II. FRAME OF THEORIES

This chapter covers the review of previous research and the review of related literature that includes definition of reading, definition of teaching reading, definition of Think-Pair-Share (TPS), procedures of teaching reading through Think-Pair-Share (TPS), advantages of Think-Pair-Share (TPS) technique, disadvantages of Think-Pair-Share (TPS) technique, definition of recount text, assumption and hypothesis.

2.1. Review of Previous Research

There is some previous research that is used in order to locate this research in the constellations of the research that has been conducted as elaborated in the following section:

1. The first research is conducted by Faradiaswita in 2012 that is about the implementation of Think-Pair-Share (TPS) technique. She investigated the students’ problems in learning narrative reading texts by using think-pair-share technique. In this research, she used one group pretest and posttest as the research design. There were two classes used as a tryout class and an experimental class.
The data analysis on students’ pretest and posttest scores reveals that the students performed better in the posttest ($\bar{x} = 68.43$) than they did in the pretest ($\bar{x} = 57.63$). Their behavior in both tests are also found to be consistent (Pearson correlation coefficient $r = 0.892$, significance value $p = 0.000$, $p < 0.05$). Paired-samples t-test indicates significant increase of students’ reading comprehension achievement after the application of TPS technique ($t(29) = 9.672$; $p = 0.000$, $p < 0.05$). In conclusion, TPS technique is worth applying in the teaching-learning of English reading comprehension ability, particularly at the second grade of MTsN 1 Tanjung Karang.

2. Another piece of research is investigated by Hariyanti. The research that was conducted in 2010 was also about the implementation of cooperative learning by using Think-Pair-Share (TPS) technique in reading comprehension achievement. She was conducted the research in SMAN 1 Bandar Sribawono. In this research, she investigated whether there was significant difference after the application of Think-Pair-Share (TPS) technique in reading comprehension achievement or not. This research used two classes as the experimental class (that applied Think-Pair-Share (TPS) as technique) and the control class (that did not apply Think-Pair-Share (TPS) technique).

The result of the research showed that there was no significant difference of students’ reading comprehension achievement between
those taught through Think-Pair-Share (TPS) technique and those through discussion. The hypothesis test shows that the value of the two tail significant is $p = 0.926$. So, the $H_0$ was accepted.

3. Besides that, this research is also considering Sari’s research (2010) as the previous research. She is investigated whether there is a significant difference of students’ reading achievement who are taught through Think-Pair-Share (TPS) technique and those who are taught through conventional technique. She did the research in SMAN 1 Natar. She used two classes as experimental class and control class. She used control class for a comparison purpose in order to ensure that the improvement was due to the application of Think-Pair-Share (TPS) technique.

The improvement showed that the achievement of the experimental group was higher than in control group, viewed by the mean given $76.55 > 62.68$ and the level of significance $p = 0.000$ ($p < 0.05$). It implied that Think-Pair-Share (TPS) technique had positive effect on students’ reading comprehension achievement.

Based on the previous research, it was found that those two research have significant difference after the application of Think-Pair-Share (TPS) technique but there is still one research has no significant difference. However, there is still one issue that has not been solved, that is the problems that the students face while in the process of the application of Think-Pair-Share (TPS) technique. Besides that, this research was also identified the significant difference of the application
of Think-Pair-Share (TPS) technique. Therefore, this research would be carried out to deal with that issue.

2.2. Review of Related Literature

This review of related literature covers some definition and supporting information in order to give more explanation that is defined as follows:

2.2.1. Definition of Reading

Reading is one of skills that is considered as the best way to get information. People are known that they are better in understanding and remembering what they have read than what they have heard. Suparman (2007:13) states that the most important keywords in definition of reading are to take in, to understand, to interpret, and to attribute an interpretation.

It seems that reading take a big part in the communication way. The roles of the readers are not only to get the information but also to understand and interpret the information. According to Suparman (2005:1) states that there are two major reasons for reading; those are reading for pleasure and reading for information. The readers do not only see the printed symbols but they have to understand the text in order to find out something or do something with the information that the readers get. 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. As Faradiaswita (2012:8) says that reading is difficult to analyze because it involves the most intricate working of human mind, it is a genuine cognitive process. In
other words, reading is a printed thinking that requires critical thinking in making the interpretation.

In order to get the information, the reader should have comprehension ability. While the readers are in the process of reading, actually they attempt to understand what is written through this ability. Comprehension always follows reading because there will be no reading without comprehension. There are three levels of reading comprehension:

a. **Literal comprehension**

   *Literal comprehension* is a process of understanding the ideas and information that is explicitly stated in the passage, such as identifying the meaning of the word, recalling direct-stated details, paraphrasing, and understanding the grammatical clues like subjects, verbs, pronouns, conjunction, etc. In this level, the reading comprehension question is factual and detailed.

b. **Interpretative comprehension**

   *Interpretative comprehension* refers to the understanding of the ideas or information that is not explicitly stated in the passage. It includes the understanding of the author’s tone, purpose, and attitude; inferring the factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content.

c. **Critical comprehension**

   *Critical comprehension* refers to the analyzing, evaluating, and personally reacting to the information presented in a passage, for
instance; indicating the overall meaning to the reader and analyzing the quality of the written symbols and/or information in terms of established standards.

