

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Previous Studies

The writer takes some previous studies to compare with this research. The first study is from *E-journal Unesa* by Novitasari & Abdullah (2013) entitled “The Implementation of “Numbered Heads Together” in Teaching Reading Narrative Text to the Tenth Graders”. The researcher concluded that the “Numbered Heads Together” technique is a good technique to be used in teaching reading narrative. This technique builds a good interaction for teacher and students.

The second study is conducted by Astiyandha, Tarjana, & Kristina (2012) in *English Teaching Journal* entitled “The Effectiveness of Think Pair Share Method to Teach Reading Comprehension Viewed from Students’ Motivation”. The result of that study shows that this method are suitable to apply because students’ motivation were increase. It showed by the posttest score. The mean score of students taught using Think Pair Share Method (78.06) is higher than students who were not taught using Think Pair Share Method (61.12).

The third study is from research by Apriani (2016) in *BELAJEA Journal* entitled “Using the Think-Pair-Share (TPS) Strategy to Enhance Students’ Reading Achievement of the Seventh Grade at Mtsn Lumpatan”. The researcher conclude that this strategy is very effective for students to enhance the English skill especially in reading. It has been

showed by the final result of posttest after apply the treatment in learning process. The data showed that the students who treated by Think Pair Share (TPS) strategy got a higher mean score of reading achievement (79.71) than the students who did not use the Think Pair Share (TPS) strategy.

The other study is from *JELE Journal* by Kusmaningrum (2016) entitled “Using Mind-Mapping to Improve Reading Comprehension and Writing Achievement of the 4<sup>th</sup> Semester Students of STAIN Curup”. The researcher use a quasi-experimental method to collect the data. She uses t-test and questionnaire to analyze that this method is effective. There was a significant improvement in students’ reading comprehension and writing achievement. It shows by the result of t-test. The mean score of students’ reading pretest was 48.00 and the mean score of students’ reading posttest was 64.86. The result of students’ writing achievement pretest score was 46.94 and the posttest was 64.93.

The last study is from *International Journal of Education* by Sugiarto & Sumarsono (2014), the title of the journal is “The Implementation of Think-Pair-Share Model to Improve Students’ Ability in Reading Narrative Texts”. The result of that study shows that the students’ ability in reading narrative can improve after apply the think-pair-share model in the learning process. There is a significant improving of the students who passed the minimum mastery criteria (KKM) from 25 students to 31 students.

From some previous studies above, there are many researches that have been conducted with this study. The difference of those previous studies with this study is the researcher would like to use the think-pair-share as a technique in teaching to enhance the students' reading comprehension. The writer expects that the think-pair-share technique can be an interesting way to teach reading comprehension.

## **2.2 Review of Related Literature**

### **2.2.1 The Conception of Reading Comprehension**

Reading is include in four basic skills of English. According to Elita, Zainil, & Radjab (2013), reading is an essential part of language learning at every level. Since elementary school until university school, reading is never dies. Reading is not only used in English field. Reading is used to get some information in many fields in the human life.

Dean (2002) states that reading is very important to help students learn English. It has a lot of fun but to learn as much as you can from reading, it is important to read different kinds of English. In order to develop reading skill, it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook. They should read fiction, free reading books, newspaper and magazines.

In the other hand, Konza (2014) believes that reading comprehension requires all the component parts of the reading

process to be securely in place, each of which has been supported by oral language in some ways. Reading is not only read a text, but students must get the meaning from what they read. Reading is about understanding the context.

Based on the statement above, reading activities can support the learners in learning English in some ways. Reading can be done everywhere not only at school. It could be at home, at a café, at a library, etc. It is a good thing to make reading as a hobby.

### **2.2.2 Types of Reading**

According to Harmer (2007: 99), there are two different kinds of reading:

#### **a. Extensive Reading**

Extensive reading usually be done out of the classroom. It usually calls reading for pleasure because the students have a chance to choose what they want to read, such as novel, web pages, newspaper, magazine, etc.

#### **b. Intensive Reading**

Intensive reading is different from extensive reading. Intensive reading is usually accompanied by study activities. It is more focus on the construction of reading texts which takes place in classroom. Kind of text are magazines, poems, internet websites, novels, genres, etc.

