CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with the theoretical frame work and it consists of four main tittle. First presents about the active learning, including the definition of active learning principles, and *numbered head together*. Second, presents the reading comprehension, including the definition of the reading, the reading comprehension skill, the principles teaching reading, the comprehension level, and the problem of reading. Third, presents the correlation between the reading comprehension and the active learning. And the last presents the correlation between reading comprehension and *numbered head together*.

A. The Active Learning

1. The active learning definition

Learning strategies are key to greater autonomy and more meaningful learning. Rebbecca emphasizes the value and the importance of language learning strategies.

> Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and great self-confidence.[10]

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[10] Rebbecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (New York: Newbury House Publisher, 1990) 1

Active learning is one of learning strategies. Active learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that students involved in the learning process.

Active learning is a learning strategies that invites the students to learn actively.[11] When the students learn the lessons actively, they will dominate the learning process. For that reason, the teaching learning process requires various supporters, for examples from the students, teachers, learning situation, learning program and from learning media.

Being active can appear in various types in the same manner as above explanation. But all that thing have to be returned to the characteristic of the active leaning, that is the involvement of physical, mental, intellectual and also the emotional in learning activity.

The active learning strategy tries to prove that the students have potential to develop appropriate with the phases. With this strategy, the students' potential will continue develop creatively and can solve the problems. Make the students into learning subject and potential to increase their creativity and more active in every class.

With this method, the students use their brain actively to find the main idea of the lessons, solve the problems, or apply what they just learn

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[11] Hisyam Zaini, dkk. *Strategies Pembelajaran Aktif* (Yogjakarta: CTSD, 2007), xvi

into the real problems of their life. The students were invited to participate in all learning process, not only mentally but also physically. In this way, the students used to feel comfortable until the result of the study can be maximized in learning achievement.

2. The active learning principles

The active learning principles is a fundamental behavior for students to engage them in the learning process mentally, intellectual either or emotional. Whereas in the implantation of active learning strategies, the teacher must be able to make the challenging lessons to stimulate the students' creativity. For that reason, the teacher should pay attention to the active learning principles, as expressed by Semiawan (1992:10-13) and Zuhairi (1993:116-118):

a) Motivation Principle

Motif is a drive inside people to make them do something.[12] Motivation to learning process is an important factor because it is a situation that encourages students to learn the circumstances. The issue of motivation to learn is how to set the motivation can be improved. Thus in the teaching and learning activities, a student will become succeed if you have the motivation to learn.[13]

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[12] Conny R. Semiawan, Pendekatan Ketrampilan Proses (Jakarta: Gramedia,1992) 10.

[13] Syaiful Bahri Djamarah, *Psikologi Belajar* edisi 2 (Jakarta: Rineke Cipta, 2008), 176.

Nasution said the motivation is all the power that drives a person to do something.

Sudirman said that motivation is to move students to do something.

In the development of motivation can be differentiated into two kinds.

a) Intrinsic Motivation

Intrinsic motivation is motivation that comes from inside a person who on his own consciousness is essentially to do any work to learn that can be done with excite the students feeling, the desire to try, and the desire study.

b) Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside oneself students who lead the student learning activities.

In motivate a teacher should try to direct students' attention on a particular target. With the motivation in students will rise initiative with the reasons why he pursue lesson that can be done with give the students reward or punishment, for example with gives the students homework. If the students did well, the teacher gives the reward. But if the students didn't do the homework, the teacher gives the punishment.

b) Background and context principle

The teacher should investigate or check the background of the students, for the knowledge, skill, attitude, and experience. This result

should be coupled with the new material lessons that would be taught by the teacher to the students, or the lessons which was studied by the students in order to make the lessons easier to be understood.[14]

In learning the lessons, the students know something new and something else directly or indirectly. For that, the teacher should find out what knowledge, skill, attitude, and experience that the students' had.

c) Main or focus directivity principle

In order to make the students focus in learning material, the teacher should make some types of lessons. The lessons which were planned in some certain type can fasten the separate pieces in some lessons.

