CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. The Nature of Reading

Before discussing the definition of reading comprehension, the researcher would begin by discussing of reading itself. Reading means understanding, interpreting and defining. This statement is relevant to what Tarigan in Sriwahyuni 2014:3 states that reading is a process done and used by a reader to get messages through written media. Teacher asks student to read a passage and then after reading the words in a passage, students can try to practice them in speaking or other language skills, reading can really change someone's English. The students will be easy to use English, because their brain will only repeat the things that have been seen many times. By reading a book in English, they have given their brain thousands of English sentences.

Reading is not just sounding letters, calling words, or responding to prints. It is communicative interaction through language between an author and a reader which requires some aspects from the reader (knowledge of the writing system, knowledge of the language, ability to interpret, appropriate knowledge of the world as assumed by the writer, and a reason for reading that determines his style) in order to make him or her obtain meaning from a text. In line with that statement, Nuttal 1982: 4 also states that reading is a result of the

interaction between the perception of graphic symbols that represent language and the reader's language skills; cognitive skills and the knowledge of the world. To grasp all the language skills, teacher will be the main facilitator to help the students as the foreign language learners. For foreign language learners, the purpose of reading in a foreign language is language improvement as Nuttal (1982, p. 3) says that the students only need to learn the foreign language and comprehend the learning. So, the major goal of reading text is comprehension.

Reading is an activity to understand what the text contains. As one of the language skills, reading contributes to the success of language learning together with the other skills. Reading enables students to find out information from an array of texts, ranging from textbooks, newspapers, magazines, advertisements, brochures, and the like. Reading also enables students to know how English is actually used in printed and written forms. According to Harmer 1998: 68 reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. He further states that reading provides good models for English writing and offers opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. In a simple definition of reading is that is a process whereby one looks at and understands what has been written. Reading is an active process to understand the meaning from written text in relation to the knowledge of the

reader. Students might read to learn about something, they read to learn how to do something, and to find some specific information.

Bernhard et al. (2000:6), reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

Reading skills is one of four English language skills that must be mastered in order to be able to communicate in English very well. Patel & Jain (2008:113) defines reading as the most activity in language class. Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading also the routine activities carried out at any time, to obtain information from a text. Reading is not just to get information but have to go through an understanding of the content of the text or the intention and purpose of the author. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read

(Astiyandha, 2012:111).

Reading with comprehension is concerned with understanding the content of what has been read in a certain text. It is an active thinking process that depends not only on comprehension skills but also on the experiences of the reader and her level of knowledge. Comprehension involves understanding of vocabulary and the relationships between words and concepts, organizing ideas, recognizing the purpose of the author, making judgments, and evaluation. Hence, reading comprehension is the process of understanding the message that the author is trying to convey (Farris, Fuhler & Walther, 2004, p. 321). Very simply stated, it deals with getting meaning from the text in hand. They stated skills in reading into some:

a. Main Idea

Finding the main idea in a text is the most important part in a reading piece or text which the author presents in a written text. It is different from the term topic, which refers to the subject under discussion. On the other hand, the term main idea refers to the point or thought being expressed. Thus for example, the topic could be an evaluation of the ability of students, and the main idea could be that multiple choice questions are a poor way of evaluating the ability of students.

b. Inference

According to Mickulecky and Jeffries (1996, p. 150), quite often the topic of the text may not be stated anywhere directly in the reading. So, the students must look for clues and try to guess what the passage is about. In other words, when you make an inference, you are reading between the lines or just looking carefully at the facts and coming to conclusions or understanding of the text being read.

c.   Detail

It is well known that to recognize details concerning a topic or subject is another language skill that is also important in reading comprehension. Details are features or characteristics related to a subject or a topic being read about. They are usually stated directly in the text. Developing the skills to recognize details at an early stage will allow students to excel at reading comprehension (Mickulecky & Jeffries, 1996, p. 89). In other words, by mastering the skills of noting details, the readers will find it much easier to understand a paragraph or a text.

d.   Vocabulary

Mastering vocabulary is another very important variable in reading comprehension. Mickulecky and Jeffries (1996, p. 89) considered that having a good command of vocabulary is an advantage for all students, particularly in practicing oral communication or reading a passage. Those with a good

command of words will find it much easier to communicate with other students or understand texts when reading them. In reading, vocabulary plays two important roles. First, when the students learn to read, they may have a difficult time to learn the pronunciation of words. This makes it difficult for them to read words aloud. Second, students will not understand what they read without knowing the meaning of most words in the text. Therefore, accumulating a good command of vocabulary is one of the keys to successful reading comprehension. But, Marti (2002) found in her research that one of the most difficult skills for students to understand was that once they understand one simple core word they can use that word to understand many other words, e.g. from refer comes reference, referee, referential, prefer, preference, preferential and so on. Simple words like hill, state or book in which a reader can learn to understand many.

2.1.1 Definition of reading comprehension

Reading comprehension consists of two words; reading and comprehension. Pang (2003:14) describes that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes

making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing or printing.

Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities for instant, attention, memory, critical analytic ability, inference, visualization ability, motivation (a purpose for reading, an interest in the content being read, self- efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, and knowledge of specific comprehension strategies).In the other hands reading comprehension can be simply defined as the level of understanding of writing. Furthermore, it also refers to the ability of the students to involve the internal and mental process of thinking and understanding of printed form.

Furthermore, Lems et al. (2010: 170) state that reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. Klinger et al. (2007: 8) also describe that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Similarly, King and Stanley (2004:8) explain that there are five aspects in the process of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference." The theory above can be described as follows;

a) Finding main idea

Reading concerns with meaning to a greater extend that it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author, in order words, some of ideas are super ordinate while other subordinates.

b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount in which most of the answer can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop the guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usual short and be frequently pronouns, such as: it, she, he, this, those, and so on.

e) Making inference

The importance of reading is to understand what the writer wrote; it is expected that reader can infer the writer wrote. In order words, a good reader is able to draw inference logically and make accurate prediction.

For simply, reading comprehension is useful for gaining the information from a text and the skill can evaluate the students' vocabulary and then they also try to interpret the meaning. Therefore, in this present study the reading comprehension is defined as the process of constructing meaning from the text, which is used one type of reading that is reading for specific information. It is active activity that tries to identify the idea of the text, the specific information whether it is about detail express or detail implied, and the textual reference.

