

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related theories to support study. This includes: definition of reading, types of reading, reading comprehension, descriptive text, definition of cooperative learning, Numbered Head Together (NHT) and previous studies.

A. Definition of Reading

According to Day and Bamford (1998: 12) "Reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning- at an understanding." AlYousef (2005: 144) stated that "Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency)." From those definitions, it can be concluded that reading is the interaction between the reader and the text to understand and comprehend the writer's ideas or messages that have been expressed in the writer's text.

According to Harmer (2007: 99) defined that "Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. " Nunan (2003: 63) stated that "Reading is a fluent process of readers combining information from a text and Reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002: 11) Their own background knowledge to build meaning." Based on

the explanation, the writer concludes that reading is a process to convey the text or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the text or information that comes from the author can be understood and comprehend easily by the reader.

B. Types of Reading

There are many kinds of reading, to understanding a text easily and quickly, the reader must adjust the technique with the kind of text. According to Patel and Jain (2008: 117 – 122) there are four types of reading:

1. Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. Intensive reading is related to further progress in language learning under the teacher's guidance. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also how the meaning is produced. For example, student read a text and spending an hour to analyze grammar point and difficult vocabularies. In this activity, the teacher and the student work together to explain the meaning of the text and to analyze words and grammatical, sentence by sentence.

2. Extensive Reading

Extensive reading is the highest level of reading series program which must be faced by the students to accomplish their reading program. Extensive reading is the reading for pleasure. The readers want to know about something. The reader does not care about specific or important information after reading.

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base words pronunciation. The most important of reading aloud is oral matter including pronunciation, tone, speed and pause. Other activity that improved reading aloud is conversation. Geoffrey Broughton et al. (2003: 91)

4. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper.

Meanwhile, Grellet (2010: 4) divided four main ways of reading are skimming, scanning, extensive and intensive reading.

1. Skimming is quickly running one's eyes over a text to get the gist of it.
2. Scanning is quickly going through a text to find a particular piece of information.
3. Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

4. Intensive reading is reading short texts, to extract specific information.

This is more an accuracy activity involving reading for detail.

C. Reading Comprehension

Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). In short, reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text.

In reading activity, the students do not only read but also comprehend the text in order to catch some ideas from the text. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. It's mean that reading comprehension as an active cognitive process in which one will interact with the written symbols and interpret them to get the meaning or idea. The essence of reading comprehension is understands all information delivered by the author.

At the point, reading comprehension is a process reading by which the reader tries to understand meaning of the text totally. Comprehension activity is important because to avoid some misunderstanding information that given, when we did not get the meaning, it's mean we have some mistake information or we cannot comprehend the text. Their prior knowledge and basic reading are needed. Some people who have familiar with the topic will get an easy to understand.

D. Descriptive text

1. The definition of descriptive text

Descriptive text is a factual description which describes a particular person, place or thing. The purpose is to tell the subject by describing its feature without including personal opinion. Descriptions are word picture. You tell how something looks, feels, smells, tastes and sounds. You need to become observer and notice many small details so that you can write a good picture (Hogue, 2008: 95). So, descriptive text is text which describe about the feature and characteristics of a certain thing in a detail (person, animal or thing).

2. The Purpose of Descriptive Text

Each text has different purpose. Based on the definition of descriptive above descriptive text is a text that describe about something so it can be for expressing, entertaining and informing about the object that people see, taste, feel, hear and touch. As Clouse (2008: 154) stated, “there are five purposes of description such as to entertain; to express feelings; to relate experience; to inform (for a reader unfamiliar with the subject) or to inform (to create a fresh appreciation for the familiar) and to persuade (to convince the reader that some music videos degrade women)”.

