

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Reading**

##### **1. Definition of Reading**

Reading is one of the important skills of learning English. It is because through reading the students or the readers can get more information and improve their knowledge which can explore their competence. Reading provides good models for English writing. By reading, the writer is able to write because when the students read the references it means that the reader can explore their ideas in writing (Harmer, 1998:68). The process specifically incorporates an individual's linguistic internal and external variables or factors. In short, reading is one of the factors to get more information's and also can use as a media to explore students idea.

By reading students' can explore the world, countries that have never been visited before, and the minds and the ideas of great people in the past, all of which will enrich our experience and knowledge, and broader our horizon (Ramelan, 1990:2). For students, reading is something crucial and indispensable since the success of their study depends on their greater part on their ability to read. When the students' has poor level in their reading skill, they have difficulty to make a progress in reading

material. On other hand, if the students' has good ability in reading skill, they have a better chance to succeed in their study.

Moreover, reading is more appropriate to use for all levels to get information. Reading is a process of conveying and acquiring a message graphically from the writer to the reader which involves the ability of the reader in getting meaning from the message which is conveyed by the writer through the words or symbol to be understood and interpreted (Tarigan, 2008:7). In conclusion, by reading text the students' or the reader must be known about the meaning of the text. It is not only about the content but about the meaning of the word or the symbol in the text.

Based on the previous explanation, reading is a process of conveying a message from a text through words to broad the knowledge and information. Reading is an activity to read words or symbols of a text to know what the text tell about. In short, reading is a process to get more information and knowledge from the text.

## **2. Reading Comprehension**

Reading comprehension is essentially the ability to understand what has been read. There is a little point in being able to pronounce the words on a page if the words mean nothing to us. Students' with good reading comprehension use several strategies that help them understand the text (Zimmeman, 2011:18). Reading comprehension involves understanding the vocabulary from the text. It is also can increase the pleasure and effectiveness of reading.

Moreover, reading comprehension is lesson that have traditionally centered on a passage of the followed by questions. Good question are the one which help readers to contribute actively to process of making sense, rather than expecting understanding (Nuttal, 1990:13 in Anton, 1995:24).

Reading comprehension is understanding a text that is read or the process of constructing meaning from a text. Comprehension is a constructing process because it involves all of the elements of the reading text that is read to create representation of the text in the reader's mind (O'Connor, 2011:20).

From the statement previously, it can be concluded that reading comprehension is defined as ability to comprehend the message from printed or written material through words or written language. It can help a beginning reader understand this concept, the students' might make them privy to the dialogue readers have with themselves while reading.

Furthermore, in there are six aspects in reading comprehension (Leu and Kinzer, 1987:30-37) those are:

a. Decoding Knowledge

Decoding is the process that readers use to determine the oral equivalent of a written word. It contributes to comprehension process when determining the oral equivalent of a word helps the reader determine its' meaning. Decoding knowledge is knowledge used to determine the oral equivalent of a written word (Leu and Kinzer, 1987:30).

b. Vocabulary Knowledge

Vocabulary knowledge is about word meanings used to determine the appropriate meaning for a word in a particular context. In order to understand the text, the readers need to know the meaning of individual words. They construct an understanding of the text assembling and making a sense of words in context (Leu and Kinzer, 1987:32)

c. Syntactic Knowledge

Knowledge of sentence syntax or word order is also crucial for comprehension process. Syntactic knowledge includes understanding word order rules that exist within sentences and permit the students' to determine the grammatical function and often the meaning and pronunciation of word (Leu and Kinzer, 1987:34).

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at beyond the single sentence level includes knowledge of the structural organization of different types of writing (leu and Kinzer, 1987:35)

e. Readiness Aspect

Readiness aspect is the readers' ability to benefit from initial reading instruction, also refers to the reader's ability to read and understand a particular selection (Leu and Kinzer, 1987:36).

f. Affective Aspect

Affective aspect is reading comprehension include both interest and attitude. These increase motivation and facilitate reading comprehension (Leu and Kinzer, 1987:37).

The specific reading comprehension skill could be divided into three skills (Kustanyo, 1988:12), those are:

a. Literal Reading

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

b. Inferential

Inferences are ideas which the reader receives when he goes beneath the surface the sense of relationship, put the fact and ideas together to draw conclusion and make and make generalization, and detect the mood of the material. Making inference requires author and more on personal insight.

c. Critical Reading

Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statement. It means questioning, comparing and evaluating.

In summary, the component of reading comprehension is influence someone in comprehending a text. Some students' has interpretation based on their understanding of the text. The reader would comprehend the text if they mater the component of reading comprehension.

