**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

* 1. **Theoretical Framework**

In conducting this research, theories are needed to explain some concepts that applied to focus in the scope of research. In order to avoid the confusion of the terms. The following terms are used in this study.

* + 1. **Reading**

Many specialist define that reading is a process of putting the reader in contact to idea.Rayner(1995: 192)says that reading is a complex cognitive process of decoding symbols in order to construct or derive meaning”. It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language. Grime (2006: 5), “Reading is an active process of constructing meaning, those who understand the process best”. So from that statement can be taken that the reader should have the ability to build an understanding of the contents of a text or book, of connecting words, sentences to paragraphs, and understanding of the essence of the text in order to interpret the contents of the text. Readers also have to use their best way reading because reading is not just usually activity but it also needed a concentration.

Marcia Sheridan (2007: 1), states that reading is in actuality a process of predicting meaning based on the reader’s knowledge of oral language syntax, semantics, and phonological cues. In other words, based on the reader’s store of information about how language works from his knowledge of oral language a reader already knows something about how words are ordered and what kinds of meaning words process in certain contexts.

Based on the text above, we conclude that the reading is getting meaning from print. It is not just limited to print the text or a book, but also this is the case for the communication between the reader and the author that the reader interpret the contents of the buffer to the reading and understanding of what is read. Therefore, the reader should interpret what is written by the authors clearly.

**2.1.1.1.Purposes of Reading**

As we know that reading is a development process. Grabe and Stoller (2001: 13) states that as a development process, a teacher must help the students to know about the purposes for reading, such as:

1. Reading is to search for simple information common reading ability, though some researchers see as a relatively independent cognitive process. In reading of search, we typically scan the text for a specific piece of information or a specific word. Skim is common part of many reading task and a useful skill in its own right.
2. Reading is to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:
3. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
4. Recognize and built rhetorical frames that organize the information in the text.
5. Link the text to the readers’ knowledge base.
6. Reading is to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a theoretical frame to accommodate information from multiple sources.
7. Reading is for general comprehension, when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited time constraints.

 **2.1.1.2. Reading Comprehension**

Grabe and Stoller (2002: 29), states that reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.

If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one’s vocabulary and reading strategies. Marcia Sheridan(2007: 4) states that reading comprehension is called schema theory or the schema perspective. The goal of schema theory is to describe interaction between what is in the text and how that information is shaped and stored by the reader.

 The underlying assumption is that meaning does not lie solely in the print itself, but interacts with the cognitive structure or schema already present in the reader’s mind. These schemata represent, in Ausubel’s terms, the “ideational scaffolding” or framework for understanding new information. Thus the reader has present in cognitive structure schemata which a constitute cognitive filter through which one views the world and from which one predicts or makes inferences about what is read.

According to Kate Cain reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sound.

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* The reader who is doing the comprehending
* The text that is to be comprehended
* The activity in which comprehension is a part

Based on the above quotation, it can be seen that the reading must have ability and knowledge set a using the theory in order to read what is read by the reader not just letter sprinted in the book but can increase the knowledge of the reader, the information in the reader can be recycled into more simple and can be understood by the reader himself. In considering activity, include the purposes, processes, and consequences associated with the act of reading.

1. **The reader**

A good reader is able to reading correctly analyzed, and she should enjoy the readings then the reader can easily retrieve information from the readings, there are some who seem to be the material before and during reading. Experience has shown that college students or students who have a good vocabulary, vocabulary a dequate, and skills in summarizing and summarize will never see difficulties in understanding. Greatly helped by an understanding of reflection or thought to what is read.

At the time of we finished watching a good television show, another show following caught our attention , but when we finish reading a book, we can close it and sit for five minutes to think about and reflect on anything that has caught our attention. Indeed in complete understanding of thought or reflection similar to that taking place. Readers who both were able to choose a particular aspect of the readings according to the purpose of reading.Where as poor readers to read when reading must physically because there is no sound or a voice muttered in case the reading is not attached to our brains, good readers with in habit of reading is silent or muttered. Where as a bad habit when the reader is reading aloud pronouncing what reads like a speech to be a good reader.

What we need is a quick and effective reading skills means other than being able to read at certain speed level, he is also able to remember and understand the material they read at least 60% to understand a text, we do not have to read all the words one by one. Efforts so that we can become a good reader is to read how to see the speed or the rhythm, adapted to the purpose and circumstances of the text reading speed fast rhythm. Adjust need with a critical mind that an important part is the text to be found quickly.

