

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous study, review of related literature, the nature of think pair share, the steps of think pair share, the purpose of think pair share, the nature of reading, the definition of recount text, the social function, the generic structure, the language features, the example of recount text and the last is research framework.

2.1. Previous Study

In this research, the writers take three previous researches. The first one is an article that was written by M. Afan, A. A. I. N. Marhaeni, N. Dantes (2013) entitled *“The Effect Of Think Pair Share Technique On The English Reading Achievement Of The Students Differing In Achievement Motivation At Grade Eight Of SMPN 13 Mataram”* in which the result can be concluded that there was a significant difference in English reading achievement between the groups of student who were taught by using think-pair-share technique and those taught with conventional teaching technique.

Second, the research that had been done by Lusiana, Luwandi Suhartono, Zainal Arifin (2013) entitled *“Improving Students’ Reading Comprehension on Recount Text Through Think Pair Share Strategy (TPS)”* in which the result is to know how the TPS improves the Students’ ability in comprehending recount text. It is expected that the research would be useful for the teachers and students in language teaching and learning process.

Third, the article that was written by Eko Abdurrahman, Endang Susilawati, Zainal Arifin (2013) entitled *“Improving Students’ Ability In Reading Comprehension Through Cooperative Learning (Think Pair Share)”* in which the result can be concluded that by using Think Pair Share (TPS) is one of cooperative teaching strategies which can encourage students to actively engage in the class.

Different with three previous studies that have been explained above, the result of the research can inform about the effectiveness of think pair share technique in teaching reading recount text, the students do not bored to study and the students' understanding about how to find the idea in recount text.

2.2. Review of Related Literature

2.2.1. Think-Pair-Share

2.2.2. The Nature of Think-Pair-Share (TPS)

Think Pair Share is a technique in which students think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class. It is particularly for preparing students to participate more fully and effectively in whole class discussions. (Barkley, Cross, and Major, 2014:103).

Think-pair-share is a relatively low-risk and short cooperative learning technique, and is ideally suited for instructors and students who are new to cooperative learning (Lyman: 1981) Defined by Ledlow (2001), "Think Pair Share is a low-risk strategy to get many students actively involved in classes of any size". (Barkley, Cross, and Major, 2014:104) declared that Think Pair Share (TPS) technique in education is also about:

1. Pose the question to the class, giving students a few minutes to think about your answer individually.
2. Ask students to pair with a partner and discuss your answers.
3. Ask students to share your or your partner answer, when called upon.

Student A share ideas with student B, and then student B to share ideas with student A. suggest that if the two students disagree, they clarify their positions so that they are ready to explain how and why they disagree. If useful, request that pairs create a joint response by building on each other's ideas.

2.2.3. The steps of Think Pair Share

The first step the students to give several minute to read the recount text and think about the question. Second step is pair; the students then pair with partner and discuss their idea about the answer for several minute. Third step is share, after getting the answer; the students share their idea to the class. Generally, the students feel more comfortable when they share their ideas with a support from their partner.

2.2.4. The Purpose of Think Pair Share

The purpose is facilitating students to participate more fully and effectively in while class discussion. This opportunity to practice comments first with a peer tends to improve the quality of students contributions and generally increases willingness and readiness to speak in larger group. To help students' process the information, develop communication skills, encourage students to think about question, issue, or problem and refine their understanding through discussion with a partner.

2.2.2. The Nature of Reading

Reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing. On the other hand, it really is not enough just to put a book or short text in front of students and ask them to read, whether silently or out loud. Reading skills help round out your students' English, so in this chapter I focus on this key skill. Reading is rather a broad area. Reading is the activity which involves whole individual abilities of the readers that consist of memory, experience, knowledge, brain, language ability, psychologist condition, and emotional. State that, the reader's emotion, feeling, and intellectual ability, such as thinking, evaluating, judging, imagining, reasoning, and problem solving, involved in reading activity (Wiley, A John and Sons, Ltd., 2009:165).

