

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of two parts. There are previous study and theoretical framework. In the theoretical framework discussion about three parts, there are reading, team pair solo, and narrative text.

#### 2.1 Previous Study

There have been a number of researcher conducted some studies related to the topic. Therefore, I as the researcher chose five previous studies which are closer to the topic.

The first previous study was conducted by Mardianti, Ohoiwutun, & Wahyudin (2014). His research was entitled “Improving Students’ Reading Comprehension through Schema Activation Strategy”. The name of the journal was *E-Journal of English Language Teaching Society (ELTS) Vol.2 No.1* This research used a true experimental design. The result of this research the used of Schema Activation Strategy can significantly improve the students’ reading comprehension. It is proven by the result of t-value (2.853) which is greater than t-table (1.998).

The second study was conducted by Santoso (2000). His research was entitled “Improving Students’ Reading Comprehension through Interactive Read-Aloud Technique”. The name of the journal was *Premise Journal Vol. 4 No.2*. The method of this research was Classroom Action Research. The research was conducted in three cycles. They are test result, meaning contruction and motivation. Each of cycle consists of four stages that was

planning, acting, observing, and reflecting stage. The findings reveals the use interactive read-aloud could improve the students' reading comprehension. The improvement can be seen from the increase of score of test result is 71.1, score of meaning construction is 72.9 and score motivation is 75.7.

The third study was conducted by Widyanti (2012). Her research was entitled "Improving Reading Comprehension of Narrative Text through Reciprocal Teaching Technique". The purposes of the researcher was to know how well Reciprocal Teaching technique improve reading comprehension (word meaning, reference and information) on narrative text to the students grade XI of SMA Negeri 5 Pontianak. The method of this research was Classroom Action Research. The research was conducted in three cycles. Each of cycle consists of four stages that was planning, acting, observing, and reflecting stage. The result of the data analysis showed that the students' reading comprehension on narrative text improved through Reciprocal Teaching technique in 3 cycles. In the first cycle only 62% of students passed the minimum criteria of mastery learning. In the second cycle, 91% of students passed the minimum criteria of mastery learning and in the last cycle, 100% of students passed the minimum criteria of mastery learning.

The next study was conducted by Satriani (2016). Her research is entitled "Employing Graphic Organizers through Team-Pair-Solo strategy to improve reading comprehension of eight graders at SMPN 9 Kubung". The journal by *Al-Ta'lim Journal Reserved Vol.23 No.1*. This research used a classroom action research. The instruments were reading comprehension test,

observation checklists, field notes and questionnaire. The findings of this study showed that the strategy improved students' ability, most of the students (87.5%) were actively involved and enthusiastic in teaching-learning process and most of them (90%) gave positive perceptions toward the implementation of the strategy. These results indicated that the strategy was effective in improving students' reading comprehension ability

The last study was conducted by (Purwanti, 2017). His research is the effectiveness of using team pair solo strategy in teaching writing descriptive text for the second grade students in SMPN 2 Peterongan. The name of the journal was *SELL Jurnal Vol.2 No.1*. The research method used is quantitative research with the design "Quasi-Experimental Design" especially Non-equivalent control group which relates to nonrandomized subject. The subjects of this research were 8-A and 8-B which consist of 32 students. Pre-test and post-test were given to both of experimental and control class. For the treatments, the students of experimental class were taught by using Team Pair Solo Strategy. In contrast, the students of control class were taught by Conventional Strategy. Post-test was given after giving the treatments. The result showed that  $F_{\text{value}}$  was 4.955 than  $F_{\text{table}}$  was 3.99. It was clearly shown that  $F_{\text{value}}$  was higher than the  $F_{\text{table}}$  ( $4.955 > 3.99$ ). It means that  $H_a$  was accepted. The result of this research the used of team pair solo strategy in teaching writing descriptive text for the second-grade students in SMPN2 Peterongan was proven effective.

Based on the previous studies above, there are several studies related to improving students' reading comprehension. However, teaching reading comprehension of narrative text by using Team-Pair-Solo technique has not been working out. So, it is makes the researcher to find out the effectiveness of Team-Pair-Solo technique to improve reading comprehension of narrative text.

## **2.2 Theoretical Framework**

### **2.2.1 Reading**

#### **a. Definition of Reading**

Reading is one of language process in learning activity. As stated by Hamra, (2010:31), reading is a language process and communication that is a process which gives opportunity to readers to interact and communicate with different ideas. It means that the readers could find a new knowledge from a different point of view by reading.