1. **The Text**

The text is an expression language by content, syntax, and pragmatics is a unity, while the context is a function referred to by the text. Both text and context, both are always present to get her and can not be separated. The sentences are arranged in units of a large role in language units are also called text. Discourse say if the whole sentences in discourse that support the topics being discussed, while the discourse is said coherent if the sentences are arranged regularly and systematically so that shows the idea expressed that the text is a series of sentences to match and connect one sentence with another sentence, so as to form a unity. Discourse unity binding the sentences into a text and cause the listener or reader to know that he was dealing with a tex.

Various from so existing text in the reading, as the reader must know what he would read before starting to read the text. The reader should understand about the text when here a state of boredomin reading because reading becomes bored. Text can be appearany where in a variety a physical forms. Sometimes he appears in the form of paragraphs on a piece of paper held by the president when speech. Even he could appear on billboards on the roadside. So the text now is not only a form of writing that is in the book or white paper. Even now there have been electrically text that is in the computer and other devices. This allows the reader to be more interested and better understand the current technological advances. In the text there are concepts, idea, thought so ride a sintact which can be understood by the reader (in written texts), without any doubt. As the largest highest grammatical unit, meaning that the text formed from a sentence that meet the requirement of other text.

* + - 1. **Levels of comprehension**

Brassel and Rasinski(2008: 17) states that there are three types of action with his three level taxonomy of reading comprehension.

1. **Literal Comprehension**

 In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information explicitly stated in the selection.

1. **Inferential Comprehension**

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied within a text. It is stimulated by purposes for reading and teacher’s questions which demand thinking and imagination that goes beyond the printed page. In this level the student use the ideas and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

1. **Critical Comprehension**

 Critical comprehension involves a reading making critical judgments about the information presented in the text. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

 So, it means that the three levels of comprehension mentioned above are important and needed to be mastered by the students to be success in reading.

* + - 1. **Strategies for Reading Comprehension**

Brown (2001: 306) says that following are ten such strategies, each of which can be practically applied to your classroom techniques.

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
3. Use efficient silent reading techniques for relatively rapid comprehension (for immediate to advanced levels)
4. Skim the text for main ideas
5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you aren’t certain
8. Analyze vocabulary
9. Distinguish between literal and implied meanings
10. Capitalize on discourse markers to process relationship
	* 1. **Cooperative Learning**

Richards, Jack C. (2002: 52) says that with cooperative learning students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and helpfulness in the groups and the active participation of all members.

Most of teachers do not apply the cooperative learning in the classroom because of many reasons. The main reason is the curiosity of chaos, crowded, and uncontrolled situation in the classroom. It was happened because the misinterpretation of cooperative learning itself. The model of cooperative learning is not similar with other usual group work.

But, cooperative learning is a successful teaching strategy in small team, which every student have a different level of ability, use a variety of learning activities to improve their understanding of subject.

There are some basic elements of cooperative learning which make cooperative learning different from other usual group work.Slavin (1995: 127) states that there are methods to emphasize four elements, they are:

1. Face to Face Interaction:

Students work in four to five member groups.

1. Positive Interdependence:

Students work together to achieve a group goal.

1. Individual Accountability:

Students must show that they have individually mastered the material.

1. Interpersonal and Small Group Skills:

Students must be taught effectively, how to work together and discuss to show well their group to achieve their goals.

 So, cooperative learning more effective than traditional debate or individual study methods in increasing retention of information, changing students, and other outcomes.

* + 1. **Think-Pair-Share (TPS) Strategy**

Think-Pair-Share (TPS) strategy which developed by Frank T. Lymanin 1981 and his friends at the University of Maryland. Think-Pair-Share is a cooperative learning strategy that includes three components. Time to think, time to share with their partner, and the time for each pair tosh are back to larger group. This strategy not only gives students the opportunity to work individually, but also work in groups with other students. Good point of the strategy is the TPS strategy also builds the potential of each student. With conventional strategies which usually indicates a student then shared with other students, the TPS strategy gives a chance to the students to demonstrate their participation to other students.

Arends (2008: 325), says that steps of Think-Pair-Share strategy is :

Step I : Thinking

The teacher poses a question or an issue associated with the lesson analytical asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not past of thinking time.

Step II: Pairing

Next, the teacher asks the students to pair off and discuss what they have been thinking about. Interaction during the period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually teacher allow no more than four or five minutes for pairing.

Step III: Sharing

In the final step, the teacher asks the pairs to share with the whole class what they have been thinking about. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half the pairs have had a chance to report.

This strategy does not only give the students an opportunity to work individually, but also work in group with other students. The excellent point from this strategy is TPS strategy also builds each student’s potential. By conventional strategy which usually one student’s show then share it to other students, this TPS strategy give students a chance which is eight times more to be known, and slow their participation to other students.