2.1.2 Types of Reading

Brown (1989) outlined several types of reading may occur in a language classroom it can be categorized, as follow:

a. Intensive Reading

Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy. Long and Richards (1987) say it is a "detailed in-class" analysis, led by the teacher, of vocabulary

and grammar points, in a short passage". Intensive Reading, sometimes called "Narrow Reading" , may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

b. Extensive Reading

Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text." Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

2.1.3 Levels of Reading Comprehension

1. Lexical Comprehension: Understanding key vocabulary words in a text.

2. Literal Comprehension: Answers the questions Who, What, When, and Where.

3. Interpretive Comprehension: Answers the questions What if, Why, and How.

4. Applied Comprehension: Answers opinion questions or questions that have the reader relate the new information to background knowledge.

5. Affective Comprehension: Understanding the social and emotional aspects of a text. (martin hunter

Literal, which is what is actually stated, Interpretive or Inferential, which is what is implied, Applied or Evaluative, which is when what was meant by what was stated is actually applied to concepts or ideas that go beyond what was discussed, and the final level, Appreciative, which is Read more....more abstract and based on a deeper understanding of the material in question.

The second level, which is the Literal level, is based on what was actually stated in the material. It is the easiest because it deals with the facts that were presented, nothing more. In this level, there is no need to go beyond what was stated, the material just has to get absorbed as it was shared, with no bias or opinion by the reader or student. For the most part, as long as the person understood the material, the language of it, what was viewed, than it is safe to say that they achieved the literal level of

comprehension?

The third level, Interpretive or Inferential, depending on the theorist in question, goes a step further. This level requires that the subject material is not only understood, but also that a general understanding of what was implied is reached. This forces the student to build his or her understanding of the subject matter by using the facts presented to read between the lines for the true meaning of what was meant for absorption.

The fourth level is applied or Evaluative, is the level that deals with the student applying what was shared to real life events or situations. This level does allow for the student or reader to include bias and their opinion as it relates to the subject material. Their ability to translate its meaning to their own experiences is the measure by which their level of actual understanding is based, so far as their retention goes.

The final level, Appreciative, is based on the student's own feelings towards the material or author. It is considered more abstract than any of the other levels because personality, likes and dislikes can affect this level. Inevitably, the key is to get each student to go through all four levels of comprehension, and this is a good guide to follow to gauge if the levels are indeed reached by the student.

2.1.4 Asessing Reading Comprehension

The Barrett's Taxonomy (In Clymer, 1968, p.58) designed originally to assist classroom teachers in developing comprehension questions and test questions for reading, is especially useful for classroom questioning in other content areas as well. Barrett taxonomy consists of five parts:

1) Literal Comprehension

   It focuses on ideas and information which are explicitly stated in reading selection. Literal comprehension divided into 2 parts:

   a. Recognition   : it requires students to locate or identify ideas or information explicitly stated in reading selection.

   b. Recall   : it requires students to produce from memory ideas and information explicitly stated in reading selection.

2) Reorganization

   It requires the students to analyze, synthesize, and / or organize ideas or information explicitly stated in the reading selection.

3) Inferential comprehension

   It is demonstrated by the student when he/she uses the ideas and information explicitly stated in the reading selection, his/her intuition, and his/her personal experiences as a basis for conjectures and hypothesis.

4) Evaluation

It requires responses by students which indicate that an evaluative judgment has been made. Students may compare idea presented in the reading selection with external criteria provided by the teacher, other authorities, or written source with internal criteria provided by students' experiences, knowledge or value.

5) Appreciation

Involves all the previously cited cognitive dimensions of reading, for it deal with the psychological and aesthetic impact of selection on the reader.

Students in the classroom study reading to get information and understand about the text given by the teacher. At the end of teaching learning process, the students will get such a test to make the teacher knows that his students understand about the text or not. Teacher makes some questions to measure the students' comprehension of the text and make sure by answering the questions the students understand about the text.

In conclusion, Barrett taxonomy is important to be used by teacher as guidance to make relevant questions to develop students' reading comprehension.

In Academic Support Guide (2011, p.14) states that to increase your comprehension you must do:

1) Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.

2) Making inferences

This means that the information is never clearly stated. Writers often tell you more than they say directly by giving clues. Using these clues will give you a deeper understanding of your reading.

3) Antonym and contrasts

When the meaning of a word is not implied by the general sense of its context or by examples, it may be implied by an antonym or by a contrasting though in a context.

According to Riabtseva and Arestova (2006, p.309) says that there are different types of reading activities that may be used for checking reading comprehension skills of students. They are: reading for details, reading for reference and vocabulary, reading for main ideas, and reading for inference.

1) As to **Reading for Details,** we should speak about working with Detailed-Questions. Detail questions ask the students about specific

information in the passage. This type of detail question asks about what is not in the passage or what is not true according to the passage. The following are examples of such questions:

-*Which of the following is NOT mentioned in the passage?*

-*According to the passage, all of the following are true EXCEPT…*

2) As to ***Reading for Reference and Vocabulary,*** we can distinguish two types' of questions: Reference Questions and Vocabulary questions.

    a. **Reference Questions** ask what certain reference words, such as "they" or "this" refer to. Instead of repeating words or phrases, the second time we use them we refer to them by **reference** words. Reference words are in many cases pronouns such as "you", "we", "it", "them", "they', or "this".

    b. **Vocabulary Questions** ask about a word in the passage. Many times the meaning of a word is given in the sentences around the word in the form of synonyms or paraphrases.

3) ***Reading for Main Ideas.*** For this type of activity we use **Main Idea Questions**. Finding the main idea in a text is the most important part in a reading piece or text which the author presents in a written text. It is different from the term topic, which refers to the subject under discussion. On the other hand, the term main idea refers to the point or thought being expressed. Thus for example, the topic could be an

evaluation of the ability of students, and the main idea could be that multiple choice questions are a poor way of evaluating the ability of students. There is usually one such question for each reading passage. The following are examples of main idea questions:

- *What is the main idea of the passage?*

- *What does the passage mainly discuss?*

- *The primary idea of the passage is. . . .*

- *The main topic of the passage is. . . .*

- *What is the main idea of first paragraph?*

4) **Inference Questions** which are meant for checking skills of ***Reading for Inference,*** they are perhaps the most difficult questions to answer in Reading Comprehension. The answers to these questions are not directly stated in the passage but are understood, or implied. The following are examples of inference questions:

- *Which of the following can be inferred about . . . ?*

- *From the passage, it can be inferred that . . .*

- *The passage implies that . . .*

- *The passage suggests that . . .*

In short, if we want to know the students have already understood or comprehend about a passage, we can give some questions

that can measure their comprehension such as main idea, specific information, vocabulary, reference and inference.