The lessons will be divided and the students will be hard to concentrate or focus in studying the lessons. The main point of the lessons can be created through formulate the problem that would be solved, formulate the questions that would be answer, or formulate the concept that would be found.[15]

d) Socialization principle

In learning the lessons, the students should be through paced to work with the other students. There is a learning activity which would

[14] Syaiful Bahri Djamarah, 176

[15] Zuhairi, dkk, *Metodik Khusus Pendidikan Agama.* (Malang: IAIN Sunan Ampel, 1993) 117.

be more success ding if it is worked in group than individual. The students can be divided into group: in each group the students will be given different assignment. Group training is so important to mold the students' character.[16]

e) Learn and do principle

The children essentially learn while working or doing activities. Work is a statement of the child's demands. Because of that, the children should be given a chance to do real activity which engages their muscle and mind. More the children grow up more the children less working and think. What the children get through working, searching, and finding by themselves will be hard to be forgotten.[17]

f) Individualization principle

Zuhairi dkk express that" each person has different tendency, for example in the quality of skill, hobby, background of the family, characteristic, and habit. For that reason the teacher is expected to unsubjected the students same way in order to get an optimal condition. If the different of the students is learnt and used precisely, so the success will be reached."[18]

g) Finding principle

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[16] Coony R. Semiawan, 11.

[17] Coony R. Semiawan, 11

[18] Zuhairi dkk, 117

The teacher should give the students chance to all the students to search and find the information by themselves. The teacher only give a little information, the students will search and find more information about it. If the students can feel the sensation of the mind, feeling, and heart. The sensation within the students will make the learning process fun.[19]

h) The problem solved principle

All activities will be targeted if the students are encouraged to achieve certain goals. To achieve the goals, the students are faced with a problematic situation in order to sensitize them to the issue. Sensitivity to the problem can arise if the students are confronted with a situation that needs solving. The teacher should encourage students to look at the problems, formulate, and make an effort to solve it as much as the level of ability of the students.[20]

3. *Numbered Head Together*

a) Definition of *numbered head together*

Numbered head together approach is one of the learning of cooperative. Cooperative is a lesson that helps students to develop an understanding and attitudes in accordance with the real life so that in

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[19] Zuhairi dkk, 117-118

[20] Conny R Semiawan, 13.

working together among the members of the group can increase

motivation, productivity and learning outcomes.

> Metode kooperatif tipe *numbered head together* adalah salah satu metode pembelajaran kooperatif yang dinilai dengan pemberian nomor masing-masing anggota kelompok dengan nomor yang berbeda, pengajuan pertanyaan oleh guru, diskusi kelompok dan penyampaian jawaban dalam diskusi kelas dengan cara guru mengacak nomor siswa yang harus menjawab pertanyaan.[21]

Numbered head together is a cooperative learning method of

learning that emphasizes the student's activity in searching, managing and

reporting of information from various sources, after it was presented in

front of the class.

Numbered head together was first introduced by Spencer Kagan.

The type of *numbered head together* is part of a structural model of

cooperative learning, which emphasizes on the structure-specific structures

that are designed to influence students' interaction patterns.

> Dalam pembelajaran kooperatif struktur Kagan menghendaki agar para siswa saling bergantung pada kelompok-kelompok kecil.[22]

In his book, Solomon Shahar.

> Pendekatan stuktural yaitu ada hubungan kuat antara apa yang siswa lakukan dengan apa yang siswa pelajari. Yaitu, interaksi di dalam kelas telah memberi pengaruh besar pada perkembangan siswa pada sisi sosial, kognitif dan akademisnya. Konstruksi dan pemerolehan pengetahuan, perkembangan bahasa dan kognisi dan perkembangan keterampilan sosial merupakan fungsi dari situasi ini di mana siswa berinteraksi.[23]

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[21] "Manajemen Article", *Karya Ilmiah*, http://karya-ilmiah.Um.ac.id/index.Php, accessed on November 12 2014.