In addition, Dietsch (2006: 140) said that, “description has three general purposes like to create imagery, a mood, or an aura of a place; to stimulate understanding and convince; and to urge the listeners to action”. It can be said the purposes of descriptive text are to inform the specific features of the subject that can also to entertain and to influence the reader. For instance there is a picture of

actress used pink dress with the animal print motif; her hair is red and curly; she used a necklace and bracelet and she also used pink wedges. The example of descriptive text above, it can give the information about the actress, it can entertain the reader and influence them to imitate what their favorite actress used.

3. General structure of Descriptive Text

General structure is the part of explaining the descriptive text to identify the object. In descriptive text, the first general structure is identification (introduction of subject) and the second is description. In identification (introduction of subject), the writer introduces the object briefly, and then they describe the features of the object in description part.

In addition, Anderson (1998: 26) said, “a typical description has an opening paragraph introducing the subject of the description, followed by a series of paragraphs each describing one feature of the subject. There can also be a final concluding section that signals the end of the description”. It can conclude that descriptive consist of two general structures which are introduction to introduce the object and description to explain the features of the object one by one and the last is make a summary about the object.

4. The Grammatical Features of Descriptive Text

In descriptive text, the writer can describe about person, place, and things. According to Buscemi (2002: 267-307), she divided the grammatical features of descriptive text into two types; (a) in describing place and things; using proper noun, using effective verbs, and including action and people in the

description of a place. (b) in describing people; using physical appearance, action, behaviour and the writer also need to ask someone about the subject's personality, lifestyle, morals, disposition and soon. Then Anderson Anderson (1998: 26) stated, "there are three grammatical features of descriptive like; verbs in the present tense; adjectives to describe the feature of the subject and topic sentences to begin paragraphs and organize the various aspects of the description". So, the grammatical features that the writer used for describing person, place and things are effective verb, proper and specific noun, adjective and action verb especially in describing behavior or personality for person and they writes all features by using present tense.

E. Definition of Cooperative Learning

Richards (2002: 52) states, " with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members".

From definition above we can conclude that cooperative learning is a model learning that requires students to work together with friends. They work together to help each other construct concepts in solving problems. Students unconsciously learn how to respect, open-minded, responsible to their self or their group itself. The students who don't know the topic, they will know, while students who have understand the topic they can share what they know to their friends.

Cooperative learning has several techniques. Based on Slavin (1995: 132), some techniques in cooperative learning are Students Teams Achievement Division (STAD), Teams Games Tournament (TGT), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Numbered Head Together, Think Pair Share and many more. Then, Olsen and Kagan in Richards and Rodgers (2001: 198) stated, the following example in cooperative learning activities likes Three step interview, Roundtable, Think Pair Share, Solve Pair Share, Numbered Heads Together. The writer focuses on Numbered Heads Together as the technique that used in this research.

F. Numbered Head Together (NHT)

1. Definition of *Numbered Head Together* (NHT)

Numbered Head Together (NHT) developed first by Spencer Kagan (1993) to involve more student in learning material which consist in a lesson and to know their knowledge about the material given. Numbered Head Together technique is a group working which usually consists of four students, and each student has number 1 until 4, when teacher ask a question, they put their heads off together to discuss about the answer. Then teacher will calls number randomly (1, 2, 3 or 4) and students with that number can raise their hands to answer the question. Stone (2004: 74) stated that, “ Numbered Head Together (NHT) is a simple four-step structure. Its main strengths are in building mastery and in reviewing previously learned information”. Moreover, Slavin (1995: 132) said that, “Numbered Head Together (NHT) is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be”.

Numbered Head Together (NHT) is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to problem or question asked by the teacher. From definitions above we can conclude that numbered heads together is a group working which not only consider about the group comprehension in answering or explaining the answer but also focus on the comprehension of each member of the group. So, each member in the group has a responsibility in certifying that each member knows the right answer.

