CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature. It concerns with theoretical frame work underlying this study, which is presented in detail. This chapter presents definition of reading, reading strategies, teaching reading, classroom reading activity, definition of narrative, generic structure of narrative text, Think Pair Share (TPS), advantages of Think Pair Share (TPS).

A. Definition of Reading

There are four basic skills in learning a language, i.e. reading, listening, speaking and writing. Reading is one of those skills which have to be mastered by the learners in order to mastering the language. Reading is an essential skill for learners of second language which is a fluent process of readers combining information from a text own background knowledge to build meaning and the goal of reading is comprehension.[1]

Reading is as a selective process taking place between the reader and text, in which background knowledge and various type of language knowledge interact with information in text to contribute to text the comprehension.[2]The understanding of reading comes from the interaction

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[1] David Nunan, *Practical English Language Teaching* (New York: Mc. Grow-Hill Company, 2003), 3.
[2] Cyril J Weir, *Understanding and Developing Language Test* (London: Prentice Hall, 1993), 64.

between the words that are written and how they get the knowledge outside the text.

While, Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[3] It means that when the learner read a text, she or he was combining between their knowledge and information that gotten from a text. So, their knowledge would increase. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading.

Reading is useful for language acquisition provided that students more or less understand what they read, the more they read, the better they get at it. reading also has a possitive effect on students's vocabulary knowledge, on their spelling and on their writing. Reading text also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole text. Students then have good models for their own writing.[4] It show that the reading activity give so many knowledge that students need to develop their English capability.

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[3] David Nunan, *Practical English Language Teaching*(New York: Mc . Grow-Hill Company, 2003), 68
[4] Jeremy Harmer, *How to Teach English* (England: Longman, 2007), 99.

B. The importance of Reading

Reading is a very important activity in our life. Yet, sometimes students do not realize the value of reading. By reading, they will be able to get information throughout the word. It means they will get anything they want to know. For several reasons, reading is very important for the students. Firstly, by reading we can get a lot of knowledge about many things in the world such as science, technology, sports, arts, culture, etc. Written in either books, magazine, newspaper, etc. Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed. The last, reading can also take us to other parts of the world.

According to Harmer, there are several factors why reading is very important for the students. First, reading is a way to gain information, for example, information from newspaper or magazines. Even, news that is broadcasted on TV sometimes need to be read. Second, to find several facts to support an agreement to learn the major step in laboratory experiment to understand a match problem and analyze an authors' view point about text. Besides, sometimes we read in order to interpret and sometimes we read in order to transfer the information to another medium.[5]

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[5] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1991), 18.

C. Reading Strategies

According to Hadfield and Hadfield, the strategy of reading is divided into five categories. They are scanning, skimming, reading for gist, reading for detail, and extensive reading.[6]

1. *Scanning* is reading quickly to get some information that we need, so we will stop to read if we got the information that we are looking for. It makes save the time without read all of the text. It is appropriate you apply when you get tests.

2. *Skimming* is fast read to find out general idea or important information. It usually applies when you movie reviews, newspaper articles, and passage. When you skim, your eyes should move very quickly and focus only on the words or sentences that will answer your questions.

3. *Reading for a Gift*, reading in a purpose is to answer the questions in the text. Before you reading a text you read the questions. You will have memorized in mind about the question. It can help easier for finding the answer.

4. *Reading for Detail,* some texts need more attention to read it. Thus, we have to read carefully to get the meaning of the whole text, and it is usually need re-reading and checking the words to get the meaning accurately.

5. *Extensive Reading, t*he text is usually longer like a novel, etc. The extensive reading is also important for students when they read long text

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[6] Jill Hadfield and Charles Hadfield , *Introduction to teaching English* (New York: Oxford, 2008), 92-93.

for pleasure. In this way, we can use the variety of reading like rapidly and read more detail.

