

II. LITERATURE REVIEW

This chapter covers the concepts that are brought into the research, as well as the theoretical assumption and the hypothesis.

A. Notion of Reading

Reading is considered by many as the best way for people to get as much information as possible. We can understand and remember what we have read better than, say, what we have heard or listened to.

When we talk about the concept of reading, we are faced with various definitions from a number of experts. Goodman in Ahyaruddin (2008:15) describes reading as a psycholinguistic process by which the reader, a language user, reconstructs, as best as he can, a message which has been encoded by the writer as a graphic display. Nuttal in Simanjuntak (1988:14) defines reading as the meaningful interpretation of printed or written verbal symbols. Dallman (1982:23) adds that reading is more than knowing what each letter of the alphabet stands for, and it involves more than word recognition. Yet principally, reading requires higher-order thinking and communication of message or of meaning, as well as the apprehension of such message or meaning (Dechant in Ahyarudin, 2008:10). Meaning itself occurs on several levels, from concrete interpretation and simple reaction to evaluation of what has been decoded. Moreover, reading is difficult to

analyze because it involves the most intricate working of human mind. It is genuine cognitive process. In other words, reading is thinking through print.

In reading process, the reader utilizes vision, perception, comprehension and reaction (Brown in Ahyarudin, 2008:11). He uses his ability to make sense of written or printed symbols to guide the recovery of information and to construct a plausible interpretation of the written message (Grabe et al. in Hariyanti (2010:8). This use of ability, or the process of reading comprehension, is a complex intellectual process involving a number of other abilities, which deal with word meaning and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading. Comprehension is, therefore, vital in the reading process. Reading with comprehension signifies not only the understanding of the surface meaning of the text but also that of the purpose of its main idea.

Smith and Dechant (1983) suggest that the ability to understand the units of increasing size—phrase, clause, sentence, paragraph, etc.—is the basic knowledge for comprehension skill. This basic knowledge of understanding in the reading process is brought into an interaction with the language to produce a meaningful reading (Heilman et al., 1981:242). Heilman et al. (1981) further categorize reading comprehension into three levels as follows:

1) Literal Comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage, such as identifying the meanings of the words, recalling directly-stated details, paraphrasing, and understanding the grammatical clues like subjects, verbs, pronouns,

conjunctions, etc. At this level, reading comprehension questions are factual and detailed. For example, the question *'Where did Mother Goat go?'* has specific answer from the factual action in the story, i.e. *'Mother Goat went to the market'* (from *The Wolf, the Kid, and the Goat*).

2) Interpretative Comprehension

Interpretative comprehension refers to the understanding of ideas or information not explicitly stated in the passage. Interpretative comprehension includes understanding the author's tone, purpose and attitude; inferring factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content. This comprehension is concerned with how facts are interrelated. An example of question for checking such comprehension is *'Why did the Tiger come to the Lion?'* to which the statement *'Because the tiger wanted to meet the King'* becomes the answer (from *The Tiger who would be a King*).

3) Critical Comprehension

Critical comprehension deals with analyzing, evaluating and personally reacting to the information presented in a passage, for example by indicating the overall meaning to the reader and analyzing the quality of the written symbols and/or information in terms of established standards. Questions at this level may take such forms as *'What does the phrase "Down with the wolf and all his race" mean?'* The meaning of the phrase is that the speaker is opposed to the wolf and his race (from *The Wolf, the Kid, and the Goat*).

The explanation above obviously indicates that the first crucial point to be made about reading process is reading comprehension, and efficient comprehension

requires the ability to relate the textual material to one's own knowledge. In short, we may restate that understanding a text is basically an interactive process between the reader's background knowledge and the text (Patricia in Simandjuntak, 1988:8), and this interactive process involves heavily the use of the reader's cognitive skill.

In terms of reading comprehension, this research would focus mainly on interpretative comprehension that includes students' understanding the author's tone, purpose and attitude; inferring factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content.