2. The Steps in Numbered Head Together (NHT)

According to Jacobs (1999: 30), this technique involves four steps, they are:

- a. The teacher has students number off within groups, so that each student in a group gets a number: 1, 2, 3 or 4
- b. The teacher asks a question about the topic and states the time limit for the groups to answer. The question is directed to everybody so that all the members will be encouraged to think.
- c. Students in each group thinking together. They discuss and explain the reasons for their individual answer until they finally arrive at a common answer. The group make sure that everybody knows and can explain the correct answer.
- d. The teacher calls a number at random. Students having the same number raise their hands and the teacher calls someone to answer. The who answers explains to the group reasons for their answer. Team scores

can be note on the board to inspire the students to do well in then activity.

From steps above we can conclude, there are some steps in doing numbered heads together technique such as firstly, teacher divided class into some groups that consist of four students, each student has a number 1, 2, 3, 4; next, teacher asks a question based on the descriptive text which given by teacher; then students put their heads together to discuss about the answer, each student has responsibility to make sure all members in their group know the answer; the last, teacher called a number randomly and the student with that number must answered it with the explanation.

3. The Advantages of Numbered Head Together

According to Richard and Renandya (2002:52), “Numbered Head Together encourages successful group functioning because all members need to know and be ready to explain their group’s answer(s) and because, when students help their group mates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it”.

Based on ACELT Journal(1998), the advantages of numbered heads together are:

- a. Numbered heads together can encourage positive interdependence because the members become intellectually and socially active to participate and contribute to arrive at the correct answer and to help each member to be able to explain the answer.

- b. Individual accountability is also emphasized because everyone needs to be ready to represent the team and to help the others be ready.
- c. Simultaneous interaction is enhanced because once the teacher announces the questions, all the members will join their heads together.
- d. Equal participation since all the members have the chance to be called as the teacher calls the numbers (1,2,3,4,) at random using a number wheel or any other device that can be improvised by the teacher.

It can be concluded that Numbered Head Together (NHT) give many advantages to students, because when they work together in group, each member of the group must know the correct answer so they must help each other. The students never know what the number will be called by the teacher so they must be ready and concentration. It also can improve students' confidence in explaining the answer especially for lower students who usually ashamed in class. This also can make students active and enthusiastic in learning process.

G. Previous Studies

In this point, the researcher summarized the relevant study to prove the originality of the research. The previous research was done by (Afrilia: 2011). The research conducted in experimental research design. The result of the research above, that the researcher suggest an English teacher to use Numbered Head Together (NHT), because it can be used one of alternative teaching reading technique to teach reading comprehension.

The second is thesis written by (Permanasari: 2011). The research conducted in Classroom Action Research with (CAR). The result of the research showed that the students' responses in learning reading was quite good. Students appeared more active and cooperative in discussion section. They divided the job to do assignment. The researcher suggest an English teacher to use Numbered Head Together (NHT) technique was a good technique to teach reading comprehension to the students.

The last is thesis written by (Astuti :2014) The research conduct in experimental research design. The result of this research shows that using Numbered Heads Together technique is effective in improving students' reading ability in descriptive text.

Based on the previous studies above the writer also conducted a research in teaching reading comprehension by using Numbered Head Together (NHT). Although this strategy same but it also have the differences whether on research design and finding result. The first previous study was written by Afrilia (2011/2012) The research was conducted in quasi experimental study. The research was divided into two groups: experimental and control groups.

The second was written by (Permanasari:2011). The research was conducted in Classroom Action Research with (CAR). This study consisted of one cycle of classroom treatment, in which that cycle consisted of four stages, namely planning, action, observation, and reflection. The proficiency test (Pre- test and Post-test) was used for measurement, and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the Numbered Head Together (NHT) applied.

The last is thesis written by (Astuti :2013). The research was conducted in quasi experimental study. The research was divided into two groups: experimental and control groups.

The similarities of this research with the previous was this research is done in the teaching reading class. Meanwhile, the differences of this research with the previous in this study are the writer uses pre-experimental research design using one group pre-test and post- test, and investigates the effectiveness of using Numbered Head Together to increase reading comprehension by comparing the students' score before and after being taught by using Numbered Head Together (NHT).