

CHAPTER II

LITERATURE REVIEW

This chapter describes some theories related to the study. They are reading, student team achievement division technique and reciprocal technique.

A. Reading

This point discusses the concept of reading. They are the definition of reading, the type of reading and the purpose of reading.

1. The Definition of Reading

Inderjit (2014) stated that reading is a cornerstone for success not just in the schools but throughout life. Through reading we acquire new ideas and knowledge obtain needed information to relax the minds and improve our command of language and vocabulary. Learning to read is a sequential process each new skill builds on the mastery of previously learned skills. For example, children learn to break down words into their most basic sounds in a process called decoding. Later, they begin to comprehend the meaning of words, sentences and ultimately entire passages of text.

Described by Kirsch and Guthrie (1984) in their research with adult readers, found that reading contributes significantly to job success, career development, and ability to respond to change. The importance of reading has resulted in much research work conducted to understand the nature of the reading habits of individuals. With the growing amount of digital information available

and the increasing amount of time that people spend reading electronic media, the digital environment has begun to affect people's reading behavior.

Unfortunately, common readers especially young learners do not have a good reading comprehension in understanding English passages well and effectively. There are several problems appear in the field of education. Reading with young learners often demands a different approach to teaching reading skills with older learners. For one thing young learners may not yet be able to read well in their own language so dealing with a different language (and possibly a different alphabet) may bring up extra difficulties. Parents can inure their child to improve reading skill by theirself.

There are so many definitions of reading stated by experts. Takes for example according to Hastuti and Yuliasri (2015), reading is an activity to get information from the writer or author. In addition, according to Grabe (2002 in Ferina, 2015:30), reading skills are techniques that develop understanding and remembrance of containing information from material printing. According to Zare and Othman (2013), reading is an activity of theory which the reader takes some information from the writer through the text. Futhermore, reading is a part of process formed by the text, a part of background from the reader's, and a part of the situation which occurs in reading (Hunt, 2004:137 in Hermida, 2009:23). In other words, readers have conversation about the meaning with the writer by using their priority knowledge to reading (Maleki & Heerman, 1992 in Hermida, 2009:23). In other hand, reading can be defined as the capability to catch comprehension from the author (Zarei, 2012).

In conclusion, reading is an activity to get information, reading skills are technique to develop understanding and remembrance of information, reading is an activity to take information from the writer, reading is a form process, taking information from reader's background and reading is conversation between reader and writer.

2. The Types of Reading

There are two types of reading, they are extensive reading and intensive reading. First, extensive reading is filtering and reading quickly (Hedge, 2003:202). Davis (1995 in Susan 2009:108) states that extensive reading educates students to be more aware of written errors and enhance a comprehensive consciousness of structures in grammatical. In addition, according to Smith (1983 in Susan, 2009:114) the effective solution for L2 is to read extensively. Moreover, extensive reading is universally associated with reading wide total with the purpose of catching a whole understanding of the material (Bamford and Day, 1998 in Susan, 2009:112). In the other hand, according to Grabe (1991) extensive reading is reading in silent.

Second, Hedge (2003:202) argues that intensive reading is "*only through more extensive reading that learners can gain substantial practice in operating these strategies more indeoendently on a range of materials*". Moreover, intensive reading is respected as a best tool to improve reading comprehension (Pollard-Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, & Simmons, 2011 in

Erfanpour, 2013:3). In addition, intensive reading is focus on accuracy than fluency by pressing elaborated study of grammar and vocabulary (Mart, 2015).

In conclusion, both extensive reading and intensive reading are equip to each other and both of extensive reading and intensive reading can be useful for reading achievement goals at different levels (Paran, 2003; Hill, 1997 in Erfanpour, 2013:3).

3. The Purpose of Reading

According to Harmer (1991:181) reader is going to read because he or she has a pretension to do and achieve by some purpose. We may say reading for happiness or to search some information. In addition, Grabe (2009:8-10) divides the purpose of reading as follows: reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write, reading to critique texts, reading for general comprehension

B. Student Team Achievement Division Method

This point describes the concepts of Student Team Achievement Division method (*STAD*). They are the definition of *STAD* method, the cycle of *STAD* method, the advantages and disadvantages of *STAD* method.

1. The Definition of *STAD* Method

There are so many definitions of Student Team Achievement Division Tecnique (*STAD*). *STAD* is one of a simple method from cooperative learning and is a best model to start cooperative learning for teachers who are new use it

(Slavin, 1995:71 in Hastuti and Yuliasri, 2015:47). In addition Slavin (1995 in Alijanian, 2012:1972) stated that *STAD* as one of the many research of all methods of cooperative learning. In addition, *STAD* is abbreviation by student teams achievement divisions, it is combine learning strategy in small group of students with different level, culture of capability together in work to finish a learning goal together (Slavin & His associates, 2009).