B. Notion of the Five Reading Aspects

There are five aspects in reading: main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

1) Main Idea

Finding the main idea of a paragraph is one of the most important reading comprehension skills. Hancock (1987:54) defines main idea as the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph. For example, in *The Frog Prince*, the main idea of the first paragraph is 'A king who had a beautiful daughter'.

2) Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect

statistics and quotation. An example of supporting sentence in the first paragraph of *The Frog Prince* is ‘He loved her very much’.

3) **References**

Latulippe (1986:20) defines references as words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning elsewhere in the text. For instance, ‘He’ in sentence ‘*He loved her very much*’ refers to the King as the sentence occurs after ‘There was a king who had a beautiful daughter’ (from *The Frog Prince*).

4) **Inference**

Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the story occurred in order to give him a rough idea of prediction. For example, the question ‘*Why did Queen Maura choose Hakim to marry her?*’ makes the reader create a prediction based on the facts he finds in the story. Inference will lead to the answer to this question, that is ‘Because she felt that Hakim was the good man’ (from *The Three Sheiks and Queen of Arabia*).

5) **Vocabulary**

According to Wallace (1987:30), vocabulary is the stock of words used by people. Vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. In reading, the reader guesses the meaning of a word by making use of the context in which the word occurred in order to give him a rough idea of its meaning. In *The White Butterfly*, for instance, the reader would know that ‘promise’ is the answer to the question ‘*Which of the*

following words is the synonym of the word “vow”?’ after reading the sentences in the story that build the context for the word ‘vow’.

C. Notion of Narrative Text

According to School-Based Curriculum (KTSP) for junior high-school, there were a number of text genres that should be learned by students, such as descriptive, procedure, recount, narrative, news item, and other functional texts. One of these, narrative, has a particular significance as it serves as the basis or foundation for reading ability in that narrative introduces to students the ability to organize a series of facts, events or ideas into logical order (Kennedy in Hariyanti, 2010:14).

Narrative text is a form of writing used to relate the story of acts or events. The story can be fiction, non-fiction, or a combination of both. The purpose of narrative text is mainly to entertain, to tell story, or to provide an esthetic experience. Narrative text is character-oriented, commonly written based on life experience and built using descriptive familiar language and dialogue.

There are some genres of literary text which fit to be classified as narrative, such as folktales, fairy tales, fables, and myths. Folktales are old traditional stories from a particular place, originally passed on to people in a spoken form, such as the story of *MalinKundang*. Fairy tales are old story about magic things commonly intended for amusing and giving lessons, meanings, and moral values; a popular example of these is *Cinderella*. Whereas, fables are short narrative stories that particularly use animals as their characters, and contain moral lessons, like *The Smartest Animal*. Myths are stories from ancient times, especially ones

that are told to explain about natural events or to describe the early history of a place or people. We can find a myth in the story of *TangkubanPerahu*.

In general, narrative text is organized into the beginning, the middle and the end. To build this story grammar, narrative text needs a plot, a series of episodes which hold the reader's attention while they are reading the story. The plot will determine the quality of the story, with conflict being its main, important element. The conflicts among the characters will drive the story's progress, in which the readers will be shown how the characters face the problem and how they have the ability to handle that problem and come into a resolution.

A narrative text is generally built on the following structure:

- 1) *Orientation*, usually introduces the participants and informs the time and the place (or the settings). It is the introduction of who, what, when and where (what text talks in general, who are involved in the text, when and where it happens).
- 2) *Evaluation*, retells a stepping back to evaluate the plight. In this part, the first condition of the character before facing the problem is told.
- 3) *Complication*, usually describes the rising crises that the participants have to do with.
- 4) *Resolution*, is the phase where the participants solve the problem aroused by the conflict. It doesn't matter whether the participants succeed or fail. The point is that the conflict comes to an end.
- 5) *Reorientation*, indicates optional point—it means that a story not always uses this. Reorientation usually states the conclusions of the events based on the writer's point of view.

