

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading Comprehension

1. Nature of Reading

Reading is an active skill, not only studying words without understanding the meaning but also identifying the meaning of sentences and comprehending the context of the text. This statement is strengthened by Grellet (1988: 7) who said that reading was an active skill in which guessing, predicting, checking, and asking oneself questions.

Reading was one of the language skills that had various definitions such as : reading was transferring something written into ideas so it will be able to read and to be understood (Ramelan, 1990: 1). Another scientist said that reading was one of four language skills with a written communication in a form of text (Tampubolon, 1987: 5). Clark and Silberstain in Simanjuntak (1988: 15) also emphasized that reading as an active cognitive proses of interacting with print and monitoring comprehension to establish meaning. Reading is instaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. It means that when a reader interacts with print, his prior knowledge combine with and the visual (written) information result

in his comprehending the messages. Therefore, reading actually a conversation of sorts between a writer and a reader.

From the previous definitions it, can be concluded that reading is a process to find the information and knowledge, and understand the messages by comprehending the text.

2. Importance of Reading

Reading is very important especially for the students in developing their knowledge. Reading provides answers from questions, provides directions needed, or release us from boredom. Therefore, the students are demanded to read as many books as possible to get more knowledge, new information and also new vocabulary.

Ramelan (1990: 1) said that reading is something crucial in our life and reading plays a very important part in our life. To a student, reading is also something crucial and dispensable since the success of his study depends for the greater part on his ability to read. If his reading skill is poor, he is very likely to fail in his study, or at least he will have difficulty making progress. On the other hand, if he has a good reading ability, he will have a better chance to success in his study at school. Even after leaving school, reading will be of much use for students. Even after leaving school, reading will be of much use for students by reading a lot of literary works of various kinds of subject. Their mind will be

more developed in maturity. Moreover, they will have to remember that there is no journey's end for education oneself.

From the previous statements, it can be concluded that have a reading habit is good for students, and it is similiar to a quote "The More We Read, The More Knowledge We Get".

3. The Purpose of Reading

The main aim of reading is looking for and getting information from books or text. In reading , the students have to understand the idea, the context, and the meaning of the texts in the passages. Anderson in Ismah (2011: 10) stated the following aim of reading :

a. Reading for details or facts

The students read the text to get or know the inversion that have been done by the writer or solve the problems of the writer.

b. Reading for the main idea

The students read the text to know “ why is the topic is good or interesting , then the problems on the passage, and make summaries of the passage.

c. Reading for the sequence or organization

The students read the text to know “ what is happening in each part of the passage in every episode and solving the problems of the text.”

d. Reading to classify

Students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading for Inference

The students read the text in order to find out the conclusion from the actions or idea in the text.

f. Reading to compare or contrast

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

Based on the purposes mentioned before, it is concluded that the purpose of reading is looking for and getting information. By reading, students will be able to explore their knowledge well.

4. The Ways of Reading

Grellet (1985: 4) named the ways of reading were:

a. Skimming

Skimming is reading quickly by running the eyes over a text to get the general idea of it. There are some activities in skimming, such compare values, find and compare events, select a title, draw inferences, decide the questions, and create a title.

b. Scanning

Scanning is reading quickly through a text to find specific information. There are some activities in scanning, such finding new

words for all, locating grammar features, finding a specified advertisement, comparing details, checking dates, shopping lists, making word sets, and newspaper headlines.

c. Extensive Reading

Extensive reading is reading longer text for the readers' own pleasure.

Keep records and wall charts, make summaries, and indicate the difficulties are the activities in extensive reading.

d. Intensive Reading

Intensive reading is reading shorter text to get extract specific information. Match noun and verbs, split sentences, combine sentences, make summaries, recorder paragraph, fill the gaps, complete tables and graphs, take sides, read and choose, select a summary, compare version, identify facts, and focus on form and style are the activities of intensive reading.

It can be assumed that there are some difficult ways on reading, but the purpose is one, understanding the text.

5. Principles of Teaching Reading

Harmer (2001: 70) said that some principles of teaching reading were;

a. Reading is not Passive Skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean, see the picture the

words are painting, understand what the word mean, see the picture the words are painting, understand the arguments, and work out. If we do not this thing and if students do not this thing then we only scratch the surface of the text and we quickly forget it.

- b. Students need to be engaged with what they read.

As with everything else in lesson, students who are not engaged with the reading text, not actively interested in what they are doing and less likely to benefit from it. When they really fired up by topic or the task, they get much more from what is in front of them.

- c. Students should encourage to respond to the content of a reading text, not just for language.

It is more important to study reading text for the way they use language, the number of paragraph they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important and we must give the students a chance to respond to that message in some ways. It is especially important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language.

