

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Reading**

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

In general, reading has some definitions. According to Tarigan reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words or symbols, and the meaning of the words could be seen and known by reader (1986: 7). Reading is about understanding written texts. It is a complex activity that involves both perception and thought (Elizabeth S, Pang et. al., 1990: 6). Reading is also defined as the act of responding with appropriate meaning to be printed or written verbal symbols (Harrison and Smith, 1980: 9).

Based on the definition above, reading activity is very complex. The reason is that there are some matters in reading activity such as acquiring message, understanding the text in which it involves both perception and thought, and responding appropriate meaning. On the other hand, reading activity is not just looking at letters by letters, words by words, phrases by phrases, or sentences by sentences but also able to understand something written or printed.

Therefore, learning to read is an important educational goal. For students, the ability to read opens up new worlds and opportunities. It enables them to gain new knowledge, enjoy literature, and do everyday

things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Yet, most students need additional help in which teacher must provide some technique in the teaching and learning process so that the students are able to acquiring and understanding the text.

## **2. The Importance of Reading**

Actually, the importance of reading can only be gained from the action of reading but in general the importances of reading are as follows:

- a. The students can understand the lesson that the teacher gave easily
- b. The students can comprehend the text faster than students who is a weak reader
- c. The students can improve vocabulary and language skills

Students only gain knowledge and understanding when they read. According to Ramelan (1990: 1) “Reading is a good activities for the learners, reading is also something crucial and indispensable since the success of his study depends for the greater part on his ability to read. If his reading skill is poor he is very likely to fail in his study, or at least he will have difficulty in making progress. On the other hand, if he has good reading ability, he will have a better chance to succeed in his study at school”.

It means that reading is important for academic success so the students should try to develop their reading skill.

### 3. The Purpose of Reading

The purpose of reading is looking for and getting information from books or texts. In reading, the students have to understand the idea, the context, and the meaning of the texts on the passages. According to Anderson (1989: 35) there are some purposes of reading, those are as follows:

a. Reading for details or facts

The students read the text to get or know the inversion that have been done by the writer or solve the problems of the writer.

b. Reading for the main idea

The students read the text (books) to know “why is the topic is good or interesting, then the problems on the passage, and make summaries of the passage.

c. Reading for the sequence or organization

The students read the text to know “what is happening in each part of the passage in every episode and solving the problems of the text”.

d. Reading to classify

Students read the text to classify some information or actions of the writer in the text or paragraph.

e. Reading for inference

The students read the text in order to find out the conclusion from the actions or idea in the text.

f. Reading to compare or contrast

The students read to compare the plot of the text or content whether having similarity with the readers or even contrast.

## **B. Cooperative Learning**

### **1. Definition of Cooperative Learning**

Cooperative Learning is an approach to teaching through the use of small groups of students to work together to maximize the learning conditions in achieving learning objectives. According to Karuru (2002: 3), cooperative learning is about technique to learn in group of four to five members. The making of group based on the individual psychology characteristic levels which consist of intelligence, how fast they think, motivation, concentration and the ability of they think and memorial. Cooperative learning is learning together, helping each other in learning, and certaining each of the students in a group to reach the aim or the task that is determined before (Isjoni, 2009: 6).

On the other hand, Johnson in Isjoni (2009: 22) stated that cooperative learning means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each as learning.

Based on those definitions of the above, it can be concluded that cooperative learning is a learning strategy based on group work undertaken to achieve specific objectives. In addition, to solve the problem in understanding a concept based on a sense of responsibility and believes that all students have the same goal. Student learning activities occur in small groups in communicative and interactive.

## **2. The Models of Cooperative Learning**

In English learning, there are several models of cooperative learning. According to Nurhadi, et all (2003: 63-66), models of cooperative learning methods are as follows:

### **a. Student Teams Achievement Division (STAD) :**

Students are assigned to four member-learning teams that mixed in performance level, gender, and ethnicity. The teacher presents the lesson, then the students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which they may not cooperate with another.

