

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. The Nature of Reading

Reading is expressing an imagination of a reader that is liked by the general public and also understood by someone who is love. Reading activities include reading aloud and reading silently. Reading aloud is a reading activity that is done by reading aloud in public. According to Nurhadi (2016:2) Reading is a critical-creative reading processing process carried out by readers to gain a thorough understanding of reading, which is followed by an assessment of the state, value, function, and impact of the reading.

Dalman (2014:5) stated “reading is an activity or cognitive process that seeks to find various information contained in writing”. This means reading is a thought process to understand the contains of the text being read. Therefore, reading is not just looking at a collection of the texts. Letters that have formed words, words groups, sentence, paragraphs, and discourse only, but more than that reading is and activity to understand meaningful symbols/signs/writing so that the messages conveyed by the author can be accepted by the reader.

2. The Nature of comprehension

Reading and comprehension are two things that cannot be separated, reading means understanding the text and it is the same things as comprehension. Reading comprehension is not just reading with aloud voice by reading comprehension as also established to understand the meaning of words, sentence, paragraph, and ideas. According to Wolley(2011:15) reading comprehension is a process of making meaning from text.

Meanwhile, Clarke(2014:2) mentioned that reading comprehension as situated within the text itself, a developed understanding comes from

interaction between the text and the readers respond to it. Reading comprehension is a process to understand the reading text or material to gain information. By reading and comprehending a text someone can understand and obtain some information.

Based on the statements above, it can be concluded that comprehension in reading became important because it makes the readers have understood what they read. Reading comprehension is very essential in reading because with comprehension the student can know the meaning of the text that they read and get more information from what they read. Reading comprehension is a process of contracting and extracting the meaning of words to get some information and knowledge from written text and through understanding the material.

3. Teaching Reading Comprehension

Teaching reading comprehension is important to make the students be better extent of English language proficiency and contribute to raising their knowledge. Oakhill *et al* (2014:10) state that one broad aim of teaching reading comprehension is thus to focus on the expected outcomes of reading . The teacher should use a suitable strategy for teaching-learning activity. So, the teacher has to smartly choose the strategies that are appropriate for the type of the texts as well as the questions, and how to apply the strategies to achieve the goals. The process to learn this skill needs time and also take a lot of processes to make the student understand how to comprehend the text Teaching reading is not easy work. This is caused by the possibility that not all students are able to achieve comprehension at the same time. Some students might have slow progress than others.

Teaching reading might not be a simple matter but by planning and choosing the right strategy teachers can help their students to achieve comprehension. In reading classes, the teachers have to decide what the purpose in reading will be done. This is done so that students understand what to do in reading. Also, the teacher should understand the students '

need and what kinds of reading text that can stimulate them to engage in the class and become an active learner.

4. Benefits of Reading

According to Tarigan (2015:14) benefits of reading are:

1. Increase vocabulary.

By reading, the students will find a lot of new vocabulary which will certainly improve their ability to speak English.

2. Understanding grammar

By reading, students will know how to use proper grammar in a passage or sentences.

3. Improve student understanding

By reading, students will easily understand a phenomenon that occurs in a text.

5. Aspects of Reading Comprehension

In reading comprehension, there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. According to Stanley (1990) cited by Juita *et al* (2013: 12), some aspects of reading comprehension. These aspects are:

- a. Finding Factual Information**

As stated by King and Stanley Finding Factual Information require readers to scan specific detail. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions : reason, purpose, result, time, comprehension, etc. in which of the answer can be found in the text. (Cited in Juita *et al* 2013:12)

- b. Finding Main Ideas**

According to King and Stanley, recognition of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps students to remember the content later. Main idea may be stated explicitly or implicitly, in a paragraph with explicit main idea, there is a topic

sentence, either in the beginning. In the middle or at the end of paragraph. On the other hand, a paragraph with implicit main idea does not have a topic sentence.(Cited in Juita *et al* 2013:12)

c. Finding the Meaning of Certain Word (Vocabulary)

Based on King and Stanley , It means that the readers can develop their guessing ability to the word which is not familiar, by relating the close meaning of unfamiliar words to the context in the text. The words have nearly equivalent meaning when it has or nearly the same meaning as another word. Meanwhile the students are expected to be able to form and understand the meaning (Cited in Juita *et al* 2013:12).

d. Identifying References

As cited by, King and Stanley Reference is the relationship of one linguistic expression to another characters and abilities, Reference in reading comprehension is the use of demonstrative pronoun in a reading text. Reference words are usually short and very frequently pronoun, such as it,we, they, she, he, this, etc. recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage. (Cited in Juita *et al* 2013:12)

e. Identifying Inferences

As cited by King and Stanley, Identifying inference is a skill where the reader has to be able to read between lines. In the last aspect, the students are asked to be able to find the message from the text and predict what may happen next. It relates to information from the text. These will enable students to think critically to find any information and understand the text.(Cited Juita *et al* 2013:12) Based on the explanation above, the researcher focused on all components of reading comprehension. There are finding factual information, finding the main idea, meaning of vocabulary, identifying references, and identifying inferences.

B. Think-Talk-Write(TTW)

1. The definition of Think-Talk-write (TTW)

The think-talk-write (TTW) learning model is a learning model that can develop students' understanding and communication skills. According to Iru (2012:67) stated "Think-talk-Write is cooperative learning model that learning activities are through activity think, talk(discuss) and write down the results of the discussion so that learning objectives and competencies which is expected to be achieved.