- d. Prediction is a major factor in reading.

When we read text in our own language, we frequently have a good idea of the content before we actually read. Book cover gives us a

hint of what's in the book, photograph and headlines hint at articles what about and report look like before we read a single word.

The moment we get this hint the book cover, headline. The word processed page our brain start predicting what they are going to read. Expectations are set up and active process of reading is reading to gain. Teacher should give students "hint" so that they can predict what's coming too. It will make them better and more engaged readers.

- e. Match the task to the topic.

We could give students Hamlet's soliloquy "to be or not to be" and ask them to say how many times the infinitives is used. The most interesting text can be undermined by asking boring and inappropriate question, the most common place can made really exciting with imaginative and challenging task.

- f. Good teacher exploit reading text to the full

Many reading text is full of sentences, words, ideas, description, etc. It doesn't make sentence just to get sense just to get students to read it and drop it to move something else. Good teachers integrate the reading text on interesting class sequences, using the topic for discussion and further task, using the language for study and activation.

6. Text Genre

Based on Hartono (2005) in Genres of Text, there were some types of reading text :

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 items text

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

f. Report text

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

g. Analytical exposition

Analytic exposition is a text to share with others an account of an unusual or amusing incident.

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 not be the case.

j. Explanation text

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

k. Discussion text

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

l. Review text

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

In this research, narrative text were used to teach and figure out the students' reading comprehension ability.

7. Nature of Reading Comprehension

Reading comprehension is the process of understanding meaning from a piece of text and extracting the required information from it as efficiently as possible.

Zorn (1980: 70) stated that comprehension is a simply understanding we receive when we read something.

Kennedy (1981: 192) defined reading comprehension as a process which the readers are able to understand what is written in the text and find the idea of the text so they are able to interpret it to their own needs and purposes.

Based on some scientist' definitions about reading comprehension above, it can be concluded that reading comprehension is a process of the mind to understand and comprehend the meaning of written or printed words or symbol.

8. The Components of Reading Comprehension

Leu and Kinzer (1987: 30-37) explained that there were six major components of the reading comprehension:

a. Decoding knowledge

Knowledge used to determine a written word which is the same as the oral.

- b. Vocabulary knowledge
Knowledge used to determine the appropriate meaning for a word in certain context.
- c. Syntactic knowledge
Knowledge of the word-order rules used to determine grammatical function, the meaning, and pronunciation of words.
- d. Discourse knowledge
Knowledge of language organization at units beyond the single sentence level includes knowledge of the structural organization of different types of writing.
- e. Readiness Aspects
Knowledge of students' ability in reading comprehension which getting advantages from reading an instruction which also refers to understand a particular selection.
- f. Affective aspect
In reading comprehension, include both attitude and interest. These increase motivation and facilitate reading comprehension.

The major comprehension of reading influenced someone in comprehending the text. Readers have different interpretation based on their understanding of the text. The readers will comprehend the text perfectly (it means that the reader understand what the writer means in this text) if they understand well of the major component of reading.

9. Level of Reading Comprehension

Burn (1984: 177) confirmed that there are four levels of comprehension:

a. Literal Reading

It is level for literal comprehension involving acquiring information that is directly stated in a selection. Answering to literal question simply demands the students from memory what the book says. Literal comprehension is the lowest level type understanding.

b. Interpretive Reading

The interpretive reading involving reading between the lines is not directly stated in the text, but catches the "message" of the selection or understanding what the author meant by the passage.

c. Critical Reading

It evaluates written text by comparing the ideas and making conclusions that discovered in the text about accuracy and appropriateness. Critical reading depends on literal comprehension, and implied ideas are especially important.

d. Creative Reading

It is level which requires the readers to be creative in reading, to think as they read just like critical reading, and they have to use their imagination while reading. Creative reading involves going beyond the material presented by the author.

In this research, the focused levels were literal reading and interpretive reading.

10. 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.

11. Type of Evaluation

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

- a. Doing : the reader responds physically.
- 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 chose one of them to be the instrument in this research. The research used reading evaluation of choosing as instrument of test. It means that the students would choose the best answer based on the questions about the passage. So, the researcher

used an objective test in the form of multiple choices to collect the data.

B. Think Pair Share Technique

1. The Nature of Think Pair Share

Reading was considered as a boring and confusing lesson since what the students learned from reading was texts. This is what challenged the English teacher to make teaching reading especially in reading comprehension become more interesting. Therefore, teacher needs a strategy to help the students in learning reading comprehension. One of the most interesting ways in teaching is using Think Pair Share.

Isjoni (2009: 67) stated that Think Pair Share gives the students the opportunity to work independently and cooperate with other.