D. Teaching Reading

Teaching reading is a process of teaching in which the reader shows and helps someone or students to learn how to read well in English to improve students' awareness or reading as a skill. Teacher not only shows and help learner to communicate but also showing and helping how to read well in English. Brown (2007) stated that teaching is guiding and facilitation learning enabling the learners to learn, and setting the condition for learning[7]. Based on the statement above it can be concluded that teaching is an activity, which gives guidance to the student in teaching learning process. Besides, teacher has important role to raise success in teaching learning process.

For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be an uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary that cannot be mastered by them, it make the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion from the vocabulary that understand.

Thus, to avoid the problems in reading, the teacher should design a set of principle that can help the student to develop the reading skill successfully.

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[7] Douglas, Brown. *Principles of language learning and teaching fifth edition* (USA, Pearson Education 2007), 8.

Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer.[8]The six principles will be discussed below:

1. Suggestion students to read as often and as much as possible

   Our knowledge will increase if much new information in mind. One a way is many books that we read. The more students read the better. The teacher suggestion the students to read extensively as well as.

2. Students need to communicative situation

   They should be involved in joyful reading, when students are reading extensively. It intended the students feel enjoy. We should try to help them get as much pleasure from it as possible. During lesson, we ensure that they are *engaged* with the topic of a reading text.

3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction

   It is important for students to study reading texts in order to find out information from a text that read. As a result, we must give students a chance to respond to that message in some ways. It is especially important that they should be allowed to show their feelings about the topic, thus, provoking personal engagement with it and the language. Reading for pleasure and should be different reading for study.

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[8] Jeremy Harmer., *How to Teach English* (England: Longman, 2007), 101-102.

4. Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint what articles about; we can identify from their appearance before we read a text. The moment we get these clues the book cover, the headline, the web-page banner, so our brain start predicting what we are going to read. In class, teachers should give students 'hint' so that they also have a chance to predict what is coming.

5. Match the task to the topic

Once decision has been taken about what reading text the students are going to read (based on their level, the topic of the text). We need to choose good reading task. The right kinds of questions, appropriate activities before, during and after reading, and useful study explanation, etc. The most useful and interesting text can be undermined by boring and inappropriate tasks..

6. Good teachers exploit reading to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation. Where students have been doing extensive reading, we should use opportunities present them to provoke useful feedback.

From the explanations above, we can conclude that, the teaching reading is important to improve their language, especially in Junior High School.

E. Classroom Reading Activity

Reading activity purposes to introduce and develops reading skills that are useful outside the classroom, and introduces our practice language. The students should read as widely in English as they can, because reading has intensive reading of material such readers is an excellent way developing reading skill and increasing vocabulary.

There are three kinds of activities in relation to reading classroom activities. They are pre-reading activities, whilst-reading, and post-reading activities.

1. Pre-reading activities

   Pre-reading activities are activities that prepare the learners for what they will read and set the taste for the second stage.[9] According to Celce and Murcia, some commonly used pre-reading activities including the following: previewing the text, skimming the text, answering questioning about information in the text, exploring key vocabulary and reflecting on or reviewing information from the text.[10]

2. Whilst-reading

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[9] Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), 74
[10] Marrianne Celce and Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle and Heinle, 2001), 191.

During reading activities, a reader does while reading takes. To maximize reader interactions to a text, readers should be guided during reading activities. In an attempt to influence how readers process a text to increase reading skill, a variety of intervention can be applied. In this case, Celce and Murcia suggest to the teacher – what can be done at whilst-reading.[11]Guide the students to focus on considering relationships among ideas or characters in the text, and reading purposefully and strategically. For details activities include outlining key ideas, examining emotions and attitude, determining sources of difficulty, looking for answer the questions and writing the prediction of what will come next.

3. Post-Reading Activities

Post-Reading Activities are the activities conducted by reader after reading. Post-Reading activities can involve other skills, such as writing, speaking, or vocabulary development.[12]These activities are aimed at rechecking the reader's understanding about the topic has been read in post – reading. The teacher tries to evaluate the students ability with make the post questions with pressured the reader's comprehension.