Those three kinds of comprehension are needed in order to understand the texts. The researcher realizes that each of them help the readers to apprehend the texts. Basically the readers are started their interactive process that involves the readers’ background knowledge. Background knowledge is a knowledge that the reader has known before reading the text. Therefore it can support the reader in order to comprehend the text. As Suparman (2012) states that there are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text, i.e. main idea, specific information, references, inference, and vocabulary. These aspects are explained below:

1. **Main Idea**

   *Main idea* of a text is an important part in reading comprehension. The reader should find out what the author’s want to the reader to know about. It is necessary to know the main idea because main idea develops the rest of the paragraph. In order to get the main idea of the text, the reader should know what the story is mainly telling about.

2. **Specific information**

   *Specific information* means that the supporting sentences that supports the main idea. It develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect, statistics, and quotation. The reader should read the whole text to know about detailed information.
because actually the answer of the specific information has been written in the text.

3. Reference

References are used to give a signal to the reader to find the meaning elsewhere in the text. The reader can find the meaning of the unknown words or phrases by themselves. The unknown word might represent the other word that is written in the sentence before that word.

4. Inference

Inferences refer to the unknown words or phrases that can be identified by predicting or guessing. The reader may guess or predict something unknown based on available facts and information in the text. The reader may be able to make an interpretation of a passage in order to give them the rough idea. The reader should use their ability in identifying the inference by using their knowledge that they have got. Therefore it will be easier for them to answer the inferences’ questions.

5. Vocabulary

Vocabulary is a fundamental for everyone who wants to produce something both orally and written. In reading, the reader can easily understand the story about if the reader is rich in vocabulary.
2.2.2. Definition of Teaching Reading

Hedge (2003) states that reading component of an English language teaching may include a set of learning goals for:

1. Developing the language range goal through independent readers outside EFL/ESL classroom is the most teachers seek in reading English texts.
2. Building knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. Adapting the reading technique according to its reading purposes.
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance to the contents of the texts.

It is important to build up students’ ability to adapt the reading technique according to its purpose as goal in teaching reading. According to Alyousef (2006:7), in teaching reading, contemporary reading tasks, unlike the traditional materials involve three-phase procedure: pre-, while-, and post-reading stages. In pre-reading stage, it is used to activate the relevant scheme, for example, teacher can ask the students some questions that can arouse their interest while previewing the reading text. While-reading stage is an interactive process that can develop students’ ability in doing their tests by developing their linguistics and schematic knowledge. In the last stage, post-reading is used to enhance learning comprehension by using reading comprehension tests such as matching, cloze exercises, cut-up sentence, and comprehension questions.
Basically the purpose of teaching reading is to develop students’ skill of the reading English texts effectively and efficiently. Teaching effectively and efficiently always become the focus of the teaching-learning, especially in reading, that has been put as the basic in choosing the techniques in many various types of texts. Therefore, the teaching technique should be matched with the reading purposes. Suparman (2005:1) states that whether it is for pleasure or for information, reading should be meaningful besides efficient and effective.

The appropriate technique should be applied based on the purpose of reading in order to increase the reading classroom activities. Think-Pair-Share (TPS) is one of the techniques that can be applied in junior high-school students because this technique will provide effective, efficient, independent, and responsible reader before they step into higher education.

2.2.3. Definition of Think-Pair-Share (TPS)

*Think-Pair-Share (TPS)* is a technique that might support teacher in teaching-learning process. It helps the students who prefer working in a group without ignoring those who feel more comfortable with doing task individually. Those types of students are facilitated through thinking stage then will be continued to the sharing stage. As Lie (2002:57) states that Think-Pair-Share (TPS) is a technique that gives the opportunity to the students to work alone and also in a group.
Think-Pair-Share (TPS) developed by Frank Lyman and his collages (1981) in Maryland. It gives the students more time to think, to respond, and to help each other. There are three steps of this technique:

1) Thinking

Firstly, the teacher will divide the text into two parts before distributing to the students. Then the teacher will give the students time to think for a few moments. The students are supposed to think about the text individually.

2) Pairing

After that, the students have to find their pair who has different parts of the text. Each of them has to talk about their thinking of the text before. Then they will gather the idea of the text in order to get the whole idea. Both of them will share the text to identify the interpretation of the text.

3) Sharing

In the last step, the students will find the other pair to share the information that they have discussed before in pairing step. Each of them will collect all the information then fix it as the best information.

This technique may be used to increase the class participation that are directed to work both individually and collaborative contribution of giving and taking information from each other.
2.2.4. Procedures of Teaching Reading Through Think-Pair-Share (TPS)

Here are the procedures of teaching reading through Think-Pair-Share (TPS):

1) **Pre activity**

   In this stage:

   a. The teacher divides the text into two parts before distributing them to the students.

   b. The teacher asks the students to read the text then gives them more time to think about what the text is mainly telling about. In this time, the students should try to comprehend the text individually that represent the thinking step.