Another definition reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text (Cline, Johnstone, & King, 2006:2).

Similarly, Brassel and Rasinski (2008:15) explain that reading is a broad process that involves the eyes, the ears, the mouth, the brain.

It means that the reader should have full concentration and focus of the text, understanding text is determined by the purposes for

reading, the context, the nature of the text, and the readers' strategies and knowledge.

In addition, according to Hapsari, Sudarsono, & Bunau (2014:2), reading is also one of the languages learning activity. The purpose of reading is to get new information based on the reading content. Thus, the readers need the ability to understand the main point of a reading text.

Based on the definition above, it could be concluded that the reading is the activity of transferring words or knowledge through in the text. The readers do not only reading but the readers also do understanding needs to be considered. Reading is the window of science means by reading the reader could find out information important, information from the book they read, the reader do not only know but the reader also do add insight, add knowledge which can be applied in the life of readers to better in life.

#### **b. The Important of Reading**

As stated by Mikulecky & Jeffries (1996:1), reading is one kind of important activities to improve the general language skills in English. It helps the readers to:

- 1) Learn to think in English
- 2) Enlarge your English vocabulary
- 3) Improve your writing

- 4) Reading may be a good way to practice your English if you live in a non English speaking country
- 5) Prepare for study in an English speaking country
- 6) Good way to find out about new ideas, facts and experiences

### **c. Definition of Reading Comprehension**

Comprehension is part of life, every waking minute, readers are making sense of their world (Mikulecky & Jeffries, 1996:14).

They believe that the same process happens when people are reading. As a person reads, the brain tells his eyes what to look for to make connections. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course.

Amalia (2011:17) stated that when a reader sees words, phrases, sentences, and so forth, the reader will be cued to think about experiences, concepts, and feelings. Those experiences come together into what so called comprehension. It means that reading is not only an activity of seeing written symbols but also an activity of comprehending them. Danielle (2006:4) defines comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, the reading is slow to a near halt and deeper levels of comprehension are seriously compromised. According to Habibullah (2012:222),

reading comprehension is specified to understanding the content of the English. Reading comprehension means the ability to grasp the meaning of written materials effectively.

Based on the definition above, it could be concluded that the reading comprehension as an activity done to acquire information and more knowledge from the text that is being read. It is obvious that reading is not merely recognizing the written symbols but also comprehending the text to gain certain information and more knowledge from it.

#### **d. The Aspect of Reading Comprehension**

##### **1) Understanding the word used (vocabulary)**

Reading comprehension depends of vocabulary knowledge and vice versa (Hamra, 2010:5). It means that the more students read, the better their vocabulary becomes, and the more their vocabulary they know, the better they can read and understanding what their read.

In addition, vocabulary is very important in understanding the reading of existing text, for that understanding vocabulary is also required in reading comprehension. Readers do not only know vocabulary but readers also use an alternative that is using a dictionary. Using a dictionary is, of course, the best way to define a word. The words, phrases, and sentences surrounding an unfamiliar word,

the context could help the readers make an educated guess about a new word or phrase. This could help readers enlarge their vocabulary.

## 2) Finding the main idea or theme

Finding the main idea or theme of a written piece is one of the most important aspects of good reading comprehension. The main ideas of a paragraph are a statement of the author's idea about the topic. A main idea statement is always a complete sentence that includes both the topic and the ideas that the author wishes to express about the topic. The main idea is the point that the writer is trying to help the readers understand, whereas the topic is what the writer is using to get a main idea across. Understanding the main idea is more important to study about reading comprehension. So when the student is successful in reading comprehension, the student can understand first of all the main idea of each paragraph.

## 3) Finding Topics

According to Mikulecky & Jeffries (1996:79), the topic is a general word that includes all the other words. Topic sentences are usually found at the beginning of a paragraph in order to immediately establish the main idea. But this is not always the case; topic sentences could be found anywhere in a

paragraph, and sometimes, the author chooses not to use one at all.

#### 4) Previewing

Previewing is something the readers already do in your daily life. For example, when the readers receive a letter, you usually look first at the return address or the stamp to find out where it came from and who send it. Then the readers make some guesses about what it will be about. According to Amalia (2011:26), Previewing means that when students are able to preview the text they read, they are expected to have general idea about what, who, where, why, and how.

So, before the readers read could make a big difference in how well the readers understand what they read. The aim of previewing is to find out what the readers are going to be reading before the reader actually read. The readers' brain can begin making connection and to comprehension will be faster and better the readers could be preview to get an idea of what the readers will find in the text.