Have a source from the Margaret Laurence's article (2009: 3) explain that Think Pair Share is a strategy designed to provide students with "food for thought" which means that this strategy is to make students become autonomous learner. For example in teaching reading, the teacher gives the reading material to the students and questions related the text. Then the students read the text individually and think silently about the answers. Next, the students pair up with a partner to share the answers. In sharing process the students will get more information in comprehending the text to answer the questions, hence the students more active than the teacher in teaching learning process.

In conclusion based on the explanation above Think Pair Share Technique that the writer uses in this study is a collaborative learning strategy in which students work together to solve the problem or answer a question about an assigned reading. This technique requires students to think individually about the topic or answer the question, share and discuss their ideas, focus attention and engage students in comprehending the reading material.

2. The Purpose of Think Pair Share

Think Pair Share is a simple technique for improving students' reading comprehension. It gives students time to think about an answer and activeness prior knowledge and Think Pair Share enhances students' oral communication skill as they discuss their ideas with one another. So, the purpose of Think Pair Share that writer uses is teaching reading are to make students easy to comprehend the content of the text by working independently (thinking) and cooperating (sharing) with another. From the process of sharing, a communication between pair will happen so it will make students more active in learning process.

3. The Advantages and the Disadvantages of Think Pair Share

Every technique of teaching learning has advantages and disadvantages. According to Lie (2004: 47), Think Pair Share also has advantages and disadvantages.

- a. The Advantages of Think Pair Share
- 1) provided encouraged the students' participation
 - 2) engaged students' thinking skill
 - 3) Small group can have quality discussions
 - 4) The students are motivated to learn
 - 5) The students are active and confident to share their ideas or opinion
 - 6) Improve their result of learning
 - 7) Teach the students to be democratic
- b. The Disadvantages of Think Pair Share
- 1) The class will be very noisy
 - 2) It spend much time

To overcome the disadvantages of Think Pair Share technique in reading class, the teacher should manage the time effectively and choose the simple text that used for reading text.

One of the effective technique in Think Pair Share that can make students active and improve their achievement or their result in learning with social interaction between other student although it needs more much time to apply it in the class.

4. Teaching Reading through Think Pair Share

Based on the fact, there are many students who dislike reading lesson because they cannot comprehend the reading text well. They are

lazy to read the text seriously. The researcher found this problem in SMP Muhammadiyah Sumbang. Based on the observation, when the teacher gave the text, and asked the students to read that text and answer the questions, the students had no enthusiasm in reading the text. They read the text so slow and they also couldn't answer the questions after reading the text. It because of the student can't comprehend the text. This proved that students' competence in comprehending the text was low. It happened because the teacher does not know the interesting technique to comprehend the passage of the text in teaching reading.

By seeing this, the researcher wants to apply the interesting technique in teaching reading to improve students' reading comprehension. The writer wants to apply Think Pair Share in teaching reading.

This technique can help the students in comprehending the reading material by sharing their ideas in group. In applying Think Pair Share the writer used several steps :

1. The teacher begins by giving the reading text and some questions about the text (brainstorming).
2. The teacher asks the students to read the text
3. After reading the text, the students are given "Think time" to think individually about the content of the text and also think about the answer of questions.
4. The students will be put in a group of 2 students.

5. Finally, students “share” their thinking with their pair about the content of the text and the answer of the questions. In this step the student will compare their thought to get the equal comprehension or thought about the passage of the text by cooperating with each other.
6. Then each group share their ideas with other groups one by one. So there is no students who dominates in discussing because they will get the same opportunity to share their ideas.

By Think Pair Share the students will be provided “think time”. It makes the quality of students’ response increase. Students also active in discussion activity. In discussion the students have to deliver their ideas and comprehend of those new ideas. Their misunderstanding about the content of the text will resolved in this discussion.

From the explanation above, the reseacher hopes Think Pair Share technique will be effective used in SMP Muhammadiyah Sumbang to improve students’ reading comprehension.

C. Basic Assumption

Reading comprehension was the process of understanding and constructing meaning from texts. This activity was regarded as one of the difficult process of learning because learners must have ability to understand and find certain details of the reading text. To make teaching

reading comprehension be more attractive and successful, teacher needed an interesting method. Think Pair Share was a fun teaching learning strategy which was used to review materials given before. Nevertheless, new material still could be taught using this strategy, with a record that the learner should learn the topic that would be taught in order when the class begin they already have knowledge.

By applying Think Pair Share in reading activities, the students would be easier to understand the content of the text. It also could stimulate their motivation and interest to read the text. Hopefully, the students' reading comprehension would be improved through an application of Think Pair Share in the teaching learning process.

D. Hypothesis

From the explanation given before, the hypothesis of this study is Think Pair Share Technique can improve students' reading comprehension.