

CHAPTER II

LITERATURE REVIEW

A. Teaching Reading Comprehension

Teaching has a purpose to make students know about the lesson as Chauhan (1983:13) defines “teaching as to learn something from the process of communicative interaction between two or more persons who could be empowered to produce an effect by their ideas.” Therefore, most of teaching strategies focuses on communicative learning process since it can foster the students to learn effectively. In order to achieve effective teaching and learning, especially English, the teacher needs to integrate all the learning aspects which are speaking, listening, reading and writing.

For the students, reading is very important to help them improve their ability in mastering English because a reading text provides lots of vocabularies. To master the vocabuaries, teacher’s role is really needed since the text is in foreign language. 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. McNamara (2007, xi) states that ‘comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text’. A

reader needs comprehension to get the content of message or information from the text.

Most of people can read an English text but it does not mean all of them understand. A good reader must find the meaning of the text or the purpose of the writer.

Reading is one of the types of learning. Learning through reading is commonly done by the students. So, the teacher should be able to encourage the students' cognitive in reading process by selecting the text to be chosen at the class. Because of it, reading is very important in daily activity because we can get more information and widening our knowledge. According to Nuttal (1982: 4), "reading as the meaningful interpretation of printed or written verbal symbols." It means 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.

Reading actually means a conversation between the writer and the reader as Silberstein (1994:12) says "reading is a complex information processing skill in which the readers interact with text in order to recreate meaningful discourse."

Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs a comprehension to understand the content of the message or information from the text. According to Anderson (1985: 198) "comprehension is defined as the process by which person understanding the meaning of written or spoken language". The measurement of reading comprehension abilities is an important part of the assessment of a person

proficiency in a second language. In addition, comprehension is to understand what you read. This is a process of constructing meaning through interaction and involvement with written language.

In reading, the teacher encouraged the students to develop the ability to read by themselves. The independent readers must be able to tackle what they have read. The teacher has to equip the students to do so. It means the teachers' role is not only to control all the students' reading process but to make their students have their own ability to read. Burns et al (1984:177) divided the specific reading comprehension into four levels of skills:

1. Literal Reading

The literal level of comprehension is fundamental to all the reading skills at any level because a reader must first understand what the author said before he can draw an inference or make an evaluation. The literal level considered of the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said.

2. Inferential

Inference are ideas which are reader receives when he goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and makes generalizations, and detect the mood of the material.

Making inferences requires author and more on personal insight.

3. Critical Reading

Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness and timeliness. Critical reading depends upon literal comprehension and interpretive comprehension and grasping implied ideas is especially important.

4. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just critical does, and it also requires them to use their imaginations.

Texts consist of spoken or written words that have the purpose of conveying the message. Text is interpreted by listeners or readers. Communication occurs when the message created by a speaker is successfully interpreted by the listeners or when a writer's words are understood by the readers. The text types represent the most common ways in which language is structured to achieve a particular purpose. Writers and speakers use these structures in order to help the readers or listener understand the text.

According to Anderson (1997) the main literary text types are: narrative, poem and dramas. Those text types above are used to tell us about human experience, usually in imaginative way. Their purpose is to make readers and listeners think, laugh, cry or to be entertained. Visual elements (pictures, props,

facial expression, etc) can be employed by the narrator to help communicative meaning.

Factual text types present information or ideas. The purpose of these texts is to inform, instruct, educate or persuade the listeners or readers. Anderson (1997) said the main factual text types are: explanation, information report, discussion, exposition, recount, factual description, procedure.

Reading text has some text types, for example analytical exposition, anecdote, descriptive, narrative, procedure, news items, report, recount, and etc. Based on the syllabus of the junior high school, reading skill discusses three text types; procedure, narrative and recount text. In this research the writer used recount text

There are some factors that made the researcher used recount text. McNamara (2007) said that:

- ***Real-World Interactions.*** The instructional practice of using real-world interactions to teach reading consists of providing sensory experiences and multimedia experiences that are connected to reading activities. Our main reason for introducing real-world interactions is that they quickly establish a purpose for reading.
- ***Interesting Texts for Instruction.*** Information trade books and literary texts such as legends, stories, and experiences of somebody for reading instruction are interesting by virtue of their appearance, readability, topic, and connection

to classroom activities. An abundance of books matched to students' oral reading levels enables them to read with fluency, and thereby to focus on gaining conceptual knowledge and using strategies well.