Slavin (2009) states students are commanded into four or five member learning team that are combined in level's performance, sex, and culture. In addition, student team achievement divisions (*STAD*) is establish based on the suffice of educations materials (Felder & Bren, Ghaith, 2001 in Yeoung, 2015:30). Furthermore, *STAD* can be waste when the study is not seriously combined and the teacher is not carry out, leading to bust or not success (McCafferty, Jacobs & Iddings, 2006 in Yeoung, 2015:32).

In conclusion, student team achievement division is simple method from cooperative learning, student teams achievement division is easy model in teaching because teacher just makes four or five groups and fills each group with students in different culture, level, sex, etc.

2. The Cycle of *STAD* Method

STAD consist of a regular cycle of instructional activities (Slavin, 1995 in Ferina, 2015:34). They are explained as follows:

The first is Teach. The teacher presents the lesson. Each lesson in *STAD* begins with a class presentation done by the teacher. Second is team study. During

team study, team members' tasks are to master the material teacher presented in your lesson and to help their teammates master the material. Students have worksheets and answer sheets they can use to practice the skill being taught and to assess themselves and their teammates. Third is test, the main idea of giving test is individual quiz. Teacher distributes the quiz and gives students adequate time to complete it. This time, students are not allowed to work together on the quiz, at this point students must show what they have learned as individuals. The next is Team recognition, it figures individual improvement scores and team scores and awarding certificates or other team rewards. Improvement points mean students earn points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base scores.

Table 2.1 Degree of Improvement Points

No	Quiz Score	Improvement Points
1	More than 10 points below base core	5
2	10-1 points below base score	10
3	Base score to 10 points above base score	20
4	More than 10 points above base score	30
5	Perfect paper (regardless of base score)	50

The fifth, team Scores. Record each team member's improvement points and divide team member's improvement points by the number of team members who were present. Note that team scores depend on improvement scores rather than on raw quiz scores. The last is recognizing Team Accomplishment. Three

levels of awards are given. These are based on average team score (team average = total team score ÷ number of team members).

Table 2.2 Level of Awards

No	Criteria (Team Average)	Award
1	15	Good team
2	20	Great team
3	25	Super team

3. The Advantages and Disadvantages of *STAD* Method

Every methods or learning strategies have advantages and disadvantages. Student team achievements division has several advantages (Slavin, 1995 in Ahmad, 2015:122) as follows:

- a. Students work together in achieving its objectives by upholding the norms of the group.
- b. Actively assist and motivate students to succeed shared passion.
- c. Active role as a peer tutor to further enhance the success of the group.
- d. Interaction among students with increasing their ability to argue.
- e. In addition, to group success individual student also has chance to be individually tested after gaining support from peer (Yusuf, 2010)

In addition, *STAD* has disadvantages to the DESS (1991) in Karmawati Yusuf (2010) concluded as follows:

- a. Require a longer time for the students, so it is difficult to achieve the target curriculum.
- b. Require a longer time for teachers, so that teachers generally do not want to use cooperative learning.
- c. Require special skills of teachers, so that not all teacher can do cooperative learning.

C. Reciprocal Technique

This point describes some theories relate to the study. They are the definition of Reciprocal technique and the step of reciprocal technique.

1. The Definition of Reciprocal Technique

According to Klingner & Vaugh (2007:131), reciprocal technique is originally design to enhance students understanding for junior high school who get difficulties in understanding the text. In this section students will study with four steps like prediction, summarization, questioning and clarifying. Students will study in a group and the teacher will have the same role with the students during the activity.

Another statement come from Glaser (1990:30 in Park, 2008) stated reciprocal technique is an “instructional technique in which reading comprehension is viewed as a problem-solving activity in which thinking is promoted while reading”. Reciprocal technique is a technique or method to improve student’s skill in comprehending information. In addition, according to

Hart and Speece (1998:671 in Park, 2008) state the purpose of the reciprocal technique is to enhance students' skill in independently comprehending text.

2. The Step of Reciprocal Technique

According to Klingner (2007:134) states that reciprocal technique has four steps. They are presented as follows:

a. Predicting

Predicting is finding clues in the structure or content of a passage that might suggest what will happen next. The students will predict what they read based on their knowledge. Their knowledge will be connected with the passage and it will determine their prediction were correct or not.

b. Clarifying

Make sure the text make sense to the reader. The teacher or students gain the information as the clarification. They engage with the text and a discussion.

c. Summarizing

Students make the statement in one-two sentences. It contain of the most important ideas. The summary should use their' own words. Unimportant supporting details do not allow implying in the summary.

d. Questioning Generating

Questioning here means students should construct the question about the main idea. The question is to check the understanding of the text.