In addition, narrative text also has a number of language features, i.e.:

- 1) Focus on specific or individual participant(s), i.e. explaining about a specific character or person. For instance, *Jack and the Bean Stalk* tells us about the story of a specific boy named Jack, not a boy or boys named Jack in general terms.
- 2) Use of material process or action verbs, i.e. verbs that indicate activities or actions, such as *stayed, climbed, killed*, etc.
- 3) Use of behavioral process/verbal process/saying verbs, i.e. verbs that indicate verbal expressions, such as *said, told, murmured*, etc.
- 4) Use of temporal conjunctions or time connectives to connect the story step by step, like *then, after that, afterwards*, etc.

The following is an example of narrative text, *The Smartest Parrot*.

The Smartest Parrot

Once upon a time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say 'Catano'. The man tried to teach the bird to say 'Catano'; however, the bird kept not saying the word.

At first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say 'Catano'! Or I will kill you!" the man said angrily. Although he tried so hard to teach the parrot, it would not say the word. Then the man got so angry and shouted to the bird over and over, "Say 'Catano' or I'll kill you!" But the bird kept not saying the word of 'Catano'.

One day, after he had been trying so many times to make the bird say 'Catano', the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner. "You are as stupid as the chickens. Just stay with them!" said the man angrily. Then he continued to humiliate, "You know, I will cut the chicken for my meal.

Next it will be your turn. I will eat you too, stupid parrot.” After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken, “Say ‘Catano’ or I’ll kill you!”

According to its generic structure, the narrative text above can be divided as follows:

Orientation:

Once upon a time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

Complication:

The man felt excited having the smartest parrot but he could not understand why the parrot would not say ‘Catano’. The man tried to teach the bird to say ‘Catano’; however, the bird kept not saying the word.

At first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say ‘Catano’! Or I will kill you!” the man said angrily. Although he tried so hard to teach the parrot, it would not say the word. Then the man got so angry and shouted to the bird over and over, “Say ‘Catano’ or I’ll kill you!” But the bird kept not saying the word of ‘Catano’.

One day, after he had been trying so many times to make the bird say ‘Catano’, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner. “You are as stupid as the chickens. Just stay with them!” said the man angrily. Then he continued to humble, “You know, I will cut the chicken for my meal. Next it will be your turn. I will eat you too, stupid parrot.” After that he left the chicken house.

Resolution:

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the

moment, the parrot was standing proudly and screaming at the last old chicken, “Say ‘Catano’ or I’ll kill you!”

In the orientation, the main characters of the story are introduced, i.e. the man and his parrot, as well as the condition that will lead to the conflict, that is the fact that the parrot cannot say the word ‘Catano’. As the story progress to the complication, the conflict becomes more intense—the man tries hard to make the bird say ‘Catano’, but the bird is so persistent until its owner put it in the chicken house, and will slaughter it for meal after the four chickens have been slaughtered first—it is where the story’s crisis reaches its climax. The story comes to the resolution when the man finds the parrot imitating exactly what he has done to it; and even worse, the bird has really killed three chickens and is shouting at the last chicken, forcing it to say the word ‘Catano’. In the resolution we can also find the element of surprise, in which the bird is actually able to say the word ‘Catano’, as well as the moral message to the readers.

D. Notion of Think-Pair-Share (TPS) Technique

What makes Think-Pair-Share (TPS) technique worth discussing and applying is that it gives the opportunity to students to work both individually and in a group (Lie, 2002:57). This opportunity will engage students who prefer working in a group without ignoring those who feel more comfortable with doing task individually because such type of students are facilitated through *thinking* stage and directed gradually into *sharing* stage. Hence, whole-class participation will be stimulated.