- ***Support for Student Collaboration in Reading and Writing.*** The practice of providing collaboration support consists of enabling students to work together in partnerships and teams to gain knowledge and experience from text and use strategies effectively.
- ***Scaffolding for Engagement in Reading.*** The notion of scaffolding instruction applies to the development of engagement just as it applies to the development of cognitive competencies in reading. Just as an instructional program might include processes of scaffolding to enable students to learn strategies for reading comprehension such as questioning, scaffolding can be used to facilitate motivational development in reading.
- ***Scaffolding for Knowledge Goals in Reading Instruction.*** Just as students need to be self-regulating in the processes of engaged reading, teachers can provide scaffolding for the use of knowledge goals in reading comprehension activities.
- ***Scaffolding for Collaborating and Using Interesting Texts in Instruction.*** Engaged learners collaborate effectively with each other. They locate texts that are interesting to them and that will help them gain knowledge and improve strategic reading.

Recount text is a kind of text that tells the students about past event. Recount text is interesting text because it tells about somebody experiences. Considering the basic knowledge of the students, the students need cooperation and competitive atmospheres in order to gain the information in recount text. Cooperation means the students work together in their group to share their ideas, share their problems and difficulties to other friends in group, and then overcome the problems. Meanwhile, competitive means that each group compete with other group. The groups will work together and be responsible in the groups' score.

The generic structures of recount text are orientation, event/ events, and reorientation.

- a. Orientation : It provides details of who/what/when/where. Orientation can be found in first paragraph.
- b. Event/events : Describing series of event that happened in the past. It can be found in middle paragraph, the event can be just one or more.
- c. Re-orientation : It is optional. Stating personal comment of the writer to the story. It can be found in the last paragraph.

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using past verb; looked, went, changed, etc
- Using simple past tense

The example of recount text is:

Our trip to the Blue Mountain

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

Event 1 On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2 On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation In the afternoon we went home.

(Taken from: thinkquantum.wordpress.com)

a. Principles of Cooperative Learning

Cooperative learning is an instruction that involves students' interaction in team to accomplish learning objectives that guided by some principles. The teacher should know well about those principles in order to enable the process of cooperative learning is running well. Many principles have been proposed for cooperative learning. Johnson and Smith (1991) suggested that the process of cooperative learning should consist of the following principles.

The first principle is Positive Interdependence. Students perceive that they need each other in order to complete the group's task. It is necessary because a group success greatly depends on each member's effort. For that reason, team members are obliged to rely on one another to achieve the goal. If any team members fail to do their parts, everyone suffers consequences. Thus, the students work and help each others in completing the group's task.

The second is Face-to-face Promote Interaction. In cooperative way, students promote each other's learning by helping, sharing and encouraging efforts to learn. Students explain, discuss and teach what they know to classmates. Teacher structures the group, so that the students can sit and talk together to find out the solution of each aspect of the assignment.

The third is Individual and Group Accountability. The cooperative learning groups should not consider individual success only. They should consider all individual success as the goal of the group also. Students must continually assess

and support each person to achieve the common goal. So, every student in the group is responsible for the success.

The fourth is Interpersonal and Small Group Skills. Group cannot function affectively if students do not have and use the needed social skills. Teacher teaches these skills as purposely and precisely as academic skills. Collaborative and cooperative skills include leadership, decision making, trust building, communication and conflict management skills.

Then, the last is Group Processing. Students must learn how they are functioned as a group and how they have used the necessary social.

b. Advantages of Cooperative Learning

Many advantages that could be found when develops cooperative learning model. According to Hamm and Adams (1992) cooperative learning model enable the teacher and students to have some positive values as follow:

1. For the teacher

- a) Teacher becomes more cooperative in their own professional interactions and more willing to collaborate with his/her peer.
- b) Teacher's time is spent more effectively.
- c) Teacher can adopt a fresh, new attitude toward their job.
- d) Teacher has a greater time to validate their own, values and ideas.

2. For the students

- a) Improving academic performance among high and low achieving students.
- b) Making constantly favorable achievement for minority students.
- c) Giving positive effects on students' self esteem, social relations, attitudes toward mainstream students and race relations.
- d) Understanding the material better by having collaboration between the students.

c. Techniques of Cooperative Learning

Cooperative Learning is particularly beneficial for any student learning a second language. Cooperative Learning activities promote peer interaction, which helps the development of language and the learning of concepts and content. It is important to assign English Language Learners (ELLs) to different teams so that they can benefit from English language role models. ELLs learn to express themselves with greater confidence when working in small teams. In addition to 'picking up' vocabulary, ELLs benefit from observing how their peers learn and solve problems. This prevents what typically happens if students select their own roles - the same students wind up performing the same tasks. By rotating, students develop the skills they most need to practice.

