## II. FRAME OF THEORIES

This chapter elaborates the concepts that are related to the research, including concept of reading and reading comprehension, reading comprehension aspects, concept of cooperative learning, nature of Think Pair Share technique, concept of procedure text and related researches in increasing students' reading comprehension achievement through Think Pair Share technique.

### 2.1 Concept of Reading and Reading Comprehension

The meaning of 'read' is look at and understand something written or printed *(Oxford dictionary).* In other words, reading can be defined as an activity of understanding something written. Cameron (2001) in Noviani (2012) said that reading is actually about understanding not only understand the word or code but also the message is being conveyed by the text. It means that when someone reading, he not only understand the word, but also understand the message or main point of the text.

Gregory (2008) in Noviani (2012) explained that reading does not necessarily mean knowing the dictionary meaning of every word but the ability to make sense of it through personal meaning. So, the readers have to make sense using their

personal meaning to understand what they read. The meaning is not only based on the dictionary.

Mchorter (1989: 212) states that reading is a way of taking new ideas and identifying information to be learned. It means that, when one is reading a text, he may find new things that he has not known yet. He may also find information that will help him learn something. In this case, his knowledge will certainly be better than before.

Just and Carpenter (1987), as Bernhardt, (1991) in Suparman (2007) include several factors in their definition of reading, they are:

1) What information in the text starts the process

2) How long the process takes

3) What information was used during the process

4) What likely sources of comprehension difficulties exist

5) What the reader has learned when the process is finished

"Reading may sometimes entails 'comprehension' and sometimes not …" (Smith, 1978: 102). But when one reads for learning, he should entail comprehension, because learning and comprehension cannot be separated as what Smith (1978) states that comprehension is essential for learning, and learning is the basis of comprehension. The process of comprehension and learning even seems to be fundamentally the same.

Grellet (1981) states that reading comprehension means extracting the required information from the text as efficiently as possible. This view implies that a competent reader should first determine his purpose in reading e.g. when looking at a notice board to see if there is an advertisement for a particular type of accommodation, he will quickly reject the irrelevant information and find only what he is looking for. In the case of reading a scientific article, it is not enough to understand the main point of the text; more detailed comprehension is necessary. So one should know what and why reads.

The first point to be made about the reading process is reading comprehension (Simanjuntak, 1984: 4). Dallman (1982: 23) says that reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognition; that comprehension is essential of reading, that without comprehension no reading takes place.

Moreover, Simanjuntak (1988: 4) says that comprehension is always directed and controlled by the needs and the purposes of individual. So, reading comprehension is an activity that has purpose. The reader read the text, because they want to know what they will find in the text.

Bernhardt (1991) in Suparman (2007) argues that in a cognitive perspective on reading, there are two essential factors of comprehension, that is, (1) "the conceptualization of the problem, (in this study it is called *comprehension problems)"* that is, the text to be understood, and (2) the way out, that is, the process of making sense of the text (in this study, it is called *comprehension strategies).*

From the explanation above, we can conclude that reading comprehension is a process that occurs in reading activity. The measurement of reading comprehension is when the students can understand, interpret, and answer the questions of the text given.

**2.2 Reading Comprehension Aspects**

There are five reading aspects (Nuttal: 1985) which help the students to comprehend the English text well, they are:

1. Main Idea

   Main idea is called the topic sentence. It tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. It is left to the reader to infer or reason out. So, main idea is the very important idea that the author develops throughout the paragraph.

2. Specific Information

   Specific information or supporting sentence develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

3. References

   References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. So, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Inference

   Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or known and what he does not know.