2.1.5 Reading English Text

John M. Swales states that "Genre involves a more functional and differentiated structuring of texts that serves important social and communicative purposes"(1990, p.58). An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writers of text also uses genre as the way to present the information logically.

Every genre of text contains the text organization pattern or called the generic structure. It explains the purposes of the writers in writing the text. It also shows how the writers organize every idea and makes the ideas into the unity of text.

In teaching genre, the English teachers should give the basic materials about genre. According to Pardiyono M.Pd, "the basic materials in teaching genre of text to the students in the class are about (2007, p.2):

1. The clear communicative purpose.

2. The information, messages, or ideas that are packaged effectively into a certain text with the kind of elements of text that have to be arranged well into a good rhetorical structure or called.

3. The generic structure, the generic structure that should be shown into the sentences with the use of appropriate and effective grammatical patterns.

The concept of genre also explains that an English text has the different purposes and different rhetorical structure or generic structure. In addition, the concept of genre also explains the different language features, for example: the difference in the use of tenses and sentence patterns. When the English teachers ask their students to identify the genre of texts, the English teachers have to remember with the three criteria in the form of text above. This is because every genre of text has different purpose, the generic structure and language features.

In teaching reading English text, the teacher introduced the text types based on curriculum in SMPN 4 Tambang, the text types for the Seventh grade in the first semester were procedure text and descriptive text. In the second semester were descriptive text and recount text.

2.2 Think - Pair - Share

Most of the educators in the world believe that cooperative learning is the one of most researched teaching models. It is a learning model which did not evolve from one individual's theory or from a single approach   to learning. Arends (2007:351) states that most developers of

cooperative learning in heterogeneous group is beneficial for all students with lesser abilities learn more by working alongside those who have gather abilities and that latter benefit from the process of serving as tutors to their less-able peers.

Larsen-Freeman (2000:167) states that in cooperative learning, students often stay together. The teacher usually assigns them to the groups so that the groups are mixed-males and females, different ethnic, different proficiency levels, etc. This allows students to learn from each other and also gives them practice in how to get along with people different from themselves. Jolliffe (2007:44), states that cooperative learning structures create a situation in which the only way group members can complete the task is if the whole group does.

Think Pair Share is a cooperative learning discussion strategy first developed by Professor Frank Lyman at University of Maryland in 1981 and adopted by many writers in the field of cooperative learning since then. In addition, Kagan (2009:14.8), also state that Frank Lyman created a very powerful frame sequencing three structures called Think-pair-Share. Since there are many ways to think, many ways to pair up, and many ways to share with the class. Think-Pair-Share is a cooperative learning strategy where students think about their response to a prompt or question, then discuss their individual answers in pairs. It is an effective way to change the discourse

pattern in a classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other (Arends, 2009:370).

This is a simple and quick technique; the instructor develops and poses question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thought. "Pair" and "Share" components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class (Mandal, 2009:98).

Furthermore, according to Himmele (2000:32) states that think pair share is a powerful tool, it is only as powerful as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various points of view or the components that are inherent in your standard target. Ask questions that require students to explain how these components fit together or affect one another.

Azlina (2010) also said that think-pair-share technique involves sharing with a partner which enables students to assess new ideas and if necessary, clarify or rearrange them before presenting them to the larger group, so it's can be called as multi-mode discussion. It is a learning technique that

provides processing time and builds in wait-time which enhances the depth and breadth of thinking. The general idea of think pair share technique is having the students independently think or solve a problem quietly, then pair up and share their thoughts or solution with someone nearby.

This technique gives the students to work individually and make interaction in pair, then share their ideas or opinions in the whole of classroom. The following steps of applying the technique are:

a) The teacher divides the students into groups. Each group consists of four students who has to heterogenic in term academic ability. Its means consist medium student's ability and low student's ability.

b) The teacher distributes the reading material and its comprehensive questions to each student in the classroom.

c) The teacher gives students time for thinking their own answer. The allocation time should be appropriated with difficulties of reading material and the numbers of the questions.

d) The teacher chooses student's number. The teacher announces discussion partners. (Example: teacher chooses students 3 and 4 as the partners and the same time, students 5 and 6 discuss their idea).

e) The teacher asks the students to pair with their partners to discuss topic, solution, or opinion.

f)   The teacher asks the students to discuss with other pair in the group. The last, the teacher asks the students to share their ideas or opinion in the whole of classroom after the teacher calls students randomly system.

Mc Candlish (2012:2) states that Think-Pair-Share is a cooperative discussion that has 3 parts to the process – student think about a question or an issue, they talk with a partner about their thoughts, then some student"s share their discussion and thinking with the class. Ledlow (2001:1) states Think Pair Share is a low-risk strategy to get many students actively involved in classes of any size. The procedure is simple: after asking question, the teacher tells students to think silently about their answer. As a variation, you might have them write their individual answer. Then the teacher asks them to work in pair to compare or discuss their responses. Finally, the teacher calls randomly on a few students to summarize their discussion or give their answer. The random calls are important to ensure that students are individually accountable for participating.

Use of this strategy will help students to; draw on background knowledge to understand ideas, gives students time to think, generate and analyze ideas, maintain a high level of engagement, participate in small-group interactions, synthesize information, develop and practice reading skills. Use of this strategy also helps teachers increase their wait time, thus increasing student think time, as well. Wait/think time has been demonstrated to be a

powerful factor in improving student responses to prompts and questions.