There are some popular strategies 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 strategies are especially effective in teams of four:

1. Round Robin

Present a category (such as "Names of Mammals") for discussion. Have students take turns going around the group and naming items that fit the category.

2. Roundtable

Present a category (such as words that begin with "b"). Have students take turns writing one word at a time.

3. Write Around

For creative writing or summarization, give a sentence starter (for example: If you give an elephant a cookie, he's going to ask for...). Ask all students in each team to finish that sentence. Then, they pass their paper to the right, read the one they received, and add a sentence to that one. After a few rounds, four great stories or summaries emerge. Give children time to add a conclusion and/or edit their favorite one to share with the class.

4. Numbered Heads Together

Ask students to number off in their teams from one to four. Announce a question and a time limit. Students put their heads together to come up

with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through rich discussions.

5. Team Jigsaw

Assign each student in a team one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.

6. Tea Party

Students form two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners. Then pose a second question for them to discuss. Continue with five or more questions. For a little variation, students can write questions on cards to review for a test through this "Tea Party" method.

B. Comprehending Recount Text Through Numbered Head Together

The researcher found progression in many aspects such as increase students' knowledge, teacher involvement, and autonomy learning. Those advantages are the reading development as presented below:

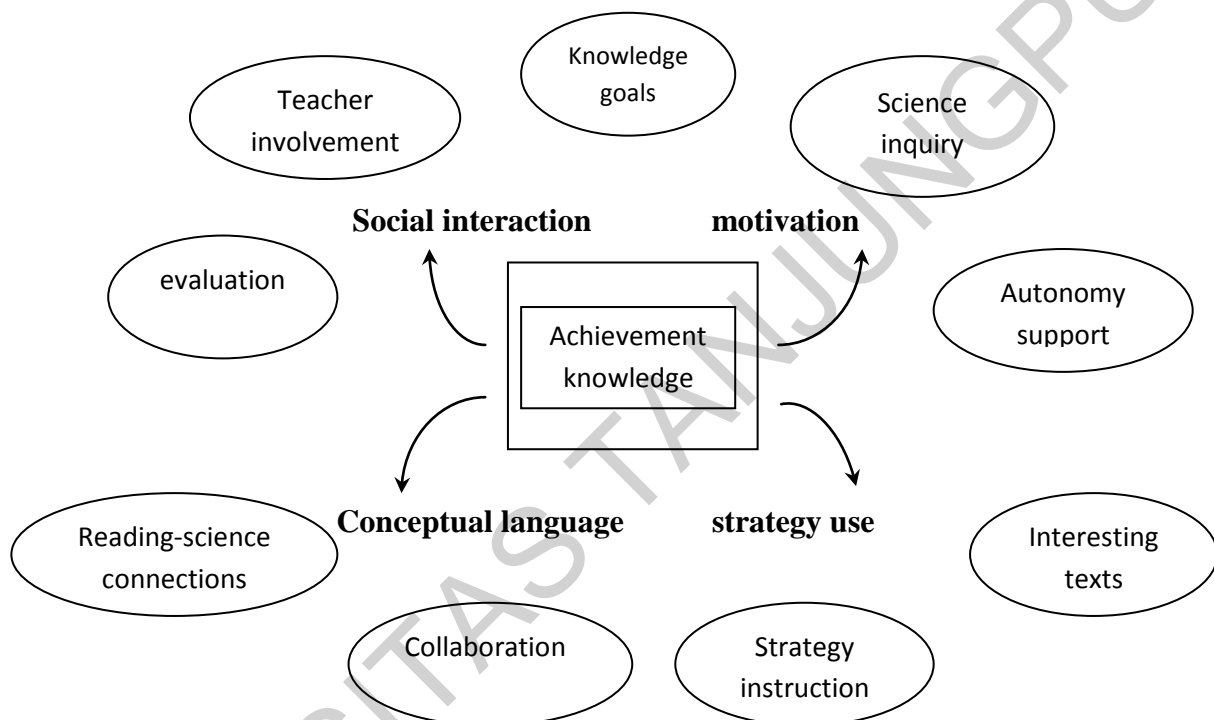


Figure1.1. Engagement model of reading development

(McNamara, 2007:244)

Figure1.1 displayed the way how to achieve the knowledge. Those nine variables in the above was influenced the students' achievement.