The flow of the Think-Talk-Write model starts from the involvement of students in thinking or dialogue with themselves after the reading process, then talking and sharing ideas with friends then writing the results of the discussion. This model is more effective if carried out in heterogeneous groups with 3-5 students. In this group, all students are asked to read, make small notes, explain, listen and share ideas with friends and then express them through writing.

2. Procedures of Think-Talk-Write (TTW) Strategy

According to Kuswari (2010:21) the flow of learning TTW are:

- a. Each group consist of 3-5 students.
- b. Students discuss white their friends who practice speaking skills in smaller forums as a means of expressing their thoughts.
- c. Students come forward to present the results of their group discussions.

Furthermore, communicating or dialogue between students and teachers can improve understanding. This happens because when students are given the opportunity to talk or have a dialogue while constructing various ideas to be put forward through dialogue.

3. Advantages and Disadvantages of Think-Talk-Write (TTW) Strategy

- a. There are several advantages and disadvantages in learning using the TTW model. According to Suyatno (2009: 25) the advantages of the TTW model are as follows.
 - 1) The TTW strategy can help students construct their own knowledge so that students' understanding of concepts becomes

better, students can communicate or discuss their thoughts with their friends so that students help each other and exchange ideas. This will help students in understanding the material being taught.

- 2) TTW strategy can train students to write down the results of their discussions in written form systematically so that students will better understand the material and help students to communicate their ideas in written form.
 - 3) TTW strategy sharpen the entire visual thinking skills.
 - 4) TTW strategy develop critical and creative thinking skills of students.
 - 5) By interact and discuss with the group will engage students actively in learning.
 - 6) Allowing the students to think and communicate with friends, teachers, and even with themselves.
- b. In addition to the advantages above the TTW model according to Suyatno (2009:52) has the following disadvantages.
1. The TTW model is a new learning model in schools so that students are not used to learning with the steps in the TTW model and therefore tend to be rigid and passive.
 2. Difficulty in developing the social environment of students.

C. Recount Text

1. The Nature of Recount Text

Hastuti (2010:9) stated that recount text tells about someone or something in facts or true stories organized in chronological series of event. The details in a recount can include what happened, who was involved, where it took place, when it happened, and why it occurred.

In addition, According to Anderson and Anderson(1997) cited in Allieni *et al* (2014:12)Recount text is a piece of text which retells past events order and has a purpose to describe what have already happened. The kinds of the text which tell in the past such as diaries, letters, a

newspaper report, biography or autobiography. There is no conflict or complication in the text it only focuses on the event that happened.

2. Generic Structure of Recount Text

The structure of a recount text can be described by Anderson (1997) cited in Allieni *et al* (2014) as follow :

a. Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happens. Gives readers background information needed to understand the text, and the reader will be recognized about the scene setting and context of the text.(Cited in Allieni *et al* , 2014 : 13)

b. Sequence of Events

Event is the main activities that ac coutred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometime, addition detail is added to the text to give some information for reader. (Cited in Allieni *et al*, 2014: 13)

c. Re-Orientation

The writer and the speakers give their opinion about the topic or event and comment on how this topic or event affects other things in the future. (Cited in Allieni *et al*, 2015:13)

3. Common Grammatical Features of Recount Text

There are some grammatical features of recount text it can be described by Anderson and Anderson (1997) cited in Allieni *et al* (2014) as follow :

a. Use of nouns and pronouns to identify people, animals or things.

b. involved Use of action verbs to river to event.

c. Use of past tense to locate events in relation to writer's time.

d. Use of conjunctions and time connectives to sequence the events.

e. Use of adjective and adverbial phrases to indicate place and time Use of adjective to describe nouns.

(Cited in Allieni *et al* , 2014:13)

4. An Example of Recount Text

My Holiday in Bali

Written by :

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Turtle Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in and shady forest. There were so many ngeh. We could enjoy the green monkeys. They were so guest but sometime they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping that was my lovely time. I bought some Bali t-shirt and souvenir.

In the evening, we had to take out from the hotel. We when back home bringing so many amazing memories of Bali.

The Generic Structure	
Orientation	Paragraph one (When i was 2nd grade of senior high school, my friends and i went to Bali.)
Events	Paragraph two, three, four (first day,second day, and last day.)
Reorientation	Last paragraph (we went back home bringing so many amazing memories of Bali.)

D. Previous Study

Many writers have reported to expose the identification of student's achievement in learning English to make the teaching and learning process more effective some of the writers' finding bellows;

1. Lamria Roida Simanjuntak(2022) in her research which was entitled "Application of the Think Talk Write Learning Model to Improve English Learning Outcomes with the Sub-theme of Introduce Myself of SMP Negeri 1 Sipoholon in academic year 2022/2023". The result of her study that Think Talk Write was successful in improving student learning outcomes and make the situation of teaching and learning process enjoyable, active and creative.
2. Nova Maulidah *et al*(2013), to her study by the entitled "Think Talk Write (TTW) Strategy for Teaching Descriptive Writing". She was managed to showed that Think Talk Write(TTW) strategy can minimize the students' difficulties in writing and help the teacher in teaching writing , especially writing descriptive text.

Based on the previous studies describe above, to date, limited studies focus on pre-experimental design . Besides , the researcher used recount text as the material of teaching reading comprehension. The setting or sample in this research was situated at Madrasah Aliyah Mathlaul Anwar which shows distinction from the previous studies.