Reading is a commonplace of teacher education that teachers tend to teach by the methods which were used by the teachers who taught them. In no area of

language teaching is this truer than in that of reading. It is probably for this reason that the procedure of reading round the class has been perpetuated, though anyone who considers it seriously, even briefly, in terms of what it contributes to new learning, or of pupil participation, or of communicative function, realizes very quickly that it is a singularly profitless exercise (Geoffrey Broughton, 2003: 89).

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. Good readers skillfully integrate information in the text with what they already know (Richard C. Anderson. et al. 1985: 6).

Reading is presented to the students is designed primarily to strengthen his control of the oral skills. Reading is generally built around the grammatical structure and lexical items which the student will need to communicate orally, and the content of the material is regarded as relatively unimportant (Harris, 1969:58).

The various processes will involve discussion, research, language study and considerable amount of interaction between teacher and students and between students themselves so that the process of reading will be handled appropriately.

2.2.3. The Nature of Recount Text

2.2.3.1. Definition of Recount Text

Text are the states that when you speak or write to communicate a message, you are constructing a text. When you read, listen to, or view a piece of text, you are interpreting its meaning. In addition, texts also help to send a message and convey the meaning of the texts. There are two main categories of texts. They are literary and factual texts. In literary texts, there are poetry, drama, and etc. While in factual text, there are recount, explanation, procedure, information report, and so on (Gerot and Wignell, 1994).

Recount text is tells the readers about the writer's experience. It usually uses past tense (Bima and kurniawati, 2014: 3).

2.2.3.2. Social Function

To retell events for the purpose of informing or entertaining (Gerot and Wignell, 1994:194).

2.2.3.3.Generic Structure

Generic (schematic) structure is the way in which elements of a text are arranged to match its purpose. Specify the generic structure of information recount into three parts, they are:

- Orientation : Provides the setting and introduces participant.
- Events : Tell what happened, in what sequence
- Re-orientation : Optional-closure of events (Gerot & Wignell, 1994:194).

2.2.3.4.Language Features

Each genre is characterized by language feature. Language feature is used to identify the sets of features that co-occur in texts. According to Derewianka (1990:53) the language features of recount text as follows:

- Focus on specific participants: a whole class of things
- Use of Material Processes.
- Circumstances of time and place.
- Use of past tense
- Focus on temporal sequence

2.2.3.5. Example of Recount Text

Generic Structure		Language Features
Orientation	<p style="text-align: right;">17 August 2005</p> <p>Dear Dewi,</p> <p><u>On Saturday</u> <u>I</u> went to <u>Mount Bromo</u>. I stayed at Nisa and Achmad's house at Cemara Lawang, Probolinggo, it has <u>a big garden</u> with of colorful flowers and a fishpond.</p>	<p>→ participant</p> <p>→ Setting</p>
Event	<p>On Sunday <u>Nisa</u> and I saw Gunung Batok and <u>went</u> on the scenic ride on horseback. It was scary. <u>Then</u> we went to get a closer look at the mountain. We <u>took</u> pictures of beautiful sceneries there.</p>	<p>→ Specific Participant</p> <p>→ Action verb/Past Tense</p> <p>→ Temporal conjunction</p>
Event	<p>On Monday we went to the Zoo at Wonokromo. We <u>saw</u> cockatoos having a shower. In the afternoon I went home.</p>	<p>→ Action verb/Past Tense</p>
Reorientation	<p>It <u>was</u> fun.</p> <p>Love, Dini</p>	<p>→ Linking Verb</p>

Taken from (Gerot and Wignell, 1994:195).

2.3. Research Framework

In learning English, the students sometimes have problems especially in reading. Some students think that reading is difficult subject because they have to think the idea. They also have to find the topic in a sentence. The achievement of materials depends on the teacher's strategy in teaching activities. In English language teaching, there are many kinds of strategy that can be used by teacher

To overcome this problem, the teacher should have an alternative method or strategy in teaching and learning reading especially recount text. In this case, the researchers propose Think-Pair-Share Technique in Teaching Reading Recount Text.

