

II. LITERATURE REVIEW

This chapter describes the concepts which are related to the research, such as concept of reading comprehension, concept of reading aspect, concept of teaching reading comprehension, concept of narrative text, concept of STAD technique, procedures of teaching reading through STAD technique. This chapter also describes the advantages and disadvantages of STAD technique, theoretical assumption and hypothesis.

2.1 Concept of Reading Comprehension

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 (Anderson et al, 1985). It means that the readers must be able to translate the written words into meaningful language. Reading can help people get the information from written text that causes interaction between the reader and writer.

Meanwhile, according to Olson and Dillner (1982: 42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. It can be said that reading comprehension ability is taught to be a set of generalized knowledge acquisition skill which permits people to acquire and exhibit information gained as a consequence of reading printed language.

Brown (2001: 264) states reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is process of reconstructing from the printed pattern on the ideas an information intended by the author. Based on the opinion, it is important because reading is the reader's activity in order gets information from printed text using eyes and brain to understand what the writer thinks in their written. It means that the readers always activate their minds to get meaning and information while interacting with the written text.

Meanwhile, comprehension can be said as a crucial aspect of reading. In fact, it has been emphasized that true reading is reading with understanding, that is, comprehension. Simanjuntak (1988: 4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is an interactive process between the readers' background knowledge and the text itself.

It is also supported by Bondaza et al. (1998) who argues that reading comprehension refers to the act of thinking or processing in which the reader construct meaning before, during, after reading by incorporating the text information with the prior knowledge. Reading comprehension is the ultimate goal of learning to read and it is the foundations for education.

Based on the definitions above, it can be said that reading comprehension is the readers' ability in gaining meaning from the content of the text. Reading and comprehension are one activity to extract the meaning of written materials with fully

understanding. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

2.2 Reading Aspect

Referring to the concept above, in order to know the students' reading comprehension, the teacher must involve some aspects that really essential in reading comprehension. The reading aspects should understand not only the surfaces meaning of the text but also the purposes of the main idea of the reading text.

According to Nuttal (1985) there are five reading aspects which help the students to comprehend the English text well, i.e. main idea, specific information, references, inference, and vocabulary. In reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text which consist of:

1. Main idea

Main idea is called the topic sentence. Topic sentence tells what the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to reader to infer or reason out. The main idea is the most important idea that the author develops throughout the paragraph. (Mc. Whother, 1986:36)

2. Specific information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. (Mc. Whother, 1986:36).

3. Reference

References are words or phrases use either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. (Latulippe, 1986: 20)

4. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Suparman (2007) states that to comprehend explicitly stated information, the readers need conscious knowledge of the language and background knowledge of the topic under discussion. Inference is needed in order to make a sense of the ideas of the text.

5. Vocabulary

According to Machado (2012:56), a childs vocabulary is strongly related to his comprehension and ease of learning to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Many studies agree that reading ability and vocabulary size are related.

2.3 Concept of Teaching Reading Comprehension

Teaching is very complex involving integrated skills of sharing ideas of opinions. It is as guidance of learning, giving knowledge to a child (Olson, 1982: 24). The other opinion come from Brown (1988: 23) if teaching as helping or showing someone to learn how to do something, giving instruction, guiding in a study of something, providing with knowledge, causing to know or understands. It implies that teaching is process of facilitating learners in a learning process. In summary, teaching can be defined as an activity to knowledge skills and attitude.

Basically, reading has been claimed as one of skills that can determine the students' success in learning English. In this case, they do not only understand the structure of the texts but also comprehend the meaning of the text. Some students learn how to read and comprehend what they read fairly well. But, there are many students who have difficulty in learning how to read and comprehend what they have read.

According to Mikulecky (1989: 2) in Hararit (2007: 11) there are two processing strategies to comprehend the text. First, a concept-driven or top-down mode, in which readers focus primarily on what is already known in trying to comprehend a text. Second, Data-driven or bottom-up mode in which the readers will combine these two strategies to understand a text. They will use their background knowledge to understand writers' idea.

Another technique proposed by Wedman et al. (1996: 112) in Hararit (2007: 12) is a group work. It is a technique which learners construct meaning through events that

occur among groups of people rather than between a person and a thing. Therefore learning occurs when groups of people have opportunities for verbal exchanges that lead to decision making reflection and interdependent and autonomous learning.