### 2.2.2 Team Pair Solo

#### a. Definition of team pair solo

Team pair solo is one of cooperative learning technique. Cooperative learning as the name implies, requires students to

work together on a common task, sharing information and supporting one another (Barkley, Cross, & Major, 2005:5). It means that the students could work to discuss and do the task by team.

Team Pair Solo developed by Dr. Spencer Kagan (1994). According to Tahir & Hanapi (2017:75), Team-Pair-Solo which students work on tasks given by the teacher as a team, then with a partner, and in the end, the task will do individually. It is designed to motivate students to solve problems that initially are beyond their capabilities so that students are able to do more things with the help of others on issues that they can do themselves, first as a team and then in pairs and individually.

Based on the definition above, it could be concluded Team-Pair-Solo is a cooperative learning technique where students are grouped into teams to complete a task or problem. First, they solve a problem as a team, then they break into pair, and finally they solve the task individually. Team-Pair-Solo technique is intended to help students to learn problem-solving skills. In this technique, students learn to work in group and also individually.

#### **b. Procedures in using Team-Pair-Solo.**

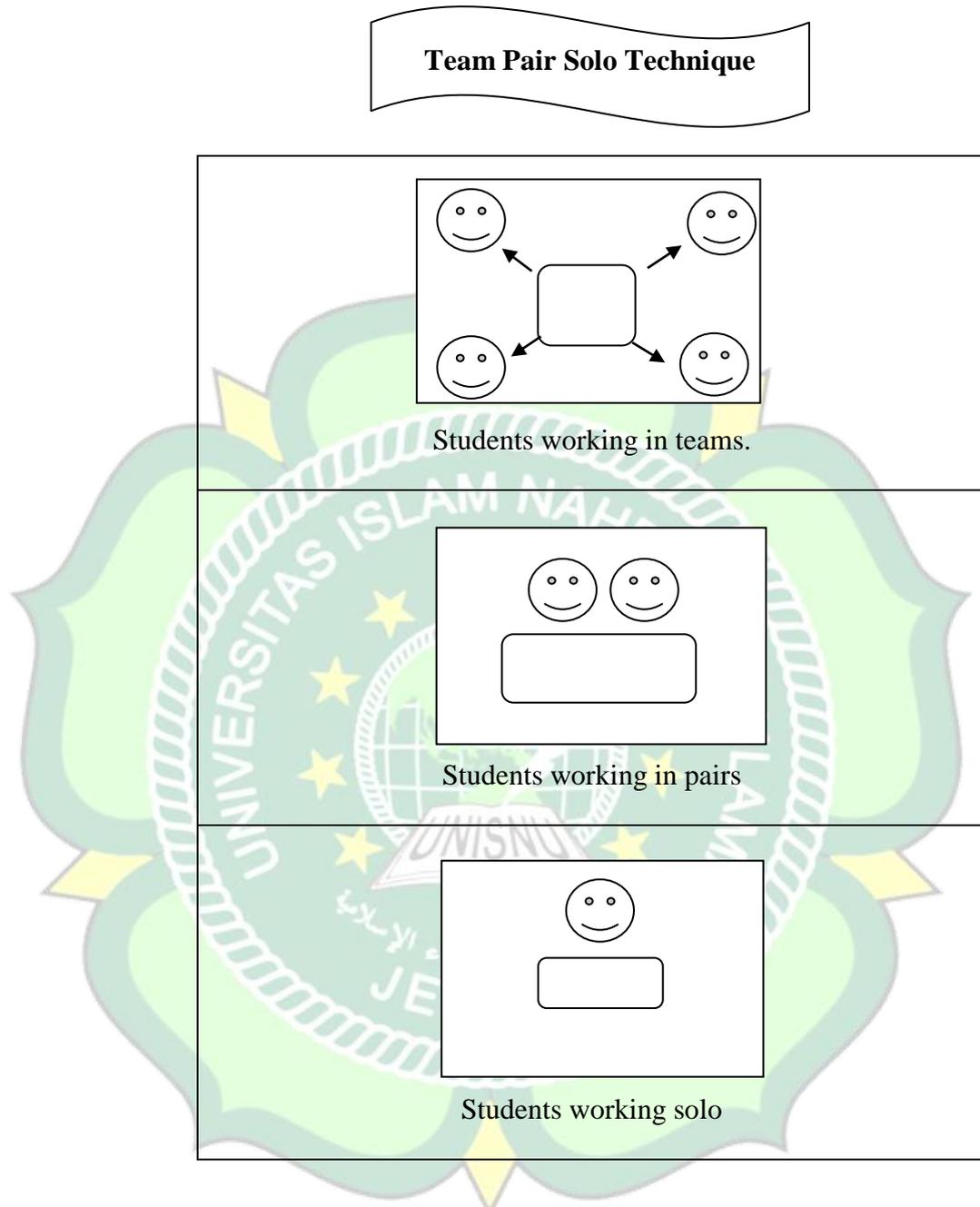
Team pair solo is one the techniques that are developed by Kagan in creating learning in the classroom. Before applying this technique, the researcher is supposed to know well how to apply