2..2.1 Teaching Reading through Think-Pair-Share

As what has been mentioned before, the application of this strategy in teaching learning process can improve students' interest in reading comprehension. By using Think-Pair-Share technique, researchers will make the students learn more fun, active and not bored. Nessel & Graham (2007) states that, Think-Pair-Share encompasses each of the above dimensions while providing instructional benefits such as increased time on task, active involvement, and practice of reading skills. By applying Think Pair Share strategy, it will be more effective and interesting. Arrends (2007:354) states, Think Pair Share strategy has grown out of the cooperative learning and wait-time research. Arrends (2009:370-371) states there were three steps in teaching reading using think-pair-share, as follows:

Step 1 Thinking: The teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 Pairing: Next, the teacher asks students to pair off and

discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, the teacher sallow no more than four or five minutes for pairing.

Step 3 Sharing**:** In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair continue until about a fourth or a half of the pairs have had a chance to report.

2.2.2 Strategies for Reading through Think, Pair, Share

Think, pair, share is a simple technique with great benefits. (For an interesting variation on the use of the strategy, have a look at "Discussion Webs" in Vaca & Vaca, pages 243-247.) TPS results in increased student participation and improved retention of information. Using the procedure, students learn from one another and get to try out their ideas in a non-threatening context before venturing to make their ideas more public. Learner confidence improves and all students are given a way to participate in class, rather than the few who usually volunteer. The benefits for the teacher include increased time on task in the classroom and greater quality of students' contributions to class

discussions. Students and teachers alike gain much clearer understandings of the expectation for attention and participation in classroom discussions.

2.2.3 The Procedure of teaching trough Think, Pair, Share

Arrends: 2009 stated the procedure how to implement the TPS strategy in the classroom activities.

1) Step One - Teacher poses a question

The process of think, pair, share begins when the teacher poses a thought-provoking question for the entire class. This may be a straightforward question or a problem the teacher wants to pose to the class for solution. For example, "What would have been the likely outcome if the United States had maintained its isolationist position and not entered the European theater of World War II?" or "What is symbolized by the rose in the story of Snow White?" Low level, single right answer questions are to be avoided in this model. Questions must pose problems or dilemmas that students will be willing and able to think about.

2) Step Two - Students think individually

At a signal from the teacher, students are given a limited amount of time to think of their own answer to the problematic question. The

time should be decided by the teacher on the basis of knowledge of the students, the nature of the question, and the demands of the schedule. It may be helpful, though it is not required, to have students write out their individual responses and solutions. Students should understand that while there may be no one right answer, it is important that everyone come up with some reasonable answer to the question. This step of the procedure automatically builds "wait time" into the classroom conversation.

3) **Step Three - Each student discusses his or her answer with an other**

The end of the think step signals to the students the time to begin working with one other student to reach consensus on an answer to the question. Each student now has a chance to try out possibilities. Together, each pair of students can reformulate a common answer based on their collective insights to possible solutions to the problem. At times, the process can go one step farther by asking pairs of students to regroup into foursomes to further refine their thoughts before sharing with the group at large. These small group settings are less threatening to individual students than venturing forward before the whole group with an untried answer. The pair

step in the model also promotes much more conversation among students about the issues entailed by the question.

4) Step Four - Students share their answers with the whole class

In this final step, individuals can present solutions individually or cooperatively to the class as a whole group. Where pairs of students have constructed displays of their answers, as in a chart or diagram, each member of the pair can take credit for the product of their thinking.

The final step of think, pair, share has several benefits to all students. They see the same concepts expressed in several different ways as different individuals find unique expressions for answers to the question. Moreover, the concepts embedded in the answers are in the language of the learners rather than the language of textbook or teacher. And where students can draw or otherwise picture their thoughts, different learning modalities and preferences can come into play in the attempt to understand the ideas behind the answers.

It may be worth repeating one caveat in closing: The success and quality of the think, pair, share activity will depend on the quality of the question posed in step one. If the question promotes genuine thought for students, genuine insights are sure to emerge in

successive steps. Therefore, by using think-pair-share the students can improve the quality of their responses. So that, students are actively engaged in think, thinking becomes more focused when it is discussed with a partner and to building on the other ideas is an important skill for students to learn. In addition, by using think-pair-share in teaching learning process in reading comprehension will be make the students easier to answer question about the reading text.

Cobb et al. 1991 found that Think-Pair-Share (TPS) technique made the students feel more confident in telling their ideas with their friends. Although the class was too noisy while the pairing and sharing process and their difficulty in finding the difficult words also made the thinking process took longer time, it could be seen their curiosity made them be more active. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. Think-Pair-Share (TPS) technique also enhances the student's oral communication skills as they discuss their ideas with the one another.

2.3 Numbered Heads Together

There are some popular techniques that can be used with all students

to learn content (such as science, math, social studies, language arts, and foreign languages). However, they are particularly beneficial to ELLs for learning English and content at the same time. Slavin (1995) stated most of these techniques are especially effective in teams of four; round robin, roundtable, write around, numbered heads together, jigsaw, and tea party.

This research chose Numbered heads together to improve students' reading comprehension since it can give same opportunities for each student to actively engage in the teaching and learning process. Kagan (1992: 20) who developed Numbered Heads Together technique describes that in this technique the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one of the way to ensure more equitable response opportunities by stop calling on students who raise their hands.

The steps for using numbered heads that was done by the researcher in the classroom are:

a. Students counted off

The teacher divided the students into 7 groups which consisted of 5 students for each group. Before grouping the students, the researcher had mapped the student's achievement. The researcher selected seven students with the highest achievement and placed it in every group. After dividing the group, the teacher ask the students to count. So, every student

had his/ her own number to answer the question later. Since there were 10 questions to be answered, every student had to answer two questions.

b. Posed a question/problem

The teacher gave 20 minutes for students to comprehend the text. Then, he/she posed a question or problem to the class.

c. Students put heads together

Then, the teacher asked the students to put their heads together or discuss to make sure that everyone in the group had the answer.

d. Teacher called a number

The teacher called a number from 1-5. All the students with that number stood up. For example the researcher called the student who got number one. There were seven students who stood in front of the class. All of the standing students should give their group's answer. Standing students with different answers should explain their group's thinking.

2.3.1 Teaching Reading Through Numbered Heads Together

Kagan: 2004 stated the steps for using numbered heads in the classroom are:

1) Students counted off

The teacher divided the students into 7 groups which consisted of 5 students for each group. Before grouping the students, the researcher had mapped the student's achievement. The researcher

selected seven students with the highest achievement and placed it in every group. After dividing the group, the teacher ask the students to count. So, every student had his/ her own number to answer the question later. Since there were 10 questions to be answered, every student had to answer two questions.