### 2.2.3 Technique of Teaching Reading Comprehension

Reading is one of a complex material to students. Johnson (2008: 11) states that there are some tips to keep in mind as we create good reading conditions:

- Help students fall in love with books. Give a motivation to the students that reading is a pleasurable act.
- Create a space every day for sustained, silent reading. The important way is continuity. Students are suggested to practicing of reading in many times.
- Allow students to make choices about their reading material. Choice is important in helping readers grow. Reading is more pleasurable when we are able to make choices about what we read.
- Connect reading pleasure to reading practice. A simple behaviorist principle is that if we find something to be enjoyable, we are more likely to do that thing again. So let's apply this behaviorist in reading.
- Keep your reading program simple.
- Keep instruction simple.
- Include talk and other forms of social interaction. Students need to talk to each other about what they are reading and share their ideas with others.

Based on the tips of reading above, the best way to improve reading skill is on the students' habit. The students' reading habits

can make a big difference in improving reading skill. The teacher's support is very helpful for the students.

#### **2.2.4 Improving Reading Comprehension through Think-Pair-Share**

There are a lot of techniques that be used teacher to improve students' reading skill. One of the technique that can support in reading section is Think-Pair-Share technique. Think-Pair-Share is particularly effective as a warm-up for whole class discussion. According to Barkley et al. (2005: 104), the "Think" component requires students to stop and reflect before speaking, thus giving them an opportunity to collect and organize their thoughts. The "Pair" and "Share" components encourage learners to compare and contrast their understandings with those of another, and to rehearse their response first in low-risk situation before going public with the whole class.

Think-Pair-Share is a kind of cooperative learning strategy. The Think-Pair-Share strategy is stated as an effective teaching strategy. According to Usman (2015: 42) the effectiveness of think-pair-share strategy indicated by the procedures of implementation that mostly focusses on the students to perform their ability and togetherness in doing all the classroom activities in order to improve their competence in language skill.

The procedure to apply the Think-Pair-Share technique are:

- a. Think

Students were given a question by the teacher. In this part, students must think by themselves.

b. Pair

After do it individually, students discuss with their partner. Students were given 5 until 10 minutes to discuss with their pair.

c. Share

The last is students must share their result to the other pairs in front of the class.

### **2.2.5 Assessing of Reading Comprehension**

Haertel said in Sainsbury, Harrison, & Watts (2006: 8) test are settings for structured observations designed to provide an efficient source of information about attributes of examinees. Often, these are attributes that cannot be observed directly. The necessity of making inferences to a broader domain than the test directly samples brings a need for some deeper theoretical basis for linking test and criterion. This is a need for construct validation.

Reading assessment is used to determine what skills are being learned and to know the students' improvement in reading lesson. Brown (2000: 189) states that the various assessments of the task is depend on the type of reading. There are some types of reading test. It could be multiple choice, short answer, etc. In this study, the writer only used multiple choice. Multiple choice task responses are not only a matter of choosing some possible answers. Many

people think that in multiple choice task, we only choose the right answer by crossing a, b, c, or d. There are some other formats, such as: circle the answer, true or false, choosing the letter and matching.

Haertel & Means (2003: 11) said that in many cases, technology-based interventions seek to foster analytic, problem-solving, or design skills that are not covered by conventional achievement tests. It means that the various assessment of the tasks depend on the type of reading. After assessing the students', it will show the report about the effect of the Think-Pair-Share technique in improving students' reading comprehension skill or not.

### **2.3 Research Framework**

In this research, the writer chooses the eleventh grade students of MA Al-faizin Guyangan in the academic year of 2018/2019 as a sample. There are two classes. They are A and B. The writer finds a problem in there. The problem is there are some students who feel bored to teaching learning process because the teacher teach them with a monotonous model. They need another technique in teaching learning process. Think-Pair-Share technique is one of cooperative learning. The writer uses a true-experimental research to collect the data. All classes will get pretest in the first meeting. It used to know that both of them have same knowledge. Then the writer will give a treatment by applying TPS technique in experiment class. In the last meeting, the writer will give

posttest to all classes to know the students' achievement differences after giving a treatment and the class who are not given a treatment.

So, the writer assumes that there is a significance improvement of eleventh grade students who taught by using think-pair-share technique of MA Al-faizin Guyangan in the academic year 2018/2019. Based on the statement above, the writer will investigate the effectiveness of think-pair-share technique in improving students' reading comprehension. The research framework of this research as follows:

**Figure 3.1**

