:

1. Literal or factual comprehension

This level refers to the simple understanding of the information that is explicitly stated in the text. For example: in the sentence, the dog chased the three children across the field, the literal comprehension involves knowing that it was a dog that was chasing, that the dog was chasing three children, and that the chase occurred in a field. Applying the definition of comprehension presented earlier in this chapter, literal comprehension is heavily reliant on the information presented in the text.

2. Inferential comprehension

This level refers to information that relies on information that is implied, or not explicitly stated in the text. In the sentence above, inferential comprehension allows the readers to infer or guess what kind of dog was chasing the children, if the dog was barking or not, the ages and gender of the children, and the nature of the field that the children and dog. These pieces of information were not explicitly stated in the

text; however, the reader could call up his or her background knowledge about dogs chasing children to make reasonable guesses about the scene. These are inferences that most readers can agree on. Most readers, for example, would agree that the dog was barking and that the children were running. From the definition of comprehension presented earlier, inferential comprehension can be seen as relying significantly on both the text and reader.

3. Critical or evaluative comprehension

This level involves the reader making judgements about various aspects of the text, the literal quality of the text, the competency of the author, the righteousness of the characters and their actions, and so on. This level of comprehension obviously relies on the text, but to an even greater extent, it requires the reader to make personal judgements about the text. In a sense, these are inferences also, but they are highly dependent on the individual and unique background of the reader. One reader may love the passage, and another may have disliked it intensely.

In conclusion, all three levels of comprehension are important and need to be fostered. However, the first level of comprehension or literal comprehension was the primary focus of instruction. Then, the second and the third levels of comprehension, inferential and critical, that challenge the reader to actively engage his or her background knowledge and reasoning skills to construct meaning.

C. Team Pair Solo

1. Definition of Team Pair Solo

Team Pair Solo is a cooperative learning technique that can help students to solve a problem. Students solve the 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 performances. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability (Kagan 2001:1 as cited in Aprela, Y, M., Syarif, H & Amri, Z, 2018: 191). It is based on a simple notion of mediated learning. Students can do more things with help than they can 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 (Afan, 2011:3 as cited in Sangadah, 2014: 14). In short, team pair solo is a technique that consists of team work, pair work and solo work to solve the problem that are beyond the students knowledge.

2. The Procedures of Using Team Pair Solo

According to (Kagan 2011: 4 as cited in Sangadah, 2014: 14) there are some procedures of Team Pair Solo Strategy:

1. Students work as a team to solve a problem. The team work activities in group consist of four or five students.
2. The teacher explains what to do in a group.
3. Students work as a team to solve a problem or accomplish a task.
4. Next, the teams break into pairs and students work on either the same problem or related one.
5. Finally, the pairs break up and the students work individually to complete the same or a related task.

3. The Advantages of Team Pair Solo

There are some advantages of Team Pair Solo techniques those are : first, during team work activities, students learn how to work together, how to learn from other, how to support a gorup and how to share responsibilities. Second, during pair work, students learn about pair accountability, pair responsibility, pair support and learn from their partner. The last is during individual or solo work, students learn how to produce something alone, how to be proud of themselves and learn about self-esteem (Kagan, 2011: 3 as cited in Sangadah, 2014: 15).

4. The Disadvantages of Team Pair Solo

Beside the advantages, Team Pair Solo also have some disadvantages. First, a few students can dominate. Second, some students may not participate. Students work as a team only to accomplish a task. The last, Team Pair Solo technique spends much time (Kagan, 2011: 3 as cited in Sangadah, 2014: 15).

D. Previous Research Findings

1. Umi Sangadah (2014) conducted a research entitled “*The Effectiveness of Team Pair Solo Technique for Teaching Reading Comprehension Skill*” state that Team Pair Solo technique gave much positive effects for the students. Students integrated what they have learned from the teacher into what they have learned from the group members. Mostly students work together, first in group then as a pair and provide each other with support,

encouragement and assistance each other in completing assignment, held each other accountable in their efforts to learn, they learn each other and ensure all members making good academic progress

2. Iqbal Faisal Rambe (2013) conducted a research entitled "*Improving Students' Achievement in Reading Comprehension through Team Pair Solo*" state that the use of Team Pair Solo could help students in comprehending text. It also made teaching learning process enjoyable and decreased students' boredom in studying English. As the result, students' score in reading comprehension increased. Thus, the use of team pair solo in teaching significantly improved students' achievement in reading comprehension.
3. Rosita Amalia (2011) conducted a research entitled "*The Use of Team Pair Solo in Reading Comprehension*" state that there was an improvement in Students' achievement of reading comprehension after the implementation of Team Pair Solo activity. Moreover the result of the questionnaires showed that the students were interested in Team Pair Solo technique as one of cooperative learning to improve their achievement in reading comprehension.

Based on the previous research above, Team Pair Solo technique gave much positive effects for the students to help students in comprehending text. It also made teaching learning process enjoyable and decreased students' boredom in studying English to improve their achievement in reading comprehension.

E. Basic Assumption

Reading comprehension is difficult for students. They will face difficulties in getting an understanding of a written language and implement the information from reading an English text appropriately. There are a lot of difficult words for students to comprehend the text. It will need dictionary to make them comprehending about the text. During they can answer questions from the six major components of reading comprehension, students will get reading comprehension. In fact, the students require more time to comprehend what they read by themselves without helping from the others. In such a way that students' reading comprehension needs more attention.

Moreover, Team Pair Solo technique is a cooperative learning technique that can help students to tackle and succeed a problem. The students need three times. First, students solve the problem from the teacher with their friends in team which consist of four or five students, then they make pair work and finally on their own or individual performance. It is designed to motivate students in tackling and succeeding a problem which initially are beyond their ability. In addition, they can do more things with their friends discussions than they can do alone. First, they will work as a team, as a partner and as individual since they have understood the topic from discussing with their friends before.

F. Hypothesis

Based on the assumption above, the writer's hypothesis is that team pair solo technique is effective in teaching reading comprehension.