2) Posed a question/problem

The teacher gave 20 minutes for students to comprehend the text. Then, he/she posed a question or problem to the class.

3) Students put heads together

Then, the teacher asked the students to put their heads together or discuss to make sure that everyone in the group had the answer.

4) Teacher called a number

The teacher called a number from 1-5. All the students with that number stood up. For example the researcher called the student who got number one. There were seven students who stood in front of the class. All of the standing students should give their group's answer. Standing students with different answers should explain their group's thinking.

2.3.2 The Procedure of the Numbered Heads Together Technique

Richards and Rodgers (2001, p. 199) in Sahardin and Hanifah described the procedure for using the NHT technique as follows:

1. Numbering: the teacher divides the students into groups of 4 students and each student gets a number from 1 to 4.

2. Reading: the teacher distributes an article or tells the students what they have to read.

3. Questioning: the teacher distributes a question sheet or puts some questions or tasks on the board for the students to find the answers.

4. Heads Together: the groups are asked to put their heads together to find the answers to the questions and to make sure each member of the group knows the answer to each question

5. Answering: the teacher calls a number at random. Those with that number raise their hand and the teacher selects one of them to answer each question starting from the first question to the last one.

2.4 Genre of text

Acoording to Hartono Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose". The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

There are some text types to be taught in Junior High School. They are Descriptive, Procedure, Recount, Narrative, and Report. In KTSP, the

newest curriculum, the mastery of text types is absolutely required. Based on the syllabus of Junior High School, each text type is taught twice upon the three academic years of Junior High School. Descriptive is taught in grade 7 semester 2 and grade 8 semester 1, Procedure in grade 7 semester 2 and grade 9 semester 1, Recount in grade 8 of both semesters, Narrative in grade 8 semester 2 and grade 9 semester 2, and Report in grade 9 of both semesters.

2.4.1 Descriptive Text

a. Definition of Descriptive Text

Gerot and Wignell (1995, p.208) state that descriptive text is the text has a social function to describe and reveal a particular person, place, or thing. In descriptive text, the relationship between the researcher and the readers is like an authority person versus unknown readers or listener. The text will be found easily around us. It can be found in encyclopedias, scientific magazines, and history texts.

Descriptive text is often completed with pictures, diagrams, maps, etc. Descriptive text usually uses vocabularies that cover the word such as the name of places including location, destination, function, and performance. For the people, the vocabularies used are the word describing the name, ages, address, job, etc. Moreover, the language use is neutral or objective language.

Descriptive text is usually found in our daily life. In various contexts such text will be easily obtained. In fact, we often communicate by using descriptive text such as; when we watch something interesting then we are amazed of it, so we want to tell other people about it. Describing something means that we make other people "see, listen, feel, or smell" something we see, listen, feel, or smell. We will describe it in our story in the hope that the listener can imagine what we talk about.

b. The Purpose of Descriptive Text

Temple, et al. (1998) states that description is discourse that help us visualize. It focuses upon the appearance or the nature of an object. In description, we see vividly and concretely, we perceive the object with a kind of fullness for which exposition does not strive". In Library of Congress (2008) it is stated that we use descriptive text to describe a person, place or thing. For example, we might want to describe what a crab looks like, or how he moves. Be sure to include details that describe sounds, color, smells, setting and so on. According to Friedman (2010) descriptive details mean to grab the reader's attention.

Descriptive text is always connected in our social life. When people want to share their experience, so they write to others to describe things such as vacations, childhood homes, and people we encounter. We

even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. Description enables us to entertain, express feelings, relate experience, inform, and persuade. Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

c. The Generic Structure of Descriptive Text

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics. In terms of significant lexico grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense

Gerot and Wignell (1995) claim the generic structure and significant lexica grammatical feature of descriptive text are as follows: First, the generic structure of descriptive text, which include:

1) Identification: Identifying the phenomenon to be described.

2) Description: Describing the phenomenon in order of importance.

    a) in parts/things (physical appearance),

    b) qualities (degree of beauty, excellence, or worth/value),

    c) other characteristics (prominent aspects that are unique).

d. Kinds of Descriptive Text

1) Description of people

2) Description of thing

3) Description of place

e. Language Feature of Descriptive Text

On the other hand, significant lexica grammatical features of descriptive text are as follows:

1) Focus on specific participants

2) Use of attributive and identifying process.

3) Frequent use of epithets and classifiers in nominal group.

4) Use of the simple present tense.

In lined with Gerot and Wignell, Kane (2000) also stated that description is about sensory experience—how something looks, sounds,

tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text. But in particular, the descriptive text is, "…… is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

2.4.2 Procedure Text

a. Definition of procedure text

A procedure is a text that tells you how to do, make or use something. It will give you a step-by-step guide so that you can achieve a specific goal. Procedures can be either written or oral (spoken).

According to Anderson & Kathy (1998: 2) cited in Siti Aimah (2008: 154) explain that a procedure is a piece of text that tells the reader or listener how to do something. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways. Procedure text is already familiar with people's daily life, for example in giving instructions to make something, in games rules, in recipes, manual steps, directions of destination (Derewianka. 2004: 23-27). The context consists of three parts: a. Title/goal b. List of material c. Steps/method/procedures To arrange a good procedure text, we need the common text organization that should be applied in writing procedure text. Derewianka (1995: 27) mentions, the text organization of a procedure text as follows: a. The focus of instructional texts is on a sequence of actions b. The structure is easily recognized c. Each stage serves a particular function d. The text may also include comments on the usefulness, significance, danger, fun, etc. e. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

Furthermore Anderson & Anderson (1997: 52-55)) states that the generic structure of a procedure text contains:

a. An introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph.

b. A list of the materials that will be needed to complete procedure:

    a.) This may be a list or a paragraph.

    b.) This step may be left out in some procedures.

c. A sequence of steps in the order they need to be done: a.) Numbers can be used to show first, second, third, and so on. b.) The order is usually important; such word as now, next, and after this can be used. c.) Usually the steps begin with a command such as add, stir, or push

    Usually, a procedure will help to:

- **make** something, such as a recipe for pancakes
- **use** something, such as a manual on how to use a DVD player
- **do** something, such as how to play soccer or get to the park.