2) **While Activity**

   a. The teacher asks the students to find their pair who has different part of the text to discuss about what they have thought before that is considered as the pairing step.

   b. The teacher asks the students to gather the ideas that two of them have before. The students have to combine the whole text information. Therefore each of them must to pay attention to their partner’s explanation.

   c. The teacher asks the students to find the other pair to share the information. This exchange information is considered as the sharing step. Each of them will gather the all information to get the best interpretation. In this stage, the information will depend on their listening ability.
3) **Post Activity**
   
a. The teacher gives the students several question related to the text to check their reading comprehension. This stage is considered as the evaluation activity.

b. The teacher asks the students one by one in order to see the result of reading comprehension.

2.2.5. **Advantages of Think-Pair-Share (TPS) Technique**

Allen (2007:17) states some benefits of Think-Pair-Share (TPS) as a technique:

1) It provides students time to think to prepare their own information into the discussion with their pair.

2) It allows both independent and collaborative learning. The students have their own time to work by themselves and together with their partner(s).

3) It gives students opportunities to collaborate the refining definition. While they are in the stage of sharing process, they have opportunities to exchange information with their pair.

4) It invites equal participation. Each of students will tell the information that she/he has to their pair.

5) It engages students into active learning. This technique can force the students who are passive to be active because in pairing and sharing step, each of them should join and invite their friends to discuss.

6) It invites students to share their understanding in both kinesthetic and visual modes. While the student is explaining in sharing step, they usually
use body language and face-to-face interaction to send their information to their friends.

Concerning those benefits, teachers can reach the goal of teaching reading because students can really understand the content of the text. Each of students also has the same opportunity to share their ideas with their friends.

2.2.6. Disadvantages of Think-Pair-Share (TPS) Technique

Choosing Think-Pair-Share (TPS) as a technique in teaching reading can solve students’ reading problems but every teaching-learning technique has its own drawbacks. There are some disadvantages of Think-Pair-Share (TPS) as a technique as follows:

1) This technique spends much time when the process does not run well.

2) While sharing stage, the teacher cannot fully monitor each pair because there are not any specific rules about how long they will speak. It means that the discussion may be dominated by certain students. In order to avoid this problem, teacher should work hard to monitor the process of discussion.

3) The information received by the students is limited to what their friends know.

2.2.7. Definition of Recount Text

Recount text is a text which retells the events or experiences that happened in the past. The purpose of this text is to entertain the reader. Besides telling the past
experiences, recount text can occurred in the form of personal recount such as biography, factual recount, or imaginative recount.

The generic structure of recount text:

1) **Orientation**
   
   This is the opening of recount texts. It is about introducing the participants, place, and time.

2) **Events**
   
   After telling the orientation, the author will write the events. It will describe the series of event that happened in the past.

3) **Reorientation**
   
   This stage is an optional, the author may write this or not. It may start from the personal comment.

Language feature that is used in recount text:

- Introducing personal participant (*I, my group, etc*)
- Using chronological connection (*first, then, etc*)
- Using linking verb (*was, were, saw, etc*)
- Using action verb (*look, go, change, etc*)
- Using simple past tense
Here is the example of recount text.

<table>
<thead>
<tr>
<th>In the Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car. After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold water touched our feet. Then, we looked for the place to take a rest. We rolled out the mat on the ground and then we had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe. After having meals, I was interested in doing the same things. I made sand castles with my sister. Meanwhile, my brother collected some sea shells. I was so happy and really enjoyed the day.</td>
</tr>
</tbody>
</table>

Based on the generic structure, the recount text above can be divided as follows:

1) Orientation

   *Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.*

2) Events

   *After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold water touched our feet. Then, we looked for the place to take a rest. We rolled out the mat on the ground and then we had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe. After having meals, I was interested in doing the same things. I made sand castles with my sister. Meanwhile, my brother collected some sea shells.*
3) **Reorientation**

*I was so happy and really enjoyed the day.*

In the orientation, it introduced who the main characters were, where the place took place, and when it happened, i.e. *my family and I, beach, and last month.* After that, the author told what his family and he did at the beach in the second paragraph. At the end of story, the author wrote his own personal comment.

Principally, recount text is quite similar with narrative text but recount texts explore the events of the participants. These events are the main elements in composing the recount texts because if the text is focusing on the conflict, it is called narrative texts.

2.2.8. **Assumption**

Reading is considered as one of skills that the students need to master. Reading is not only a process of seeing from one symbol to the other. The readers are supposed to understand about what the writer wants to talk about. By having an ability to comprehend the text, the reader hopefully will not only read but also will get the information which written in the text. Therefore, appropriate technique is really needed to help the students in order to get the information. Think-Pair-Share (TPS) technique might be the solution. This technique has three steps that the researcher assumes that TPS technique is an effective technique in improving students’ reading comprehension achievement.
2.2.9. Hypothesis

Based on the theoretical assumption; therefore, the hypothesis can be formulated that applying Think-Pair-Share (TPS) technique can help the students to remember and learn; thus, it will improve the students' reading comprehension better and significantly.