* + - 1. **The Application of Think-Pair-Share Strategy in The Classroom**

Istarani (2012: 67), states that the step of Think-Pair-Share strategy is:

1. Teacher explain about the lesson and competence which will achieved
2. Students asked by the teacher to think about the lesson or the problem which has explained by the teacher.
3. Students asked by the teacher to make a pair and explain the result based on their individual thought.
4. Teacher will guide result of the discussion, each pair will explain the result of discussion.
5. Begin from the act, teacher will directing the discussion to the main problem and increasing the lesson which have not explained by he students.
6. Teacher makes the conclusion.
7. Closing.

Moreillon (2007: 89), states that in a simple term,Think-Pair-Share strategy is described as follows:

1. Think-time for thinking individually.
2. Pair-time for sharing with a partner.
3. Share-time for each pair to share back to a larger group.
	* + 1. **Advantages of a Think-Pair-Share Strategy**

Istarani (2012: 68), states that Think-Pair-Share strategy used to exercise students’ mind finally. So that, Think-Pair-Share strategy focus on raising the logical power of students, the critical power of students, the imagination power of students and the analysis power to a problem. So, Think –Pair-Share strategy has the advantages :

1. Can increasing the logical power of students, the critical power of students, the imagination power of students, and the analysis powerto a problem.
2. Increasing the cooperation about the students because they formed in a group.
3. Increasing students’ comprehension skill and appreciate the suggestion of other people.
4. Increasing students’ skill in convey the suggestion as the implementation of knowledge.
	* + 1. **Disadvantages of Think-Pair-Share Strategy**

Istarani (2012 : 68) states that advantages of Think-Pair-Share are:

1. It will difficult to find the compatible problem with the level of students consideration.
2. Unusual to begin the lesson with the real problem.
	* + 1. **Definition of strategy**

Strategy is overall approach with regard to the implementation of the idea, planning, and execution of an activity with in a certain time. Inside there is a good strategy team coordination, has a theme, identifying contributing factors in accordance with the principles of the implementation of the ideas in a rational, efficient in funding, and has the tactics to achieve objectives effectively, and teachers as a regulating and educating students to be able to use teaching and learning strategies in a field of study.

Depending on the learners’ characteristics, educators may need to revise the lesson length. It is assumed that lessons are taught in whatever location is best for the students, educators, and content, be ir the library, computer lab, or classroom. The purpose form in a which lesson level or levels is appropriate. Observation, self-reporting questionnaires, interviews, and formal pretests are some diagnostics tools educators can use to determine students’ proficiency levels or readiness for new learning.

* + 1. **Narrative**

 Nasution, etal (2013:54) state, “Narrative is the most famous type of any text”. Various purpose are communicated in a narrative type. However the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as he show by himself what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction. The purpose of narrative text is to amuse or to entertain the readers and to tell a story.

 Narrative text is often called a “story grammar”. This term refers to different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. Narratives include different types, or genres, that can very some what from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and rael-life adventures. For example, fables are short stories with a typical story grammar but with the addition of a moral.

 Narrative text through explains about a story, and the story meant to entertain the reader. In the text narrative story there is always a conflict that makes the story of narrative text to be interesting, and narrative text also aims to educate, inform, convey a reflection on the experience of the author, and are no less important is to develop the imagination of the reader or the listener.

* + - 1. **The Generic Structure of Narrative**

 Nasution, etal (2013: 54) states that the generic structure of narrative text is :

1. Orientation

The introduction of what is inside the text. What text is talk in general. Who involves in the text. When and where it happen.

1. Complication

What happens with the participants. It explore the confict among the participants. The text is not narrative. The confict can be shown as natural, social or psychological confict.

1. Resolution

This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succed or fail. The point is the conflict becomes ended.

* + - 1. **Dominant Language Feature of Narrative**
1. Using Past Tense
2. Using Action Verb
3. Chronologically arranged.
	1. **Conceptual Framework**

In this research, the researcher wants to improve students’ ability in reading narrative text through think pair share strategy at eight grade students of SMP, be able to give a good strategy in reading comprehension ; to be useful for students and give contribution in students ability. There are so many strategies and strategy could be used by the teacher is Think Pair Share strategy, this strategy is strategy which is suitable to help the students to improve about their reading comprehension.

By applying Think Pair Share strategy, students are hope to have critical minds. So, those will make them easier to comprehend the narrative text and they can set their prediction about it because the purpose of narrative text is to entertain the reader about the story.