Lyman in Ahyarudin (2008:15) claims that TPS is effective for changing the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole-group settings. TPS also offers built-in procedures to give students more time to think, to respond, and to help each other. It consists of the following steps or stages:

- 1) *Thinking*. In this step, the teacher poses a question or issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be warned that talking or walking about is not a part of thinking time.
- 2) *Pairing*. This second step requires that the teacher asks the students to make a pair and to discuss with their pair what they have been thinking about. Interaction during this stage could be sharing answers if a question is posed or sharing ideas if a specific issue is put forward. Normally, the teacher would allow no more than 4 or 5 minutes for pairing.
- 3) *Sharing*. In the final step, the teacher asks the pairs to share with the whole class what they have been discussing in their respective pair. It is effective enough for them to simply go around the room from pair to pair to take their chance to report what they have discussed.

The three steps are to promote students' active learning (Allen in Ahyarudin, 2008:16). In the first step, the students work independently to think about a question or issue; in the second step, they pair with one of their peer to share their ideas to each other; in the final step, the students in each pair work together to share their ideas to the class. This technique will certainly increase whole-class participation as the students are directed to move from individual and independent

duty to collaborative contribution of giving and taking information from each other. Every student is imposed equal responsibility; no one will dominate the discussion because information from each student is equally important. Therefore, they will support each other.

In such ways TPS will accommodate five elements to enhance students' learning:

1) Positive Interdependence

In this element, the success of work depends on the efforts made by every individual in the group. Students work together to achieve a purpose. They congregate and exchange information with each other. Every student is accountable for finishing their work and achieving common success.

2) Face-to-face Interaction

In this component, more direct interaction is needed to exchange as much information as students obtain from their peers in the group.

3) Individual Accountability

In a group, the accountability of each individual is badly needed, because if one student does not finish his work, he can inhibit the others in the group.

4) Interpersonal and Small-Group Skills

In part, the success of a work depends on the willingness of every person to listen to each other and their capability to convey their opinion in group discussion.

5) Group Processing Evaluation

In this aspect, after students have finished their work in the group, they should evaluate their group work by evaluating both per individual and globally. Group processing evaluation is used to see cohesiveness among

students in the group. The evaluation is not always performed after the group has finished their work; it can be carried out after several sessions of learning.

E. Notion of Teaching Reading

Hedge (2003:18) points out that any reading component of the English language teaching may include a set of learning goals for:

- 1) The ability to read a wide range of texts in English. This is the language-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. The ability to read a text should be supported by the knowledge of vocabulary. For instance, if students are reading about jungle, they should have known most words related to the topic of jungle, such as *tree, tropical forest, animal, species, etc.*
- 2) Building knowledge of language which will facilitate reading ability. Students can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. Here, the teacher's responsibility is to motivate reading by selecting appropriate materials. For instance, teenage students may be more interested with 'narrative text than 'descriptive text'.
- 3) Building schematic knowledge. Reading can be seen as an interactive process between the reader and the text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are

being used. *For example, when the students read a text, they should know the elicited meaning in the story.*

- 4) The ability to adapt the reading technique according to reading purposes. In this case, teacher with EFL/ESL learners can use a variety of adapted texts or authentic texts that are suitable with the students' level. These students are then taught to use different reading techniques for specific purposes. For example, *skimming may be sufficient in reading for finding specific information, but would not serve well in reading for entertainment.*
- 5) Developing an awareness of the structure of written texts in English. In creative reading, students would be acquainted with writing mechanisms. For example, *when they have to read other texts, they will have the knowledge of text structure that is useful in their effort to achieve comprehension.*
- 6) Taking a critical stance to the contents of the texts. It can be implemented at an advanced level, in which students can check the authenticity of the text by looking at the following indicators: *whether the article gives the name of the author or not, the date of publication, the aim of the article, etc.*

Alyousef(2006:7) suggests that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedure: pre-, while-, and post-reading stages. Pre-reading stage is to help activate the relevant schema. For example, at the stage, teachers can ask students questions that arouse their interest while previewing the reading text. While-reading stage (or the interactive process) is to develop students' ability in tackling tests by developing their linguistic and schematic knowledge. The third stage, post-reading, includes activities that

enhance learning comprehension using reading-comprehension exercises such as matching, cloze exercises, cut-up sentences, and comprehension questions.