5. Vocabulary

   Vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

**2.3 Concept of Cooperative Learning**

Cooperative learning is one strategy for group instruction which is under the learner-centered approach (Brown, 2001: 47). There are some definitions of cooperative learning according to some experts of cooperative learning. Johnson and Johnson (1992) defined cooperative learning as a process of working in groups of two or five members in which "students work together to maximize their own and each other's learning. Slavin (1995: 20) stated that cooperative learning is a variety of teaching methods in which students work in small groups to help each other learn academic content. Then, he explained that in cooperative learning, students are hoped to help each other, discuss and argue with one another, asses each others' current knowledge and fill in gaps in each others' understanding.

Lie (2004: 31) stated that cooperative learning is a group working where the teacher is only as a facilitator. It means that, students take a role important in the class. Students have to be active and if they do not know about something, they can ask to the facilitator. He also stated that not all of group work can be regarded as cooperative learning. It is not cooperative learning if students sit together in groups and work on problems individually and let one person do all the work.

According to Johnson, Johnson & Holubec (1993) cooperative learning should fulfill five principles. They are:

1. Positive Interdependence

Students perceive that they need each other in order to complete the group's task ("sink or swim together"). It means that one can not succeed unless everyone succeeds.

2. Face-to-Face Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates.

3. Individual Accountability

Each student's performance is frequently assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member to give the answer.

4. Interpersonal And Small Group Skills

Groups cannot function effectively if students do not have and use the needed social skills. In cooperative learning students have to learn how to make an interaction with the others in their group. They also learn how to convey their ideas in their group and it will be demanded special ability.

5. Group Processing

Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members.

From the explanations above show that students who work in groups should have collaborative skills to achieve the teams' goal. They also realize that their group work is more than how to accomplish a task. They have to help each other to understand what they learn. So, there will be less change for students to behave passively.

## 2.4 Nature of Think Pair Share Technique
### 1. Concept of Think Pair Share Technique

According to Kagan (1992) some of cooperative learning techniques are Number Head Together (NHT), jigsaw, Students Team Achievement Divisions (STAD), Team Games Tournament (TGT), Team Assisted Individually (TAI), group investigation and Think Pair Share (TPS).

Think Pair Share strategies (TPS) is developed by Lyman (1981) and his colleagues in Maryland University. According to Lyman Think Pair Share is a

summarization strategy that can be used in any content area before, during, and after a lesson. The activity is consists of three basic steps. During the think stage, the teacher gives a problem or question that related with the lesson. This allows for wait time and helps students control the urge to impulsively shout out the first answer that comes to mind. Then, individuals are paired up and discuss what have they learnt and solve their problem. During this step students may revise or changes the original ideas. For the last step, they share their answer to the rest of the class.

Lie (2002: 57) Think Pair Share is defined as a technique which gives the opportunity to the students to work alone and also in group. It will make the students' participation increase. Kagan (1992) stated that Think Pair Share is consists of three steps cooperative structure. During the first step, individual think silently about a question given by the teacher. Individual pairs up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.

From the descriptions above, it can be concluded that Think Pair Share give the students the opportunity to think individually, discuss their ideas and provides a means for them to see other problem solving methodologies. Thus, Think Pair Share can be tried as one technique in teaching reading comprehension.

2. **Team Formation in Think Pair Share Technique**

The process of making team in cooperative group work depends on the situation. It can be formal and informal. An informal formation, for instance, the teacher asks students to group themselves around specific topics available for study.

Informal groups are often used to supplement lectures for a moment and may change everyday. On the contrary, in formal formation, students work with the same students for a longer period of time, sometimes for an entire semester. A formal formation, for instance, the teacher assigns groups by homogenous or heterogeneous grouping, random grouping, and interest grouping (Olsen and Kagan et al, 1992) as cited in Kessler (1992: 13).

First, homogeneous and heterogeneous grouping is formed when the grouping bases depends on the variety of the certain things such as ethnic, gender, achievement level, language proficiency and so forth. Second, random grouping, conversely, is formed when the teacher distributes many color papers, shape or cards to students. Then, the teacher groups the students by the same color, shapes and cards. In this phase, there is no specific category like achievement, gender or linguistic skills. Third, interest grouping, is when the teacher assigns some topics by which the students may choose the topic that they are interested in.