Written procedures often have images or diagrams to help the reader understand the procedure. Oral procedures, such as a television cooking programme, usually show the steps of the procedure while the presenter is talking. Larson 1984:366 stated that a procedural text is a text which gives instructions on how to do something. Purpose: to help readers how to do or make something completely. Generic Structure:

1. Goal/Aim

2. Materials/Equipments

3. Steps/Methods

Dominant Language Features:

1. Using Simple Present Tense

2. Using Imperatives sentence

3. Using adverb

4. Using technical terms

b. Structure of a procedure

Procedures must include all the information needed to achieve the end result. If part of the procedure is missing, then it will be very difficult to achieve the end product. Each procedure should have a **title**, or **heading**, that states what the procedure is about. Many procedures will have a short **introduction**. This paragraph usually outlines the goal of the procedure.

Most procedures will have a list of equipment, materials or ingredients that are needed in order to achieve the outcome. A baking recipe, for example, will have a list of ingredients and cooking materials that are needed. The **steps** of the procedure break down the process so it is easy to understand. All the steps are given in chronological order (in the order they need to be done). *See image 1, 2 and 3.*

Often, there is a short **evaluation** paragraph at the end of the procedure. This may give more information or ask questions about whether

the procedure worked (such as for a science experiment). **Visual elements** are important because they help the reader to better understand the procedure. Visual elements can include maps, drawings, photographs, or diagrams of the process and the end result.

When writing a procedure it is important that you do not forget any of the steps. The best way to write an accurate procedure is to actually do the procedure and take notes about the materials you used, the order of the steps and what the final product should look like. A procedure should always be written in the present tense. Make sure that you include measurements, the length of time and the order of the procedure.

2.4.3 Recount Text

a. Definition of Recount Text

According to Djuharie (2008), Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order. The generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also

where you give an outline of what you are writing about. Events are where the students write about the things that happened and are identified and described in chronological order. And the conclusion expresses a personal opinion regarding the events described. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words), and of adverb (describe or add more detail to verb). It describe the events word which link event such as next, later, when, then, after, before first. The lexicogrammatical features of recount focuses on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence.

According to Hyland 2004:35, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

a. Generic Structure of Recounts

There are three generic structure of recount. They are:

1) Orientation: provides the setting and produces participants. It provides information about 'who', 'where', and 'when'.

2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3) Re-orientation: optional-closure of events. It is 'rounds off' the sequence of events.

b. Language Features of Recount

The common grammatical features of recount text are: 1. Use of nouns and pronouns to identify people, animals, things involved 2. Use of actions verbs to refer to events 3. Use of past tense to locate events in relation to speaker's or writer's time 4. Use of conjunctions and time connectives to sequence of events 5. Use of adverb and adverbial phrase to indicate place and time 6. Use of adjective to describe nouns.

c. Types of Recount

There are three types of recount: 1. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). 2. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account). 3. Imaginative recount:

taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

2.4.4 Narrative Text

a. Definition of Narrative Text

In Curriculum 2004, narrative text is defined as a text which function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, I conclude that narrative text is a text which tells something in purpose to amuse and entertain people, and it contains a plot of conflict and resolution in its ending. So that, in narrative text, we may find:

a. What the characters look like (their appearance)

b. Where the action is taking place (the setting)

c. How things are happening (the action)

For further explanation, the characteristics of narrative texts are:

a. It tells us about a story of event or events.

b. The events are usually arranged in chronological order –that is, in the order which they occurred in time.

The narrative has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or

she wishes, to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose. Narration is telling a story. And to be interesting, a good story must have interesting content. It should tell us an event as if a movie where the readers watch people in action and hear them speak there. Therefore, it should be detailed, clear, and arranged in order. At last, it must achieve the following goals:

It is unified, with all the action; a developing central idea. It is interesting, it draws the readers into the action and makes them feel as if they are do serving and listening to the events. It introduces the four of a setting –who, what, where, and when- within the context of the action. It is coherent, transition indicates changes in time, location, and character.

It begins at the beginning and end at the end. That is, the narrative follows a chronological order –with events happening in a time sequence. It builds towards a climax. This is the moment of most tension or surprise –a time when the ending is revealed or the importance of events becomes clear.

And the significant lexicogrammatical features of narrative text are:

a. Focus on specific and usually individualized participants.

b. Use of material processes, and verbal processes.

c. Use of relational process and mental process.

d. Use of temporal conjunctions and temporal circumstances.

e. Use of past tense. (Soeprapto and Darwis, 2006: 11).

b. **Generic Structure of Narrative Text.**

Neo 2005: 2 states –that a narrative has a structure, a shape or a pattern. It can be represented in this way:

a. Orientation/exposition: sets the scene and introduces the participants – both the main and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/rising action: Rising action, it refers to a series of complication leads to the climax.

c. The climax is the critical moment when problem/ conflicts demand something to be done about them.

d. Felling action is the moment away from the highest peak of excitement.

e. The resolution consists of the result or outcome. (Neo, 2005: 2)

While Anderson (1997: 8) stated that the steps for constructing a narrative text are:

a. Orientation/exposition. The readers are introduced to the main characters and possibly some minor characters. Some indication is

generally given of where the action is located and when it is taking place.

b. Complication/ rising action. The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

c. Sequence of event/Climax. This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/ falling action in this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering "How did it end"?)

e. Reorientation It is an optional closure of event.

2.4.5 Report Text

a. Definition of Report Text

According to Barker (2000:23) **report text** is a piece of writing which aims to describe something in a general way. ... This theory implies that **report text** refers to kind of **text** that describes the information by explaining the general information which is used to **report** the information

According to Anderson, M. & Anderson, K. 2003 report is a factual text, which means it provides information about something. An information report is used as a way to gain a better understanding about a living or non-living subject. A report:

1. uses facts to explain something

2. gives details about a topic

3. does not contain personal views

4. is usually written, but can also be presented orally (spoken).

b. **Purpose:**

1. To presents information about something, as it is.

2. To describe something in general.

3. To presenting information about (something), as it is.

4. To describe the way things are..

c. **Dominant Language Feature:**

1. Use of general nouns, eg hunting dogs, rather than particular nouns, eg our dog;

2. Use of relating verbs to describe features, eg Molecules are tiny particles;

3. Some use of action verbs when describing behavior, eg Emus cannot fly;

4. Use of timeless present tense to indicate usualness, eg Tropical cyclones always begin over the sea;

5. Use of technical terms, eg Isobars are lines drawn on a weather map;

6. Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.

d. **Examples of information reports**

Topics, or subjects, found in information reports can be about one specific thing or a group of things. Some examples of topics might include:

1. cars
2. ocean animals
3. rainforests

4. pollution

5. computers

e. Structure of an information report

Formal written information reports usually follow a very specific structure. The first part of an information report is the **title**, or **heading**, of the report. This will tell the reader what topic is covered in the report.