and use it. According to Kagan (1998), there are three steps to use team pair solo technique. They are as follows:

- Team, in the first step, the teacher divides the students into groups. One student is taken from the high ability group, two students come out from middle ability, and the last one is taken from the low one. Students work as a team to solve the problem
- Pair, in the second step, the teacher asks the teams to break into pairs. Students discuss and share their idea about the problem in pair. Then each pair shares what they get to the whole class.
- Solo, in the final step, the teacher asks the pairs to break up and gives the students a new related problem to be solved individually. Based on their experience before in session Team and Pair, now students try to solve the problem alone.

To make easy to understanding about tem pair solo technique, the researcher given figure, as follows:

**Figure 1.1 Team Pair Solo Technique**



**c. Advantages of team pair solo**

Following are some of the advantages of the strategy:

- It makes class interactive.
- Students actively participate in teaching-learning process.

- It helps in developing social skills as they communicate, help and learn from each other.
- Students learn to think from different perspectives, listen to others' point of view, and put forth their views confidently

### 2.2.3 Narrative Text

#### a. The Concept of Narrative Text

Narrative has been describe as having several common components including a setting, plot (series of episodes based on goals, outcomes), resolution or story ending (Coffman & Reed, 2010:6). Moreover, Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. It means that narrative is story have a setting, plot in detail and usually have a moral value to the reader.

In other definition narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader (Mislain, 2015:3). In addition, Gerot & Wignell (1994:204) stated that narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

Based on the definition above, it could be conclude narrative text is a type of text that tells a series of chronologically connected events including setting, plot and resolution or story ending. Usually this story is imaginative or just a story by the author with the aim to entertain the reader.

#### **b. Generic structure**

In learning narrative text, the students should know generic structure. Generic structure is the way in which elements of a text are arranged to match its purpose. According to Gerot & Wignell (1994:204), explain that there are generic structures of narrative text:

##### ➤ Orientation

Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

##### ➤ Complication

That sets off a chain of events that influence what will happen in the story and a sequences of events here of the characters reach to the complication.