Principally, the aim of teaching reading is to develop students' skill of reading English texts effectively and efficiently. In other words, it is to make students effective and efficient readers. To be so, they should have particular purposes in their mind before interacting with the reading texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then, the purpose of reading is implemented into the development of different reading techniques. This is realized when students are reading and interacting with various types of texts.

In short, in the teaching of reading skill the teacher should provide various techniques to the students together with certain reading purposes to anticipate different types of reading texts. In other words, reading techniques should be matched with the reading purposes to produce an efficient and effective reading. Whether it is for pleasure or for information, reading should be meaningful besides efficient and effective (Suparman, 2005:1).

It is, therefore, assumed that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the most of classroom reading activities, i.e. maximum and meaningful comprehension. TPS as one of the techniques to achieve reading comprehension will be potential to be applied to junior high-school settings because it will provide students a way to be effective, efficient, independent and responsible

readers before they step into higher education that demands more degree of reading skill.

F. Procedures of Teaching Reading Through Think-Pair-Share Technique

The following are the procedures of teaching reading through TPS technique (Lie, 2002):

1) Preactivity. In this stage:

- a) The teacher gives different segments of the reading text to the students. Afterwards, the students should think and try to comprehend individually the text segment they have (*thinking process*). For example, the teacher may give the following command:

Teacher : *Students, here is a narrative text. I'll give every one of you different segments or parts of the text. You are asked to read and think about the text segment you have. Try to comprehend it. Please do it individually. (The teacher distributes the segments of a narrative text entitled 'The Hermit')*

- b) The students are asked to make a pair with one of their peer who has the same segment, and discuss the text they have read individually (*pairing process*). The teacher, for instance, may say:

Teacher : *Have you finished your work?*

Students : *Yes, miss.*

Teacher : *Now, you can discuss with one of your friends near you who has the same segment of the text.*

Students A : *Can you explain to me about who gives the hermit paddy seeds?*

Students B : *Yes of course. I'll try. It is a boatman who gives him paddy seeds. The boatman came when the hermit was sitting in front of his hut.*

The students in the pair may ask questions to each other concerning the text they have read. It is highly possible that one student has a gap in understanding the text and the other has the information to fill the gap.

- c) After the pairing process, every pair should move to other pairs who have different segments of the text in order to share the information they get from their own text. Every student is responsible to share the information he or she has. Besides, they should also pay attention to the explanation given by their peers. They exchange information with the members from the other pairs (*sharing process*). The teacher guides students' activity by giving direction, for instance:

Teacher : *Now move to other pairs who have different segments of the text. You must provide information to them about the segment you have read and discussed with your partner.*

Student B : *I have Text 1, how about you?*

Student C : *I have Text 2, could we join?*

Student B : *Yes, of course.*

Student B : *According to your text, what is the last information that you get in the last paragraph?*

Student C : *This is about the paddy plants that turn into weed. And how about your text?*

Student B : *The last paragraph is about the man who gives paddy seeds to the hermit.*

2) While-activity

In this stage, the students must return to their own pairs and discuss and fix the information they have with the information they have got through the sharing process with other pairs. Of course, the information they have collected would depend on their listening ability.

3) Post-activity

The teacher carries out evaluation, i.e. reading comprehension task, based on the text the students have read and discussed. The students must do the task individually. After the students finished the task, the teacher asks the students one by one, for example:

Teacher : *Now, please read the text carefully then answer the questions.*

Students : *Yes, miss.*

Teacher : *Have you finished your work?*

Students : *Yes, I have.*

Teacher : *What did the hermit do when he was tired of harvesting?*

Student A : *I know, miss!* (Student A raises his hand)

Teacher : *Yes, please.*

Student A : *One day, when he was so tired of harvesting the paddy, he shouted, "Oh, stop growing, you wretched thing!"*

(After that, the teacher continued the discussion)

These procedures are adjusted to the instructional steps embedded in TPS technique (for more details including the lesson materials, see the lesson plans in Appendix 4).