In other words, to have better comprehension of a text, readers are expected to discuss what they read with other people in a group. This happens because among the readers share information using their background knowledge. On the other hand, their understanding is hopefully established after they share their perspectives based on the text they have read.

According to the explanation above, it can be inferred that the use of reading strategy is really essential in reading comprehension. The teacher must use the most appropriate teaching reading strategy in order to increase students' reading comprehension ability. It means that the appropriate reading strategy may assist the comprehension ability of reading. The reading strategy should not only develop the students' thinking and creativity but also develops the students' social ability.

2.4 Concept of Narrative Text

A narrative is a construct created in a suitable medium (speech, writing, images) that describes a sequence of real or unreal events. It derives from the Latin verb *narrare*, which means "to recount" and is related to the adjective *gnarrs*, meaning "knowing" or "skilled".

Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways. It is important to know that the social function of the

narrative text is to inform and entertain. Narrative text will tell the story with amusing way. According to me, it can be said that narrative is the text has story of imagination or fairy tale that determine for amusing the listener or reader.

According to Madison Smart Bell (American Novelist), the narrative design, or what we call form or structure, is of first and final importance to any work of fiction. In that structure, it consists elements of story; characterization, point of view, theme and plot.

Narrative deals with problematic event which leads to a crisis or turning point of one kind (climax), which in turn finds a resolution. For example: tales, fable, legend, historical story, horror story, and myth

According to Djuharie (2007), narrative text generally has generic structure which consists of:

- Orientation: sets of the scene, where, when or introduce who is the participants. It means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.
- Complication : what problem does character have?
It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more then one complication.
- Resolution : how is the problem solved?

It is the final series of the events which happen in the story and give the resolution to solve the problem that was happened. The resolution can be good or bad. The point is that it has been accomplished by the characters.

From the general structure above, the narrative should have the three components such as orientatin, complication, and resolution. The three components support the story that is organized as narrative.

Table 1.The Example of Narrative Text

The man and the two animals

Orientation	Once there was animal and farmer from Laos. Every morning and evening. He ploughed his field with buffalo.
Complication 1	One day, a tiger saw the farmer and his buffalo working. The tiger was surprise to see a big animal listening to a small animal. He wanted to know more about the buffalo and the man.
Resolution	After the man went home, the tiger spoke to the buffalo. “You are so big and strong. Why do you do everything the man tells you?”. The buffalo answers, “Oh the man is very intelligent.
Complication 2	The tiger asked “Can you tell me how intelligent he is?” No, I can’t tell you, said the buffalo, but you can ask him. So, the next day the tiger said to the man, “Can I see your intelligence?”“But the man answered it at home. “Can you go and get it? Asked the Tiger. Yes said the man. “But I’m afraid you will kill my buffalo when I am gone. Can I tie you to a tree?
Resolution	After the man tied tiger to the tree, he didn’t go home to get his tree; he took his plough and hit the tiger. Then he said, “Now you know about my intelligence even you haven’t seen

Language features Narrative:

- Focus on specific or individual participant.

The first paragraph introduces the participant that will be focussed. In the example of narrative above, the individual participant is the man.

- Use of noun phrases

Commonly, in narrative text uses noun phrases, for example of the text such as the man, the tiger, big animal and small animal, etc.

- Use of adverbial phrases of time and place

Adverbial phrase is important to know when the events happen. So in a narrative always uses adverbial. From the text above such as one day, every morning, every evening, at home.

- Use of simple past tense

Past tense is used in narrative text, because narrative text actually tell about the story that already was happened. The example from the text : there was animal and farmer from Laos, he ploughed his field with buffalo, a tiger saw the farmer and his buffalo working, etc.

- The use of temporal conjunction

A good paragraph usually has a temporal conjunction to relate paragraph one to another, Let's see from the text above, there are some conjunctions like after, then, next day.

- Direct and indirect speech.

Direct speech is when reported what someone says by repeating the exact words, for example from the text direct speech “*Can you tell me how intelligent he is?*” The Tiger said. Whereas, Indirect speech is when giving the same meaning of what someone says without repeating the exact word for example *but the man answered it at home.*

Based on the explanation of narrative above, we can conclude that the characteristic of narrative is a story of human experience. It has a conflict, problem solving, and systematically that is happened in the past time.