However, from sort of team formations above, heterogeneous grouping based on academic achievement comprises some better points than the others. It gives a chance to students to do peer tutoring; the lower achiever students learn from higher achiever students, while the higher achiever students can internalize their knowledge deeper by teaching others, and increases relation and interaction among ethnic, religion, gender and ability. Thus, in this research, the researcher grouped the students by heterogeneous grouping based on students reading comprehension in pre-test score; the ordinary students paired with more advance one.

**2.5 Concept of Procedure Text**

A procedure text is taught to first grade students in senior high school based on standard competencies and basic competencies. Besides, according to Derewianka (1990: 24), procedure text is a text which tells us information of making or doing something and how things work through several steps directions. Procedure text has generic structures and language features. There are three particular generic structures in procedure text namely goals, materials, and method (Derewianka, 1990: 27). According to Derewianka (1990), Watkins and Knapp (2005: 157), goal or purpose in procedure text is to give description for readers about what they are going to do. It is usually stated in the title of the text, for example, "How to Make a Pizza".

Furthermore, ingredients or materials are something to be prepared and those are stated commonly in order of use. According to Derewianka (1990), Watkins and Knapp (2005), ingredients or materials are something to be prepared and those are stated commonly in order of use. Besides, a set of ingredients or the materials required to complete the task will often be presented in order of use. The last method is sequenced steps in doing or making something (firstly, take a spoon …, second, then, etc.). Then, a sequence of steps specifying how the goal is to achieve.

Derewianka (1990: 28), Watkins and Knapp (2005: 156) argue that there are some language features of procedure text. First, it mainly uses many action verbs for command (put, hold, and take) and usually uses simple present tense. Action verbs for are used in instructions to represent the processes involved in

completing a task; for example, "Cross Smith Street and turn right, walk to the next cross street". Meanwhile, verbs are in the simple present tense to create a sense of timelessness. They are also stated as imperatives.

Second, procedure text focuses on specific people or things, such as, (first, you get ….) and focuses on generalized human agents such as "you put the tea".

Procedure text usually uses temporal connectives to do with time or sequence of action and it can be used to link information (first, then, next, when, etc).

Finally, procedure text uses detail factual description of participants (shape, size, color, amount, etc.) and simple language due to the purpose to give clear information and detailed information on how (mix it carefully); where (cut 6cm from the top); when (after you have folded the napkin) (Derewianka, 1990).

Here is an example of procedure text:

**How to Make Pizza**

Lots of us know pizza. Do you? Wouldn't it be nice if once in a while we tried to make a pizza? Well, here the recipe.

INGREDIENTS:
1 package (1/4 ounce) active dry yeast
2 cups warm water
3 tablespoons vegetable oil
1 ½ teaspoons salt
4 to 6 cups all-purpose flour

SAUCE:
2 cans (8 ounces each) tomato sauce
1 ½ teaspoons grated onion
1 teaspoon dried oregano
¼ teaspoon salt
1/8 teaspoon pepper

TOPPINGS
4 cups (16 ounces) shredded part-skim Mozarella cheese
4 ounces beef, diced
1 package (3 ½ ounces) sliced pepperoni
1 medium sweet red pepper, sliced
1 medium green pepper, sliced
1 can (2 ¼ ounces ) sliced ripe olives, drained
1 cup chopped onion

1 cup grated Parmesan cheese

DIRECTIONS:
First, dissolve yeast in warm water in a large mixing bowl. Add oil, salt, and 2 cups flour. Then beat on medium speed for 3 minutes. Stir in enough remaining flour to form soft dough and turn onto a floured surface. Make sure you knead it until smooth and elastic, about 6-8 minutes. After that, place in a greased bowl, turning once to grease top. Cover and let in a warm place for 10 minutes.