In Pre-reading activities, there are some techniques such as previewing the text, skimming the text, answering questioning about information in the text, exploring key vocabulary and reflecting on or reviewing information from the text. In this research, the researcher will be discussed pre-questioning technique as Pre- reading activities.

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[11] Ibid., 191.
[12] Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), 80

F. Definition of Narrative Text

According to Inman and Gardner, narration is the telling of a story, either fictional or real, whose subject is an incident or a series of related incident. As narrative fiction includes every kind of story from the sort tale to the long novel, so non fictional narrative includes every kind of story from the short anecdote to the book length account of a long series of incidents. [13] According to Joyce and Susan the purpose of narrative is to tell stories which are about 1) a person or a group of people overcoming problems, 2) show how people react to experiences, 3) explore social and cultural values, 4) entertain audience.[14]

The general concept of narrative text is a text which contents about a story like a story of folktale, paragraphs fable, legend, etc. While Boardman and Jia state that "narrative is telling a story".[15]Another definition of narrative text is a kind of text which is aimed to entertain reader or listener with the fictive or non-fictive experience. Beside the purpose, it is also deals with problematic event or unusual events.[16]

G. Generic Structure of a Narrative Text

The genre of narrative is one of the most commonly read, although least understood of the other genres. Narrative is not only considered as

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[13]Billie Andrew Inman and Ruth Gardner, *Aspect of Composition* (New York: United States of America. 1964), 70.

[14]Helen Joyce and Susan, *Writing to Tell Stories* (Australia: Shanna Books, 2000), 24.

[15] C.A. Boardmand and F. Jia, *Writing to Communicative Paragraphs and Essays*, (New York: Longman, 2002), 3rd Ed, 18.

[16] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), 204.

entertaining a reader, but also it has a powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs. Narrative is also a genre that can easily accommodate one or more of the other genres and still remain dominant. Countless the books which have been written about narrative. [17]

The general concept of narrative text is a text which contents about a story like a story of folktale, paragraphs fable, legend, etc.

The narrative text has three generic structures. They are, as follow:

Orientation : Introducing the characters of story, the time and place the story happened (who/what, when, where).

Complication : A series of events which the main character attempts to solve problem.

Resolution : In the last stage tells about the ending of story containing the solution.[18]

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[17] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Australia: A UNSW Press book, 2005), 220.

[18] Djatmika, et. Al., *Passport to the World 2A Funand Easy English Book for Grade VIII of Junior High Schools*(Solo: PT Tiga Serangkai Pustaka Mandiri, 2009), 102.

Example of Narrative Text

CINDERELLA

Orientation	Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered.
Complication	One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this. At last, the day of the ball came, the step sisters did not allowed Cinderella went to the ball. They left Cinderella alone. Cinderella could not help herself to go to the ball, and then she started crying.
	Magically, the fairy godmother came and then she gave her a pair of pretty glass slippers and nice dress. The fairy said; "You must leave before midnight". Then away she drove in her beautiful coach. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward. But one of her glass slipper was left behind.
	A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Cinderella stuck out her foot and the page slipped the

	slipper on. It fitted perfectly.
Resolution	Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after

H. Think Pair Share

1. Definition of Think Pair Share (TPS)

Think-Pair-Share is introduced by Dr. Frank Lyman, University of Maryland Instructor and educational consultant. Think Pair Share technique has been a foundational tool in cooperative learning, it can be applied such as in many classrooms, workshops, and training rooms. When the facilitator asks the audience a question, the some few people answer enthusiastically, while the rest just sit passively. Think Pair Share increase the engagement of all learners with the subject matter and provides the facilitator time to make better decision. At the same time, it can help to develop communication skill.[19]

Think Pair Share strategy is a cooperative learning technique that promotes students participation and is useful for all year level and class sizes and is particularly useful in making lectures interactive.[20]

2. Think Pair Share in the classroom

In this study, the researcher uses the Think Pair Share strategy in teaching reading skill in classroom action research. This strategy

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[19] Kathleen Carroll, *A Guide to Great Field Trips*, (USA: Zephyr Press, 2007), 102.
[20] http://intranet.ecu.edu.au/__data/assets/pdf_file/0006/490857/Think-Pair-Share-explained.pdf. Accessed on April 8, 2014.

encourages students to think about the content, compare their thoughts with those of their partners, and share their answers with the group work.