2.5 Concept of STAD Technique

Student Team Achievement Division (STAD) is one of cooperative learning techniques in which students work in groups of four or five. The groups consist of students from different academic levels, gender, and background ethnics. The different academic levels mean that there must be students with high, average, and low ability in a group. They are responsible for discussing and working in group before answering quiz individually. It means that students do an understanding in a group before teacher gives the quiz individually.

The main idea behind STAD is to motivate students, to encourage, and to improve each other’s skills are presented by the teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun. Slavin (1995: 75) argues that group contingency is

essential if a small group structures are to enhance achievement. By group contingencies, Slavin means that the behavior of one or more group members brings rewards to a group.

According to Slavin (2000: 143), STAD has five major components: (1) class presentation, (2) teams, (3) quizzes, (4) individual score, and (5) team recognition. In STAD, the teacher presents a lesson and then students work within their teams to make sure that all team members master the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another.

According to Kessler and Kagan (1992: 8) and Johnson (1994), there are at least five key elements in STAD. Those elements are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing.

The first element is positive interdependence. Positive interdependence means each group member's efforts are required and indispensable for group success. In other words, when one student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence and non-interdependence. Students are negatively interdependence in competitive situations, it means that when one student achieves, others loss. Examples of negative interdependence are grading on the curve, posting only a few (the "best") papers, or calling on only one student when several raise their hands. Students are non-interdependence during individualized instruction

if students are all working alone at their own pace on individual tasks and the grades of each have no relation to those of other students.

The second element is face-to-face interaction. In face-to-face interaction students have to arrange themselves, so that they are positioned facing one another, have directly eye-to-eye contact and face-to-face academic conversation. In this element, there are some cognitive activities and interpersonal dynamics that may only occur when the students do real work together in which they promote each other's success orally explaining how to solve problems, discussing concepts being learned, checking for understanding, teaching one's knowledge to others, and connecting present with past learning.

The third element is individual and group accountability. STAD technique in this element should not consider individual success only by having individual quiz regularly, but the students work in group must be accountable for achieving its goals and must be accountable for contributing each member's work to achieve the common goal. According to Johnson et al (1998: 14), a teacher should assess each student's performance and return the result to the students as soon as possible in order to ascertain who needs more assistance, support, and encouragement in completing the assignment.

The fourth element is interpersonal and small group skills. The students are required to possess interpersonal skills and group skills in order to gain knowledge of the subject matter. Further, Johnson (1984) claim that the students must be given how

they analyze their learning group in order to maintain effective working relationships among the group's master. They also add that social skills for effective cooperative work do not only appear when cooperative lessons are employed but also must be taught, such as in leadership, decision-making, trust building, communication and conflict-management, and students should be motivated to use the skills successfully.

The fifth element is group processing. Johnson et al. (1999) state that group processing is important to make cooperation work by structuring group processing. It only occurs when students are able to achieve their goals and maintaining relationships. Moreover, the purpose of the group processing is to improve the effectiveness of the group's member in contributing to the joint efforts to achieve the group's goal. Without group processing, cooperative groups are often only groups of students sitting together working on the same task.

From the descriptions above, it can be stated that STAD technique gives students the opportunity to collaborate with peers in the form of group discussions to solve a problem each group member. Thus, STAD is worth a try as one of techniques in teaching reading comprehension. Hopefully STAD technique can improve the students' reading because after using this technique make motivate the students in learning process. It also can motivate the students' learning especially in reading comprehension.

2.6 Procedures of Teaching Reading through STAD Technique

STAD has been described as the simplest group of cooperative learning technique referred to as Student Team Learning Method. In STAD, students are assigned to four or five members that team reflecting a heterogeneous grouping of high, average, and different genders. Team members then collaborate on worksheets design to expand and reinforce the material taught by the teacher. Team members may (a) work on the worksheets in pairs, (b) take quizzing each other, (c) discuss problem as a group, or (d) use whatever strategies they which to learn the assigned material.

Following this team practice, students take individual quizzes on the assigned material. Teammates are not permitted to help one another on these quizzes. The quizzes are graded by the teacher and individual scores are then calculated into team scores by the teacher.