The first **introductory paragraph**, known as the **classification**, explains the aspects of the topic that will be covered in the report.

The following information is contained in the **body paragraphs**. This is where the topic of the report is covered in more detail. These paragraphs use factual information to give the reader a better understanding of the topic. Often, these paragraphs are broken up by **sub-headings** to help organize the information.

The **conclusion** of an information report gives any final details or facts about the topic. It may also be used to review what the report was about.

Visual elements are important because they help the reader to understand the topic better. Visual elements can include drawings, photographs, graphs, maps or diagrams. A glossary is often put at the end of an information report. A glossary is a list of technical words used in the report and their definitions. The bibliography is a list of resources like books, magazines and websites, which were used to help write the information report.

f. How to Create a Report Text

The first step in preparing an information report is to choose the topic of the report. Then you will need to research the topic. Textbooks, websites, an encyclopedia and other information reports are good places to gather information. You might also want to look for pictures and diagrams to use in your report.

Once you have the information, you will need to organize it into the structure of an information report. It is also important to make a list of any important words to use in the glossary. Information reports are generally written in the present tense.

When you have finished writing the report, read it again to make sure that it **uses facts**, **gives details**, and **does not contain**

personal views. Always check your text for correct spelling, grammar and punctuation.

So, report text is a text that contains information that describe something in reality, from sources like ; natural, man-made , and social phenomena in our environment. In writing a report text, the writer must describe the subject in correct information as it is observed

2.5 Related Studies

There are several research was done before in supporting this research, such as:

The research was conducted by Haydon in 2010, this research aimed to analysis whether NHT gave an effect on disabilities students on their learning proses. The research was conducted on three various disabilities students in 6th to 8th grade middle school, it is located in Midwestern city. The result indicated that three students with various disabilities had higher percent intervals of on-task behavior and daily quiz score during the teaching learning proses. And the analysis of students who thought by using NHT strategies was quite interesting. Carmen and Nate participated more after NHT was performed, but RJ was quite active NHT in progress. And the classroom teacher reported that NHT strategies were very helpful, easy to apply, and highly recommended in the future.

The research was done by Abdurrahman, E. e.t.a.l. in 2012, entitled Improving students' ability in reading Comprehension through cooperative learning (think pair share). This research aimed at improving reading comprehension skill on news item text through of the tenth grade students of SMK LKIA Pontianak in academic year 2012/2013 using Think Pair Share. The subject research is consists of 40 students. In this research, the writer used action research In order to achieve the students" improvement, action research was conducted in four cycles. During the action it was found that the students mean score improved from one cycle to another. The mean score of students" reading comprehension in the first cycle was 41.25, the second cycle was 45, the third cycle was 63.5 and the fourth was 68. Those four mean scores had proved that Think Pair Share succeeded to improve the students" reading ability on news text item.

The research was conducted by David Gultom and Anni Holila Pulungan (2013) as an attempt to discover the effect of Think Pair Share technique on Grade VIII students' reading comprehension. It was an experimental research. The population of this study were the students of SMP Negeri 5 Medan, and the subject was consist of 60 students. The research was divided into two groups: experimental and control groups. The instrument used to collect the data was reading comprehension test. To obtain the reliability of the test, the writer applied SPSS 17. From the result, it can be concluded that

the experimental group' score in posttest (M=54.33, SE=1.511). The paired sample correlation shows that the correlation is 0. 662. It means that it had strong correlation between pre-test and posttest in the experimental group. The calculation on effect size should be performed to find out how successful the treatment and how significant the improvement was and the findings indicated that using Think Pair Share significantly affected the students' reading comprehension.

The third research was conducted by Fauziyati in 2013, this research aim to investigate whether or not there was a significant effect of using Think-Pair-Share technique on the eighth grade students' reading comprehension achievement at SMPN 3 Bangsalsari Jember. This research applied quasi experimental research with non-equivalent pre-test and post-test design by involving two groups, the experimental and the control groups. In this research, the experimental group was taught by using Think-Pair-Share technique while the control group was taught by using Conventional technique (lecturing, question and answer). The total number of the respondents of this research was 96 students that consisted of 3 classes of VIII A, VIII B and VIII C. Both classes were selected by using cluster random sampling through lottery from the three classes of eighth grade because this kind of sampling was suitable for selection of group or cluster rather than individuals. Based on the result, the two classes were chosen as the experimental group (VIII C) and the control group

(VIII B). The result of data analysis indicated the use of Think-Pair-Share technique gave significant effect to the eighth grade students" reading comprehension of SMPN 3 Bangsalsari. It was indicated by the statistical computation value of the t-test which was greater than that of the t-table (2.55>2.00).

The research was conducted by Darsana, G.N in 2014, this research is mainly based on the initial observations were made for the students of class X. M 3 SMK PGRI4 Denpasar which consists of 38 students. The results showed that the students' skills in finding the main idea of paragraph, and the essence of the text is very low. Thus, this is done to answer the research problem: can the reading comprehension of the tenth grade students of SMK PGRI 4 Denpasar in academic year 2013/2014 be improved through Think Pair Share technique? The classroom action research was carried out through think pair share technique in two planned cycle. The finding of the post-test in the cycle showed there was significant improvement concerning the subjects" ability in reading comprehension. The result could be seen from the progressing mean score of the pre-test (57.33), post-test I (69.50) abd post-test II (79.67). This research furthermore showed that there was positive responses" concerning the technique applied in improving the subjects" reading comprehension. The present classroom action study proved that think pair share technique could

improve the reading comprehension of the tenth grade students of SMK PGRI4 Denpasar.