### 3. The Function of Reading

Reading is one of skills is more important to learnt. It is also one of ways to get more knowledge. In reading, students can explore their idea and opinion about what they have been read.

Reading has many functions, especially for students (Harmer, 1998:68). They are:

- a. Reading provides good models for English writing. In can help students' to explore their idea to make an article, main mapping and conclusion about the text that they have been read.
- b. Reading provides opportunities to study language: vocabulary, grammar, punctuation, and the way they construct sentences, paragraphs, and text. In reading they get more new knowledge such as they get many new words in the text, they also can use the punctuation correctly.
- c. Reading for pleasure.

As the students who get English lesson, reading is very important to English as a target language to build their comprehension. It is realized that reading skill or reading activity is useful to increase their comprehension in reading skill.

#### 4. Types of Reading

Types of reading are divided into two types (Harmer, 2001:210), there are:

##### a. Extensive Reading

Extensive reading means reading many books (or longer segments of text) without a focus on classroom that may test comprehension skill.

There are some points in extensive reading:

##### 1) Materials

One of the fundamental conditions of a successful extensive reading program is the students should be reading material which they can understand.

##### 2) Setting up a library

A library of suitable books is needed in order to set up an extensive reading.

##### 3) The role of the teacher

Most of students will not do a lot of extensive reading by themselves unless they are encourages to do by their teacher.

The role of the teacher is crucial to promote reading and by teacher's espousal of reading as a valid occupation, persuade students of its benefits.

##### 4) Task

To prompt the students to keep reading, teacher should encourage them to report back on their reading in a number of

ways. Students can ask questions or tell their classmates about books they have found particularly enjoyable or teacher can provides some task.

b. Intensive Reading

Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and or particular reading skill.

### 5. Aims of Reading

Anderson in Tarigan (1987:20) states about the aims of reading can be defined as:

a. Reading for details and facts

It is the way of reading to know the discoveries that is done by the figure, what had been done by the figure and had happened to the figure.

b. Reading for main ideas

It is the way of reading to know the problem, experience, and summarize the things that has been done by the figure.

c. Reading for sequence or organization

It is the way of reading to know every part of the story.

d. Reading for interference

It is the way of reading to know why the figures do something, what is the author means in the story or passage, why the figure is changed.

e. Reading to classify

It is the way of reading to find out and to know unordinary things, what is the funny in the story or passage, and to know whether it is a fact or not.

f. Reading to evaluate

It is the way of reading the figure is success or not, good or not we do like a figure.

g. Reading to compare or contest

It is the way of reading to know how the figure is changing, how the figure's life (different or not in a real life), how the two stories are the same.

## 6. Aspects of Reading

There are two aspects in reading (Tarigan, 1987:11):

a. Mechanical Skill

The mechanical skill include reorganizing shape of letters, recognizing linguistic element, recognizing the relationship between spelling and sounds, the speed of reading.

b. Comprehension Skill

The comprehension skill include understanding simple sentence (Lexical, grammatical, rhetorical), understanding the significant of meaning, content evaluation, the flexibility of reading speed.

## **B. Recount Text**

### **1. Definition of Recount Text**

Based on the explanation on study book “English for a Better Life” (Purwati and Agustien, 2005:130) Recount text is a text that tells about something, especially something you have experienced. It has purpose to inform or to entertain the audience. There is no complication among the participants and that differentiation from narrative text.

Actually, recount text is same as another text that has generic structure. In recount text there are three generic structures:

a. **Orientation**

It is used to introducing the participants, place and time. In orientation, the reader knows about who is the participant. They also can know about the place and time is happened in the story.

b. **Events**

Describe the series of event that happened in the past. In short, this part tell about all the event of the story that happened by the writer.

c. **Re-orientation**

It is optional. Start the personal comments of the writer to the story. In this part, the writer can put their comment about the story that they wrote. It can conclude that it is a conclusion of the story.

Recount text is divided into five language feature. There are:

a. **Introducing personal participant**

b. **Using chronological connection**

- c. Using linking verb
- d. Using action verb
- e. Using simple past tense

Example and structures of recount text:

### Our Trip to the Blue Mountain

Orientation	On Friday, we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lot of colorful flowers and tennis court.
Events	On Saturday, we saw the three sisters and went on the scenic railway. It was scary. Then, mother and I went shopping with Della. We went to some antique shops and I tried on some old hats.  On Sunday, we went to the scenic skyway and it rocked. We saw cockatoos having a shower.
Re-orientation	In the afternoon we went home. We are happy with our trip.