The amount each student contributes to the team score is related to a comparison between the student's prior average and base score. If the student's quiz score is higher than the base score, then that student will contribute positively to the team score. This scoring methods reward students for improvement (Slavin, 1986). The use of improvement points is shown to increase student's academic performance even without teams (Slavin, 1986), and it is an important component of student team learning (Slavin 1986; 1995).

The procedure of STAD implementation consists of several steps. The first step is dividing the students into groups from different academic levels, sexes, and

background ethnics. According to Lie (2007: 41-42), the composition of each group is one student with high achievement level, two students with average achievement level, one student with low achievement level. The achievement level bases on the students' pre-test scores.

The second step is explaining STAD rules to the students before they joined in a group. After students understood the rules, then the teacher asked them to join with their own group. Every group has to discuss the material, do the assignments, and make sure all members of the group understand the lesson. If the students have questions, they should ask all teammates before asking the teacher. The third step is explaining individual scoring. The students collect points for their group based on the level in which their quiz score exceed their starting score.

The fourth step is delivering the lesson. The teacher explains the lesson and asks number of questions to the student. The fifth step is arranging group discussion. The students work in groups and do the assignment that is given by the teacher. They can discuss concepts being learned, check for understanding, teach one's knowledge to others, connect present with past learning or just work informally until each member is sure their teammates will make 100 on the quiz.

The sixth step is giving individual quiz. The aim of individual quiz is to measure how far the students understand the lesson. The seventh step is counting students' improvement score. The last step is giving rewards for group achievement.

2.7 Advantages and Disadvantages of STAD Technique

There are some advantages of STAD technique in learning. One of them is that students can share the idea that they work together to learn and responsible for their own teammates' learning to achieve a goal. In addition, in this student-centered learning, the students mostly dominate the class by producing a productive talk to their teammates, giving and receiving help, and also listening to and sharing their teammates' opinions.

In line with the statement above, Slavin (1995) concludes several benefits of STAD for students: (1) creating conditions leading to positive achievement outcomes by directly teaching students structures methods of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading comprehension skills), (2) increasing self-esteem and improve ethnic relation, and (3) leading to higher achievement, especially for low achiever.

Supported the advantages that have mentioned above, Lundgren (1994) also states that the following are the advantages of using STAD for the students: (1) it can increase the students' motivation, (2) it can increase the students' score, and (3) it can increase the students' retention or save the data for long time.

Related to the statement above, STAD is not only has positive effects towards students, it also has some advantages for teacher. Hamm and Adams (1992:8) identify three benefits of using STAD for teachers: (1) teachers become more cooperative in their own professional interactions and more willing to collaborate with their peers,

(2) teacher's time is spent more effectively; teachers can adopt a fresh, new attitude toward their job, and (3) teachers have a greater time to validate their own, values and ideas.

However, as one of Cooperative Learning method, STAD also has some disadvantages as stated by Hicyilmaz (2005) that many students do not like working in cooperative groups. They do not like exposing their ignorance to other students. Moreover, they have been trained to be competitive and work individually, so they lack cooperative skills. In addition, aggressive students may try to take over, bright students may tend to act superior, and loner may find it hard to share answers. For the teacher, the biggest problem may be the crowded classrooms. Because of the numbers of the students, some teachers worry that the noise may be higher than acceptable during Cooperative Learning Activities.

2.8 Theoretical Assumption

From the literature review above, the writer comes to the assumption that there is a difference of students' reading comprehension achievement before and after being taught through STAD technique. In line with this, it also assumes that STAD is an effective technique in improving students' reading comprehension achievement because it can be applied to deal with heterogeneous student ability.

In STAD, students are given the opportunity to collaborate with peers in the form of group discussions to solve a problem each group member who have heterogeneous in academic ability. So that in one group there will be one student with high

achievement level, two students with average achievement level, and one student with low achievement level. Whereas, the disadvantages that may be appeared in the class can be solved by the teacher's control. Therefore, it may seem that STAD technique can improve the students reading comprehension.

2.9 Hypothesis

Based on the theoretical assumption above, the writer formulates the hypothesis as follows: **There is a significant improvement of students' reading comprehension achievement of narrative text in intensive reading after students will being taught by using STAD technique.**