- Knowledge goal means the knowledge what students will get
- Teacher involvement means the teacher as a facilitator and monitoring the students

- Evaluation means the students and the teacher will evaluate the process
- Reading-science connections mean the connection between material and knowledge
- Collaboration means the students and the teacher
- Strategy instruction means the technique. In this research, the researcher uses NHT
- Interesting texts mean the kind of text what the students read, in this research, the researcher uses recount text
- Autonomy support means how well students can understand the text by themselves
- Science inquiry means how well students can understand elements in the text

In teaching reading, the teacher should be creative in choosing and using appropriate method and technique in order to make students active in reading. One of the methods that can be used by the teacher in teaching reading is cooperative learning.

Cooperation is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other groups' member. Cooperative learning is an instructional use of small groups which persuades students work together to

maximize their own and each other's learning. It means group participation in a project will help other members in understanding and comprehending the reading text. It is because the goal of learning is shared and each person success is linked with every other person's success. In practice this means that ideas and materials are shared, labor is divided and everyone in the group is rewarded for the successful completion of the task.

According to Slavin (1995: 2), cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academically, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding.

There are many class activities in cooperative learning. One of them is Numbered Heads Together. Kagan (1992: 20) developed Numbered Heads Together technique. In this technique the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one way to ensure more equitable response opportunities by stop calling on students who raise their hands. One of such techniques is known as numbered heads. In this technique, students are seated in small groups. The steps for using numbered heads are:

1. Students counted off

The researcher divided the students into 7 groups which consisted of 5 students for each group. Before grouping the students, the researcher had mapped the students achievement. The researcher selected seven students

with the highest achievement and placed it in every group. After dividing the group, the researcher ask the students to count. So, every student had his/ her own number to answer the question later. Since there were some questions based on the which from the recount text should be answered, every student had to answer the questions.

2. Posed a question/problem

The researcher posed a question or problem to the class and gave them 20 minutes to answer.

3. Students put heads together

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

4. Researcher 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.

The phases in teaching reading comprehension of recount text by using NHT are:

a. Pre-activity

Phase 1: Preparation

- 1) The teacher does the apperception
- 2) The teacher explains the learning by using NHT technique
- 3) The teacher states the learning purpose
- 4) The teacher motivates the students

b. Whilst activity

Phase 2: The learning by using NHT

First step

- 1) Numbering: The teacher divides the students in groups that consists of 5 students and gives the students numbers 1 until 5.
- 2) The students join their groups

Second step

Giving question: The teacher gives questions about the recount text.

Third step

Think together: The students think together and share their opinions about the answers of the questions. The students ensure their members of the groups of the answers.

Fourth step

- 1) Answering: The teacher calls numbers, the students that have the number called must raise their hands and answer the questions or present it in front of the class.
- 2) The teacher observes the results and motivates the groups that have not success in answering the questions.
- 3) The teacher evaluates the learning result of the students.

c. Post-activity

Phase 3: Closing

- 1) The students and the teacher conclude the material.
- 2) The teacher asks the students to review the material that has been taught.

NHT is one of the solutions to create these atmospheres and each person will responsible for their own responsibility. In NHT technique, Students are placed in some groups and each person is given a number (from one to the maximum number in each group). The teacher gives a question and students “put

their heads together” to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this technique ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must prepare their own answers. From the explanation, the writer wants to use NHT in teaching reading comprehension on recount text.

The writer chose NHT to avoid the unequal positions of the students. In the class, usually the high-achieving students raise their hands to answer the teacher’s questions. Meanwhile the low-achieving students don’t raise their hands. As the result, their eagerness to learn and their academic performance are bad or stuck. NHT technique ensured the more equitable response opportunities to the students by giving the same opportunities to all students to answer the questions from the teacher. Hopefully, the students will get more spirit in teaching learning process.

NHT is developed by Kagan (1992: 25). Some advantages in using NHT are:

- a. It can improve students’ academic achievement and be applied to almost all subject areas.
- b. It can increase students’ engagement.
- c. It motivates students to learn.
- d. It decreases dominance from clever students so that students’ equal participation will be apparent. Since students have to answer the questions.

- e. It encourages peer tutoring from smart students who know the answer to other team members who do not

Actually NHT had ever used in a research. This research was done by a student of FKIP UNTAN Pontianak. The title is “The Use of NHT Technique to Improve Students’ Accuracy in Speaking” and the researcher focused in speaking accuracy whereas in this research the writer focused on reading comprehension through NHT technique.

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