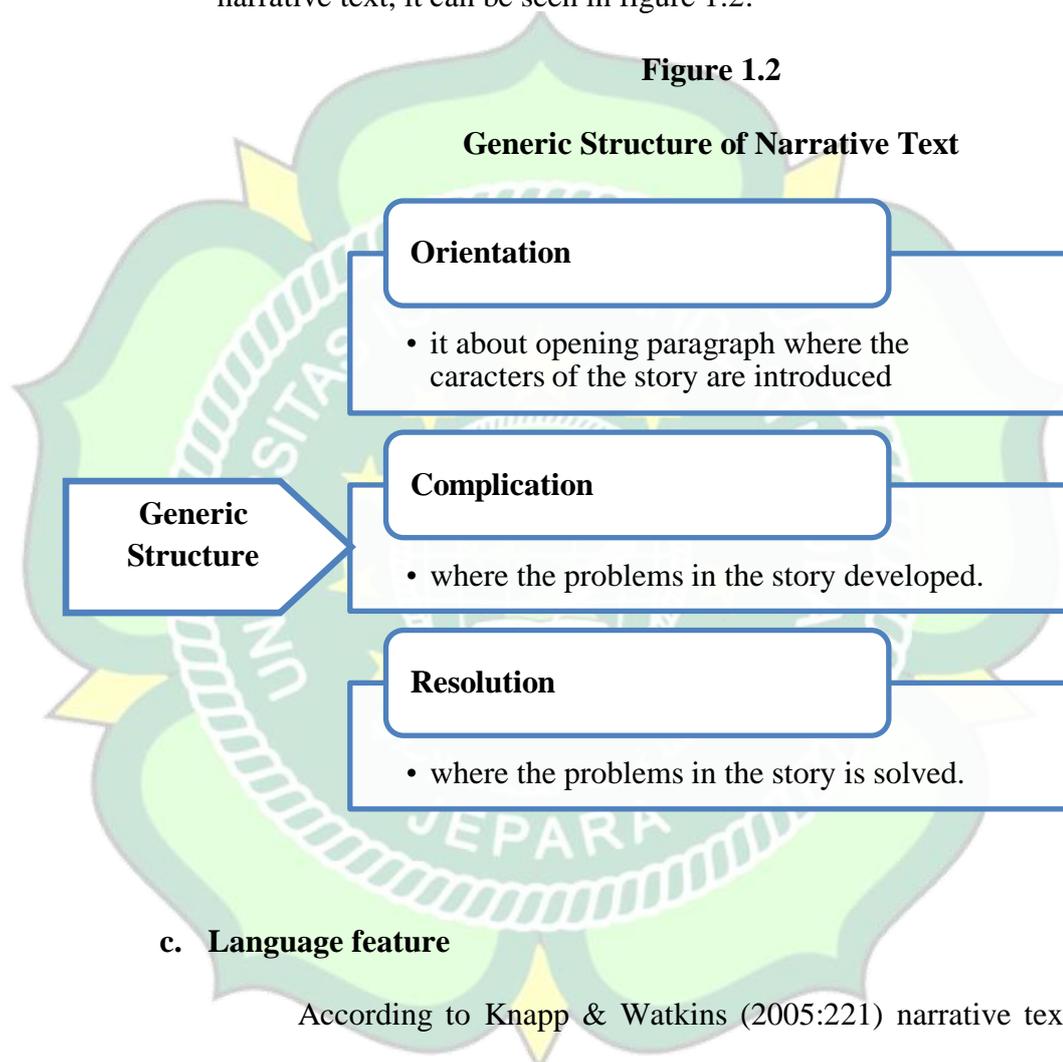
##### ➤ Resolution

That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy

ending (happy ending) or not slightly ended tragically, the sad (sad ending).

- Re-orientation : optional

To make easy to understanding about generic structure of narrative text, it can be seen in figure 1.2:



### c. Language feature

According to Knapp & Watkins (2005:221) narrative text has some language feature or grammatical feature, namely:

- Focus on specific and usually individualized participants, for example:

Once upon a time there lived a little girl named *Snow White*. She lived with her aunt and uncle because her parents were dead.

- Use adverb of time, for example:

*Once upon a time* there lived a little girl named *Snow White*. She lived with her aunt and uncle because her parents were dead.

- Use action verb, for example:

One day the man and his son *went collecting* fire-wood. They *saw* a golden tree. They *went* slowly over to the tree. When they *got* closer to the tree they *heard* a voice *coming* from the tree

- Use of temporal connective, for example:

We *then* looked at some games and equipment. *After* lunch we walked up to the *Sydney Morning Herald* and saw how they make papers. *After* that we caught the train back to Marrickville.

- Use of past tense.

They *were* poor because their pig *ate* them out of house and home and he *didn't share* with the other animals. His name *was* Bob. 'You *should go* on a diet' *said* Clarabelle.

#### d. Sample of narrative text

In order to make the understanding about what and how narrative text is. Here is the example of narrative text includes generic structure:

**Table 1.3**

**The Example of Narrative Text**

<b>Generic structure</b>	<b>Narrative text</b>
<b>Orientation</b>	A long time ago there was a barn with owners named Mr. and Mrs. Smith. They were poor and they only had a horse for riding, 2 sheep for wool, 1 pig and a bull and a cow for milk.
<b>Complication</b>	They were poor because their pig ate them out of house and home and he didn't share with the other animals. His name was Bob. 'You should go on a diet' said Clarabelle the horse. 'Oh be quiet, I'm not fat I've got big bones'. A few minutes later Bob was rolling around on the ground. 'I'm sick, I'm sick', he shouted. 'Help me, help me'. Mr. and Mrs. Smith ran down and called the vet. The vet came quickly and said quietly, 'If he eats like he has been eating he'll surely die'. 'Oh', groaned the pig.

	<p>Clarabelle overheard and said to the other animals, 'Our friend is dying, we've got to help him'. 'Yeh' said the other animals 'lets go'. They went up to Bob and said, 'We are going to get you in shape'. First they told him to eat only half of the food in the trof. Then they made him run up and down the hill and made him swim in the duck pond.</p>
<p><b>Resolution</b></p>	<p>He did this every day for three long weeks and he got better and he thanked Clarabelle and Bob was never greedy again.</p>

(This story taken from : Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: technologies for teaching and assessing writing*. Australia: University of New South Wales Press)