## C. NHT (Numbered Heads Together)

### 1. Definition of NHT

NHT is one of the cooperative learning strategies. It can be applied for an ESL/EFL reading activity (Kagan in Richard and Renandya, 2002:17). NHT includes a simple four steps technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost

all subject areas, to every grade level, and to any places in a lesson (Olsen and Kagan in Yeh, 2004:25). In reading skill, NHT can be posed to groups, and students can work together to find the answer. This technique encompasses dividing the class into small groups include four students in each group. The number given to students is intended to help the students concentrate on doing their task since they will be called by the teacher to give the answer based on the number they have. Next, the teacher will ask a question to the students about the text that they read. Then, the students put their heads together in response to each teacher's question based on the text; come up with their best answer and make sure that everyone on the team knows the answer.

One randomly selected students' from those who raise their hands then responds to each question and the teacher checks with other students for agreement. Since students are given time to discuss possible answer the prior to responding, it is more likely that everyone, including lower achieving students, will know the correct responses.

## **2. The Advantages of NHT**

NHT is more appropriate to increase the students' ability, especially in reading material. Kagan (1997:190) stated that NHT has some advantages, such as:

- a. All students may participate during teaching and learning process.
- b. The class will be fun and interesting although it takes more energy.

- c. This technique can improve thinking skill of students by individually or teams work.
- d. This technique will train the students in improving communicated skill thoroughly discussion and answer presentation of some questions.
- e. NHT technique also may increase group teaching so that all members of the group are coached.
- f. It will increase individual accountability.

### **3. The Disadvantages of NHT**

Numbered Heads Together also has some disadvantages. Tryana (2008:20) explained that the disadvantages of NHT are as follows:

- a. The smart students will dominate and make the weak students will afraid to deliver their ideas.
- b. There are the homogenous group it will be unfair to group is contained of the weak students.
- c. The students will go smoothly because only the smart students that deliver their idea and the weak students only look and do nothing.
- d. It takes a long time and costs for the manufacture and development of learning tools.
- e. If the number of students in the class is large enough, it will be difficult to guide students in need of guidance.

Based on the explanation previously, it can conclude that NHT is one of the interesting techniques and it is more appropriate to use in the

classroom. Students will be more active in learning process because they work in a group and they also can deliver the ideas easily. Furthermore, this techniques' also make the teacher difficult in choosing the answer and to guide the students. In short, the teacher must be a good facilitator and good guide to solve this problem.

#### **D. Teaching Reading Using NHT**

In this techniques', students are seated in small groups. Ibrahim (2000:224), there are some steps of NHT:

1. Teachers' divided the students in each group (5:6 students). The teacher can give numbers or students can give number themselves.
2. Teacher gives the students reading text then students read the text and try to understanding the text. After that, teachers' ask the students a set of questions or problems to solve. It must be stressed everyone in the group must be able to participate and answer the questions.
3. Teacher gives the group sufficient time to do the task.
4. The teacher then calls a certain number of students from each group with the same number raised their hands and prepare answers for the whole class.
5. The students with that number have to answer the question for the team.

#### **E. Relevant Studies of Numbered Heads Together**

Numbered Heads Together is one of the cooperative learning that used to teach some material that needs group activity. This technique not only to teach English but it can be used in all materials in teaching learning process. It was

done by Parwata, Ardana, and Marhaeni (2013:11) in their research that this technique more appropriate to teach the material than conventional method. It can be seen from the ability of the student that has positive influence to the result of study. There is a difference of the result study from the student that use NHT and do not use this technique. The student has contribution to their ability in this material. It also can help the teacher to teach in the class because the student more interest to study when their teacher use new technique to teach in the classroom. It can conclude that Numbered Heads Together more appropriate to teach the material in the classroom, it can be used as a new technique in the class.

#### **F. Basic Assumption**

Numbered Heads Together is a technique which set the students to work cooperatively. As the explanation previously, NHT is more appropriate to use in teaching learning process. It can be used to increase the students' ability in reading skill, especially in reading recount text. It is same with narrative text, because it same to use simple past tense in the story. Recount text must be learnt by students' because recount text is one the kind of the text that tells about the experience in the past events. Students' can explore their ideas to make the story from their experience in the past events. Furthermore, NHT is more appropriate to teach recount text because the students' can learn about this text in groups and they can solve the problem about the text.

Moreover, it is also can be a unique technique in teaching learning process. NHT is more important to use by a teacher to create a beautiful class

for the purpose students really obtains knowledge especially in reading. Numbered Heads Together is one of the techniques' that can used to improve the students communication skill through discussing with their member in the group. The students also learn about how to deliver their ideas and information from the text by sharing about their answer. By applying NHT in reading activities, the students can be easier to understand the content of the text. It can stimulate their motivation and interest to read. Thus, it can be concluded that NHT can improve reading competence.