G. Advantages of Think-Pair-Share Technique

Think-Pair-Share technique provides a number of advantages as follows (UCLA in Ahyarudin, 2008:20):

- 1) TPS is quick; it doesn't take much time for preparation.
- 2) TPS engages the entire class and allows quiet students to respond to questions without having to stand out among their classmates.
- 3) The personal interaction motivates many students who may actually have little intrinsic interest.
- 4) Teacher can assess students' understanding by listening in on several groups during the activity, and by collecting responses at the end.

Allen (2007:17) also suggests other benefits of TPS, such as:

- 1) It provides students with thinking time prior to discussion, i.e. *in pair and in share steps. Because students have the time to prepare what they will bring into the discussion with their friends.*
- 2) It allows both independent and collaborative learning, i.e. *students have the time to work alone and that to work with a partner(s).*
- 3) It gives students opportunities to collaborate to refine definitions, i.e. *after students have worked alone and in pair, because they have the opportunities to exchange information with their friends.*

- 4) It invites equal participation as all students share with each other, either in a pair or with other pairs (pair-group) in the classroom. For example, *students have the time to discuss in **pair**step with a peer near him/her. After that, they have the time to discuss in share step(they change the pair).*
- 5) It engages students into active learning, i.e. *students who are passive in the class should be active in this technique, because in **pair** and **share** steps they should join or invite their friends to discuss and finish their work.*
- 6) It invites students to share their understanding in both kinesthetic and visual modes, i.e. *students in **share**steps or in discussion usually use body language and face-to-face interaction to send their information to their friends.*

In line with the advantages above, after conducting Think-Pair-Share technique in the classroom, some advantages below were identified during the research:

- 1) The students have the same opportunity to share their ideas.
- 2) The students could really understand the content of all texts before doing the evaluation/reading comprehension test.

H. Disadvantages of Think-Pair-Share Technique

Every teaching-learning technique has its own drawbacks. TPS also has some disadvantages that should be considered by the teacher before applying it in the classroom. According to Lyman in Ahyarudin (2008:20), the disadvantages of TPS are:

- 1) Equal participation is in fact rather hard to achieve. Although each student within the pair/group has an equal opportunity to share, it is possible that one

student may try to dominate (especially those who feel upper than their friends). Therefore, the teacher should always check and monitor the entire process to ensure that such thing does not happen. Students should also be provided an understanding about equal opportunity and participation in classroom learning.

- 2) Problem may arise when the number of students is not even, for instance 25. In such case, the teacher may allow one group with odd number, i.e. *three students, for the pairing stage (leaving one student alone in the pairing process is not preferable and inconsistent with the procedure of TPS)*.
- 3) TPS is rather time consuming if the class is big. The teacher should make sure that the time available is enough to complete the entire procedure of classroom instruction using TPS. The large amount of time can be worth spending if the teacher and the students can make the most out of it to achieve the desirable results of learning.

During the process of Think-Pair-Share technique in the classroom, some disadvantages below were also found:

- 1) Time consuming particularly when the process does not run well.
- 2) Discussion is dominated by certain students when there is no control from the teacher.
- 3) The teacher should work hard in monitoring the process of discussion.
- 4) The teacher should assign the members of the groups.
- 5) The information received by the students is limited to what their friends know.

I. Assumptions

This study was based on the following assumptions:

- 1) Students who are not capable in grasping the main idea fail in understanding the reading text.
- 2) Students who have a large number of vocabularies are not able to understand about the text well.
- 3) Students who have a large number of vocabularies are able to understand about the text well. In this case, it is assumed that TPS is an effective technique that gives students the opportunity to think alone, in pair, and to share to another pair. This technique can improve students' understanding in reading a text.

J. Hypothesis

Hence, the following hypothesis was put forward:

H_a → There is significant increase of the students' reading comprehension achievement after the application of Think-Pair-Share (TPS) technique for teaching reading comprehension of narrative texts.

H_0 → There is no significant increase of the students' reading comprehension achievement after the application of Think-Pair-Share (TPS) technique for teaching reading comprehension of narrative texts.