[22] Iqbal Ali, *NHT Numbered Head Together* http://Iqbalali.com/2010/01/03/, accessed on November 12 2014.

[23] Sholomon Sharan, *Hand Book of Cooperative Learning* (Yogyakarta : Imperium, 2009), 167.

b) The steps of *numbered head together*

1. The giving number is the main thing in the *numbered head together* method, in this every stage, the teacher divides the students into groups or teams of 3 to 5 people and gives the student numbers in the team, each student has a different number, according to the number of students in each group.

2. Filling a question

   The next step is the submission of the question that the teacher asks questions to the students. The question is taken from a particular subject or subject that is being studied, it depends among students.

3. Thinking together

   After getting the questions from the teacher, the students think together to find answers to the members of the team so that all members know the answers to each question.

4. Giving answers

   The final step, the teacher mentioned that one of the same number raises hands and prepare answers to the questions, then the number of students is called by the teacher from each group who raises hand and

stand up to answer questions, other groups whose number is same to response the answer before.[24]

c) The purposes of *numbered head together*

Ibrahim suggested that those are three objectives to be achieved in a cooperative learning process of *numbered head together* method, they are:

1. To improve ability the students to do the assignment of academic.

2. To able to accept his/her friends that had different background.

3. To develop skill of social in a group/team.[25]

d) Advantages and disadvantages of *numbered head together*

Advantages:

1. The students have preparations

2. The students have chance to discussion truly

3. The clever student can preach the student that less understanding in the assignment of academic.

Disadvantages:

1. Probability, number is be called, it is be called by the teacher again.

2. All member of group is not called by the teacher.[26]

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[24] Iqbal Ali, *nht Numbered Heard Together,* http://iqbalali.com 3 Januarai 2014, accessed on November 12 2014.

[25] Herdi, http://herdy 07.wordpress.com/2009/04/22/model-pembelajaran-nht-number-head-together, accessed on November 12 2014,

[26] Sri Sariyati, "Kumpulan Metode-Metode Pembelajaran Inovatif", Kumpulan Artikel 2009, 4.

B. Reading Comprehension

1. Definition of Reading

Many different definition for reading either as a process or a skill. For more clarification the researcher will relate some of definitions below as follows:

Foretsch defined reading skill as "learning to pronounce words, learning to identify and get their meaning and learning to bring meaning to a text and to derive a meaning from it.[27]

According Nunan Reading is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He called this process at the 'bottom-up' view of reading which is gradually developed as the reader goes on reading.[28]

While Giroux stated that reading includes a complex relationship between language and culture and political decisions influence reading pedagogy in any society community.[29]

McCarthy has called reading 'outside-in' processing, referring to the idea that meaning exists in the printed page and is interpreted by the reader then taken in.[30] He added that:

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[27] Mary Foertsch, *Three definitions of Reading. A Study Practices, instructions and Achievement in District 31 Schools North Central Regional Educational Laboratory* (Oak Brook: Illionis, 1998) 3-7

[28] David Nunan, *Introducing discourse analysis* (London: Penguin English, 1993) 82.

[29] Michael McCarthy, *Discourse analysis for language teachers* (Cambridge: CUP, 1993) 74.

Readers need to interpret what they read and what happens to the character in accordance with their own lives, experience, needs, and aspirations and so on. Reading pedagogy should focus on building up knowledge, reflective as well as literate people. Consequently, decision makers have to put into their consideration the kinds of culture their people want for themselves, their students and their community when deciding the textbooks.[31]

It is clear from what has been mentioned that reading is a complex process including many other process. It is not just to let eyes physically run on the lines or to pronounce the symbols and words. Otherwise, reading is a skill which needs the reader to interact with the text deeply to be perceived and understood culturally. The researcher concludes that the ultimate purpose of reading in English is to achieve comprehension and not to read mechanically and that is comprehension.