According to Kagan, the simplest cooperative learning structure/strategy is "Think Pair Share".[21] He calls this cooperative learning strategy "Think Pair Share," you may now it as "Turn to your neighbor". "Think Pair Share" requires each student to think about and respond to a question, discuss answer in pairs, then share their own or a partner's answer with the whole class or another group. Variations include writing answer and reading the other's answer(s), or discussing answer and constructing an answer that incorporates the best of each of the partners' answer. Each student of the pair may be given a predetermined amount of time for sharing his/her response. It involves three steps of cooperative structure. During the first step 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. There process of *Think Pair Share* in the classroom:[22]

a. Teacher poses a question

The process of think, pair, share begins when the teacher poses a thought-provoking question for the entire class. This may be a straightforward question or a problem the teacher wants to pose to the

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[21]Spencer Kagan, *Cooperative Learning*. (San Juan Capistrano, CA: Kagen Cooperative Learning, 1992), 11:2

[22]http://web.archive.org/web/20050306223510/http://curry.edschool.virginia.edu/go/edis771/notes/THNKPRSH.html. On June17. Accessed on April 27, 2014.

class for solution. For example, "What would have been the likely outcome if the United States had maintained its isolationist position and not entered the European theater of World War II?"

b. Students think individually

At a signal from the teacher, students are given a limited amount of time to think of their own answer to the problematic question. The time should be decided by the teacher on the basis of knowledge of the students, the nature of the question, and the demands of the schedule. It may be helpful, though it is not required, to have students write out their individual responses and solutions. Students should understand that while there may be no one right answer, it is important that everyone come up with some reasonable answer to the question. This step of the procedure automatically builds "wait time" into the classroom conversation.

c. Each student discusses his or her answer with a fellow student

The end of the think step signals to the students the time to begin working with one other student to reach consensus on an answer to the question. Each student now has a chance to try out possibilities. Together, each pair of students can reformulate a common answer based on their collective insights to possible solutions to the problem. At times, the process can go one step further by asking pairs of students to regroup into four students to further refine their thoughts before sharing with the group at large. These small group settings are less

threatening to individual students than venturing forward before the whole group with an untried answer. The pair step in the model also promotes much more conversation among students about the issues entailed by the question.

d. Students share their answers with the whole class

In this final step, individuals can present solutions individually or cooperatively to the class as a whole group. Where pairs of students have constructed displays of their answers, as in a chart or diagram, each member of the pair can take credit for the product of their thinking.

The final step of think, pair, share has several benefits to all students. They see the same concepts expressed in several different ways as different individuals find unique expressions for answers to the question. Moreover, the concepts embedded in the answers are in the language of the learners rather than the language of textbook or teacher. And where students can draw or otherwise picture their thoughts, different learning modalities and preferences can come into play in the attempt to understand the ideas behind the answers.

It may be worth repeating one caveat in closing: The success and quality of the think, pair, share activity will depend on the quality of the question posed in step one. If the question promotes genuine thought for students, genuine insights are sure to emerge in successive steps.

3. Advantages of Think Pair Share (TPS)

There are many advantages from Think Pair Share strategy.[23] They are:

a. Students can do dependent and independent

When the students think question from the teacher for minutes, it can provoke the students to explore their mind. Besides, it makes the students have material that will discuss in pair. Then, when the students discuss, they are studying to solidarity, help students each others.

b. Maximally participation students

Each student have a duty that given from the teacher. They have to think individually before the teacher divides a group. It makes the students give full participation.

c. Give chance students to share their idea

During the students discuss in pair a group, they are study to share what their idea. They try to explain their opinion to friends in group.

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[23] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar, 2013), 206