The research was conducted by Novitasari, rosi & Syukriah Abdullah in 2013 entitled The Implementation of "Numbered Heads Together" in Teaching Reading Narrative Text to the Tenth Graders. This study was descriptive qualitative research. The data was collected from the result of observation checklist and from the student' task of SMA N 3 Sidoarjo. The subject of the research was 34 studentsThe result of this study shows that the implementation of *Numbered Heads Together* encourages the students to participate actively in the whole activities. Moreover, it shows that there is no dominance in the group as everybody has chances to participate.

The research was conducted by Agustin, Setya et al in 2013 entitled The Effect of Using Numbered Heads Together Technique on the Eighth Grade Students' Reading Comprehension Achievement at Smpn 2 Tanggul Jember. intended to discuss the effect of using Numbered Head Together (NHT) technique at the eighth grade students' reading comprehension achievement at SMPN 2 Tanggul Jember This research performed with quasi-experimental with posttest only control group design. Eighth graders as the research population and the research sample was chosen by using lottery. VIII-B which had 35 students was the experimental group and VIII-C which consisted of 36 students was the control group. The result of the students' reading

comprehension test was calculated by using independent sample t-test through SPSS program. The result of the calculation showed that the use of Numbered Head Together Technique gave a significant effect on the eighth grade student' reading comprehension achievement at SMPN 2 Tanggul Jember. The result of the study can be seen in the value of significant column of Lavene's test was 0.012, it was lower than 0.05. Thus, the row that must read was the second row of t-test for Equality of Means column. In the column, the value of significant column (2-tailed) was 0.010 and it was lower than 0.05. It means that there was a statistical difference between the experimental and the control group. Significant column (2-tailed) in this research means that. There is no Significant Effect of Using Numbered Heads Together technique on the Eighth Grade students' reading comprehension achievement at SMPN 2 Tanggul Jember" was rejected. On the other hand, the alternate hypothesis "There is Significant Effect of Using Numbered Head Together technique on the Eighth Grade students' reading comprehension achievement at SMPN 2 Tanggul Jember" was accepted.

Based on the previous research above, it can be seen that Think Pair Share and Numbered Heads Together strategy are effective to attract students' interest in the classroom. Previous research has demonstrated that Think Pair Share and Number Head together are cooperative learning strategy which is applied in all subjects and all several of skills. The teacher also suggested that
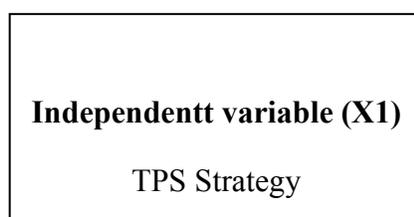
Think Pair Share and Numbered Heads Together was the easy strategy to implement in the classroom, for all subject and for all various kinds of skill. It can be assumed that because by using this technique, the students help each other during the process. So that, these strategy highly recommended by the teacher to teach reading skill, because the students will work together to comprehend the text as well as answer the questions based on the text given. In addition, the numbers of students who get good achievement increase from one meeting to another.

2.6 The Operational Concepts of the Research

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carying out a research. In the research plan, we must interpret the concept into particular words to ease the measurement of the research operation. There are two kinds variables are used in this research, there is independent variable or X_1 variable which is Thin Pair Share and X_2 variable which is Numbered Heads Together. Creswell (2009:50) states Independent variables are those that (probably) cause, influence or affect outcome. The other one is dependent variable or variable Y which is reading comprehension. Creswell (2009:50) states dependent variables are those are depending on the independent variables. The illustration of operational concept of this research can be drawn as follows:
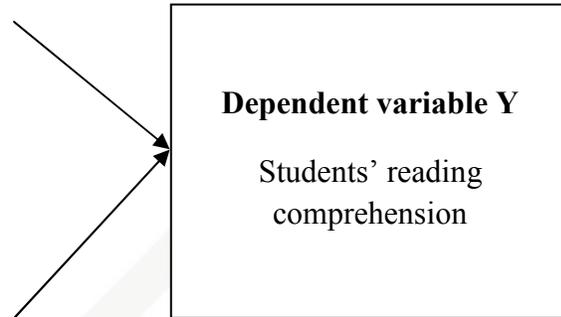
Figure II. 3: Operational Concept

Independentt variable (X1)

TPS Strategy

Dependent variable Y

Students' reading comprehension

1. Think pair share (Variable X_1) classified into three indicators

   a. The teacher poses a question based on the lesson and then asks students to spend a minute to think the answer alone.

   b. The teacher asks the students to work in pair and discuss what they have been thinking about.

   c. The teacher asks the pairs to share what they have been talking about with the whole class.

2. Numbered Heads Together (Variable X_2) classified into five indicators

   a. The teacher divides the students into groups of four and give each one a number from one to four.

   b. The teacher poses a question or a problem to the class.

   c. The teacher asks students gather and think about the question and to make sure everyone in their group understands and can give an answer.

d. The teacher asks the question and call out a number randomly. The students with that number raise their hands, and when called on, the student answers for his or her team.

3. There are four indicators in assessing student reading comprehension (Variable Y), they are:

a. The students' ability to determine the general idea of the text.

b. The students' ability to identify main idea of paragraph.

c. The students' ability to identify the synonym

d. The students' ability to identify reference.

2.7 Assumption and Hypothesis

2.7.1 The Assumption

In the research, there are many strategies that can be used by the teacher in teaching learning process. Furthermore, Azlina (2015) states that TPS is effective for teaching reading comprehension of descriptive text and there was a significant difference in students" achievement of reading test between those who taught using TPS and those who taught without using TPS and the NHT reading strategy was defined as "a study-reading strategy ...Which helps students develop strategic approaches to reading" (Caverly, Mandeville, & Nicholson, 1995, p. 190). It was assumed that using Think, Pair and Share (TPS) Strategy, and Numbered Heads Together (NHT)

Strategy were suitable strategies to teach reading comprehension, especially reading descriptive text. Using both strategies, students can increase their capability in Reading comprehension.

2.7.2 Hypotheses

There is a hypothesis in this research, null hypothesis and alternative hypothesis. The research hypotheses are formulated as in the following:

H_O1 : There is no a significant difference of students' reading comprehension the test mean score between a group 1 and a group 2 at SMPN 4 Tambang.

$Ha1$: There is a significant difference of students' reading comprehension the test mean score between a group 1 and a group 2 at SMPN 4 Tambang.