The researcher can summarize that comprehension occurs when the reader is involved in the task of reading using his/her intellectual ability and the readiness represented in activating his/her purpose in order to be able to comprehend according to his/her level and interest. Moreover, the researcher believes that the teacher has an essential role in helping students understand reading texts by adopting suitable strategies and creating suitable classroom environment bearing in mind that reading is a main skill that works together with other sub-kills in order to help in comprehension.

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[30] Henry Giroux, *Modernism, post-modernism and feminism: Rethinking the boundaries of education discourse,* (Albany, NY: state of Guided Reading. Chicago, Illinois: Saint Xavier University, 1991) 221.

[31] Ibid, 226.

2. Reading Comprehension Skill

A good reader is someone who has a purpose for reading whether it is to look for specific information or read for pleasure. Since the reader is involved in a complicated thinking process while reading, he/she should use main skills and sub skills that help him/her become purposeful and active readers. These skills make significant gains in reading comprehension lessons. The use of these skills depends on what readers are reading.[32] Below these are some of the reading skills.

a). Deduction of the word

Naturally teachers do not expect students to know every word in the text because not all words are equally important. These are two categories of known words: an active vocabulary that he/she recognizes and can respond to but cannot confidently use. Deduction skills are two kinds. The first, one is use context clues or using the meanings of other words such synonyms and antonyms in the same sentence or paragraph or the meaning of unfamiliar words and phrases, for example: in this sentence, "The Indians cut their canoes out of tree trunks by using adze". The meaning of "adze" can be deduced from the meaning of the whole sentence. It must be a kind of instrument for cutting. The second, skill of deduction is using structural information. This refers to word information

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[32] Judith L. Shrum & Elieen W. Glisan, *Teacher's Handbook: Contextualized Language Instruction* (Boston, *MA*: *Heinle & Heinle*, 1994) 112-118.

such us analysis of the stem and affixes of the words can help our students get the meaning of unfamiliar words.[33]

b). Reading in Meaningful Units

One of the factors that determine reading speed and comprehension is the number of word the eyes can at one glance. The more words students can see and comprehend at one glance, the greater will be their comprehension.[34]

Students should be able to read in meaningful units instead of isolated words. i.e., they should have maximum responsibilities for finding the meaning of the text as they move from concrete to increasingly abstract levels interaction with the text.

c). Prediction

According to Nutall, prediction will greatly reduce the reliance on visual information, increase reading speed, and enhance comprehension.[35] Students can learn to make predictions based in the title, subtitles, and their knowledge of the context, such as diagrams, graphs, tables, pictures, and maps, which serves the same purpose as gestures and facial expressions in conversations. The teacher can help

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[33] Christine. Nutall, *Teaching Reading Skills in a foreign Language* (Oxford: Heinemann, 1996) 26-28.

[34] Linda Gajduesk & Van Dommelen, *Literature and Critical Thinking* (NY: State University of York Press, 1993) 201.

[35] Christine. Nutall, 38.

students by asking questions or giving hints or clues to arouse their ability to make prediction about what they are going to read.

d) Skimming Skill

This skill is useful when we want to determine whether a book or an article merits more careful and thorough reading. Skimming may sometimes be the prerequisite of reading for full understanding. The reader tries to get the general, overall ideas of the wholes text.

Therefore, the key to skimming is to know where to find the main ideas of different paragraphs and to be able to synthesize them into idea of a well-organized paragraph is in most cases, either in the first or the last sentence.[36]

e) Scanning Skill

It is a useful skill to locate specific items of information that the reader needs, such as a date, a figure or a name. The focus is on the information wanted. The key to scanning is to decide exactly what kind of information the reader is looking for and where to find it. A useful way to teach this skill is to ask students to search for information such as a definition or the name of a person or a place asking them to start at the same time and see who the first to find it.