## 2.6 Procedures of Teaching Reading Comprehension

In teaching procedures, the researcher used three elements in teaching reading procedure text through Think Pair Share technique. The researcher tried to make a general procedure of teaching which is adjusted to the English curriculum used in the school, i.e. KTSP, as follow:

**Pre activities**

1. Teacher greets the students.

2. Teacher constructs the students' background knowledge that related to the topic.

   For example:

   *What is your favorite food? Have you ever cooked it? What material did you need? How did you make it? Do you get success?*

3. Teacher tells the material that will be taught and introduce *Think Pair Share* procedures.

4. Teacher divides the students into pairs.

**While activities**

1. Teacher gives students a procedure text and asks the students to read individually.

2. Teacher asks the students to analyze the procedure text given and explains the generic structure and languages features.

3. Teacher applies the procedures of *Think Pair Share* as follows:

   a. **Think:** teacher delivers students' work sheet and asks them to think about the exercise given silently and individually. (Think-time is important because the students have a chance to formulate their answer by retrieving information from their long term memory). Teacher asks the students to write down their answers in a piece of paper and collect them later.

   For example:

   *Teacher: "Think about the following questions individually".*

   b. **Pair:** teacher asks the students to work in pair. The students will be asked to discuss the results of their individual thinking with their partners. (Pairing is important because it can solve the students' misunderstanding when they answer the questions individually).

   For example:

   *Teacher: "Now, turn to your partner. Discuss your answers with your partner. If you make any changes in your statements, you can write down on other piece of papers".*

   c. **Share:** teacher randomly asks a representative to share their results discussion with the class. (Share time is useful to create the peer-

feedback because what one pair thinks and discusses always differ with other pairs think).

For example:

*Teacher: "Now, Ani and Rita please come to front of the class. Share your answers to your friends. The other pairs may give any comments, revisions and additional information toward your friends' answers".*

4. Teacher gives commend toward the students' answer by giving revision or additional answer and conclude the answers.

**Post activities**

1. Teacher does a reflection by asking the students what they have learnt that day and asks the students whether they have any difficulties in understanding the lesson.

2. Teacher closes the class.

**2.7 Advantages and Disadvantages**

The advantages of Think Pair Share technique according to Johnson and Johnson (2001):

1. **Thinking time provision**

   Think time in think pair share technique helps students control the urge to impulsively shout out the first answer that comes to mind. It allows all students to develop answers. Think time has been regarded to be a powerful factor in improving students responses. Answers given by the students will have reasons and justification because they have been thought about.

2. **Making students actively involved**

   This strategy provides an opportunity for all students to share their thinking with at least one other student. Pair and share time encourage students' responses and allows quiet students to answer questions. Therefore, students become actively involved in group discussion and classroom participation.

3. **Solving students' misunderstanding**

   Students' misunderstandings about the topic are resolved during peer-tutoring or peer-teaching; the lower ability' students will learn from higher ability's students, while the higher ability's students can also internalize their knowledge by teaching others.

The disadvantage of Think Pair Share technique (Lyman, 1981) is time consuming. It means that applying Think Pair Share technique in the class may be time consuming if the process can not run well. The teacher should be able to give some rules and create an amusing classroom atmosphere to prevent.

## 2.8 Theoretical Assumption

Reading is one of four skills that have to be mastered by students. By reading, the students are able to get a lot of information from the text and the procedure text is chosen in this research. When someone reading, he does not only understand the word, but also understand the message or main point of the text.

The researcher chooses Think Pair Share as a technique in the research. Therefore, researcher assumes that the using of Think Pair Share in procedure text is expected able to help understand the text easily in teaching learning process; automatically the students are hoped able to get better in the understanding of text.

## 2.9 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

1. There is a significant difference between the score of the students' reading comprehension achievement before and after being taught through Think Pair Share technique in procedure text.

2. The most increase of reading comprehension aspects is on vocabulary aspect.

3. The students have positive reactions after joining Think Pair Share technique.