### **b. Jigsaw**

This method is developed by Elliot Aronson and his friends from Texas University then this method is adapted by Salvin and his friends, Students work in the same four members, heterogeneous teams as in STAD. Those students are assigned chapter, short books, r material to read, usually social studies, biographies, or other expository

material. Its member has responsibilities to mastery the material then each team member is randomly assigned to become an “expert” on some aspect of the reading assignment. The expert group back to their team and discuss the material that got from the expert group. Scoring and team recognition based on the improvement are the similar with STAD.

c. Group Investigation method

This method is designed by Herbert Thelen then this method is developed by Sharan and his friends from Tel Aviv University. This method is the most complicated in cooperative learning because this method influence students have good ability to communicate between students or group process skills. Students are divided into several teams based on their interest to the theme. Then students choose the theme that wants to be a learned. Then they leave to make preparations and delivering on the front of class.

d. Structural method

This method is developed by Spencer Kagan and his friends. This method has similarity to another method but this method influence to the certain structures to influence students’ interactions. This method influence students to cooperative between members in the team. The structures that is developed by Kagan has purpose to give alternative the several class structures that is nacre traditional that is begun with question that is given by teacher then students answered the question

with raise the hand or teacher choose one of the students. Think-pair-share and numbered heads are the structures that can be used to increase students' mastery in academic then active reading and time tokens are structures can be used for teaching social skill.

e. Number Head Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

**C. Numbered head together**

**1. The Nature of Numbered Head Together**

Numbered Head Together is one of the cooperative techniques that can be applied for an ESL/EFL reading activity (Kagan in Richard and Renandya, 2002). NHT includes a simple four-step 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 & Kagan in Yeh, 2004). NHT technique encompasses dividing the class into small (4 members), heterogeneous learning groups within which students number themselves (1 to 4). The number given to students is intended to help students concentrate on doing their task since they will be called upon by the teacher to give the answer based on the number they

have. Next, the teacher gives questions based on the text students read. Then, students “put their heads together” in response to each teacher’s question based on the text; come up with their best answers, and make sure that everyone on the team knows the answer.

One randomly selected student 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 answers prior to responding, it is more likely that everyone, including lower achieving students, will know the correct responses.

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

Numbered Head Together is one of cooperative learning in which it carries many advantages if the teacher applies well. According to Spencer Kagan (1997: 189), the advantages of NHT are as follows:

- 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 tanking skill of student 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 Head together also has some disadvantages. According to Spencer kagan (1989; 18), the disadvantages of NHT are as follows:

- a. It takes a long time and costs for the manufacture and development of learning tools
- b. If the number of students in the class is large enough, it will be difficult to guide students in need of guidance.

Based on explanation above, it can be stated that NHT is one of the interesting techniques, because the students work together with their teammates' So, the students have to more be active in learning process. But here, the teacher sometimes got difficulty 'in choosing the correct answer because here there are many collective answering. So, the teacher must be a good 'facilitator in discussion and solving the problem.

#### D. Teaching Reading Using NHT

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

1. Teacher divides the students in each group (5:6 students). The teacher can give numbers or students can give number themselves.
2. Teacher give the students reading text then students read the text and try to understanding the text. After that, teacher asks 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 groups 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. Basic Assumption**

Numbered Head Together is a technique which set the students to work cooperatively. As told above that cooperative learning is more objective than students learn themselves. In fact, when the students work individually, the goal of learning cannot be achieved because they feel bored and spiritless.

It is important for a teacher to create nice class for the purpose students really obtain knowledge especially in reading. Therefore, numbered head together "NHT" is an appropriate technique that can stimulate students' reading competence and cooperation in reading activities in the class because the students can work cooperatively in reading activities by sharing their ideas and information of the text. By applying Numbered Head together in reading activities, the students can be easier to understand the content of the text. It can stimulate their motivation and interest to read. Based on the explanation above it assumed that "NHT" can improve reading competence.