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[36] Ken Hyland, *"Purposes and Strategy: Teaching Extensive Reading Skills" English teaching Forum,* 1989-1996 (Thomas Karl Editor: 1996) 107.

f) Distinguish between Facts and Opinion

Readers are able to judge the truth and logic of what they read by following the writer's arguments or by using their previous experience. By doing this they can make decisions about the worth of reading materials. The teacher can help students from their own opinions towards the topics and issues they read through holding discussion and eliciting various points of view.[37]

g) Distinguishing General Statements from specific Details

Ommaggio said that general statements usually contain main ideas and specific details in term of explanations and examples support the general statements. Therefore, general statements are more important for comprehension. Very often they are introduced by signal words such as "in general, above all, in conclusions" and it can be seen that students learn to direct their attention to these single words. They should also learn to identify expression of probability, frequently, and quantity that indicate different levels of generality.[38]

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[37] Yetta Goodman & Dorothy Watson, *A sociolinguistic model of the reading strategy instruction.* (Urbana, I L: National Council of Teacher of English, 1998) 115-120.

[38] Alice Omaggio Hadley, *Teaching Language in Context* (Boston, MA: Heinle & Heinle, 1993) 52.

h) Recognizing Organizational Patterns

The logical structure of a passage is often signaled by textual connectors, which are expressing connecting ideas. Nuttal (1996:38) mentioned:

> The most common organizational pattern in the textbooks, for example, are cause-effect, definition, sequence of events, spatial geographic, thesis-examples, description, generalization, and hypothesis-evidence, each of which has its characteristic textual connector are the best indicator of ideas, hence most important for reading comprehension. The best way to teach this, is to let students read different passages with different organizational patterns and identify their textual connectors.[39]

i) Interpreting Texts

Readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer is employing or suggesting. Successful interpretation of this kind depends to a large extent on shared prior knowledge together with students' knowledge of the world. This helps the reader to get the writer's viewpoint given.[40]

j) Recognizing the Rhetorical Markers and their Functions

Amer thought that readers gain the meanings from the figurative use of language by knowing how to interpret the special meaning of

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[39] Nuttal, 38.

[40] Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge, UK: Longman, 1992) 202.

many common figures of speech or relating information and understanding gained from reading to other experiences they have had. Some figurative forms are contextual. This means that they are understood only in a certain context and have a different meaning in other context.[41]

k) Inferences and Conclusion

Comprehension involves understanding not only what is stated explicitly but also what is implied. That is to say, the reader has to make inferences based on what is stated to do. So it requires the ability to analyze and synthesize. Raymond stated this example, "In the sentence, (Age affects hearing), we can infer that with age hearing either increases or decreases or to read between the lines, or to conclude what the reader has to summarize stated facts."[42] The reader can summarize the main and conclude in the light of his/her understanding.

l) Evaluation and Appreciation

This is a high level of comprehension skill. The readers not only has to thoroughly understand what he/she has read, s/he also has to analyze and synthesize it so as to form his/her own opinion, and judgments. To evaluate, the reader has to read critically. In other words;

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[41] Aly Anwar Amer & Naguib Khouzam. (1992). "The Effect of EFL Students' Styles on their Reading Comprehension Performance". *Journal of Curriculum and Instruction*, pp 1-12.

[42] Jones Raymond. (2009). *What is Summarizing? Strategies for Reading Comprehension Summarizing*. Reading.Org. Making Social Studies.

to consider what, why and who has the writer has written to, to determine the author's purpose, consider his/her intended audience, recognize his strengths and weakness, and distinguish his opinion from facts. Fry said that "appreciation is different from evaluation. To appreciate, the reader has to understand the use of figures of speech. Evaluation is a useful skill for reading political and academic essays whereas appreciation is useful in reading literary works."[43]

m) Summarizing

Summarizing is how we take large selection of text and reduce them to their bare essentials: the gist, the key ideas, and the main points that worth nothing and remembering. Raymond calls a summary as a general idea in a brief form: it is the distillation, condensation, or reduction of a large work into its primary notions.[44]

n) Identifying the Topic

Good reader is able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being read. This ability allows students to process the text more effectively as it progresses.[45]

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[43] Edward Fry. (1991). "Teaching faster Reading." A manual of Cambridge University: Cambridge University Press.

[44] Jones Raymond, 32.

[45] Harmer, 201.

From the researcher's point of view, the previously mentioned skills are nearly the main skills needed for students in Palestinian schools. These skills are of different levels of comprehension and that means they reflect the needs of all students in a normal classroom.

The researcher also thinks that the teachers of English should be aware of these skills to help students in achieving the objectives of teaching and learning reading in English as a foreign language.

3. The Principles of Teaching Reading Lessons in English

Day & Bamford suggested the following principle to be taken into consideration in any English reading comprehension lesson:

- Students read as much as possible in and out of classroom.

- A wide variety of material is available to encourage reading.

- Students select what they want to read due to their interest and level of comprehension.

- The purposes of reading are usually related to pleasure, information, and general understanding.

- Dictionaries are rarely used while reading because it makes fluent reading difficult.

- Reading speed is usually faster than slower as students read texts that they find easily understandable.

- Teachers orients students to the goals of the program, explain the methodology, keep track of what students read, and guide students in getting the most out of the program.

- The teacher is a role model of a reader, an active member of the classroom community, and demonstrating what is meant to be a reader.[46]

It becomes clear to the researcher that a reading comprehension lesson has certain factors represented in the teacher, the students, the objectives, methodology and facilities. These factors are preferable to achieve the objective of the program.

- For the teacher, s/he is supposed to be a guide and facilitator who direct the students towards the objectives.

- For the students, they are expected to select what they are going to read according to their interest in order to get information, knowledge, and pleasure. Through reading session, the teacher has to provide the students with the reading material and help.

- For objectives, the researcher thinks that they must be clarified by the teacher. In addition, the curriculum designer must take into consideration that what suits certain age does not suit another.

- For methodology, a good teacher should be able to adapt the best method to lead students straight forward to their purposes.

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[46] Richard R. day & Jullian Bamford, *Extensive reading in the second language classroom* (Oxford: oxford University Press, 1997) 7-8

This study adopted *numbered head together* to active comprehension lessons because the most teachers in Indonesia are teaching reading comprehension by ordinary methods which is teacher-centered approach.

4. Level of Comprehension

Reading comprehension is a thinking activity as the reader uses his/her mental ability to deal with the text. It occurs when extracting meaning from the printed texts or symbols. It is expected that individuals read and get the idea at different levels of comprehension. In order to words, levels of comprehension mean different depth of understanding and different analysis of meaning.

Nuttall reported that there are four kinds of meaning the reader is supposed to get through reading comprehension.

- Conceptual meaning; the meaning that the word can be on its own.

- Contextual meaning; the meaning that the sentence can form only in a context.

- Pragmatic meaning; the meaning a sentence is only as part of the interaction between the writer and the reader.

- Propositional meaning; the meaning that the sentence can convey on its own.[47]

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[47] Nuttal, 21.

McWhorter sorted out the reading comprehension into three levels. They are presented in the following hierarchy from the least to the most sophisticated level of reading comprehension:

- Literal level, what is actually stated in terms of facts and details, rote learning and memorization and surface understanding only.

- Interpretive level, what is implied or meant, rather than what is actually stated in forms of drawing inferences, tapping into prior knowledge/experience, attaching new learning to old information, making logical leaps and educated guesses and reading between the lines to determine what is meant by what is stated.

- Applied level, taking what was said (literal) and then what was meant by what said (interpretive) and then extend (apply) the concept or ideas beyond the situation in forms of analyzing synthesizing and applying. In this level the reader is analyzing or synthesizing information and applying it to other information.[48]

5. Problem in Reading

For some students reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be an uninteresting activity for them. One of problem in reading is comprehension. The most students have difficult in reading comprehension

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[48] Kathleen T. McWhorter, *Collage Reading & Study Skills.* (White Plains, NY: Longman, 2004) 1-3.

which cannot be mastered will affect the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion.[49]

There may some reason of the students why they do not want to and not be used to read.[50]

1. Reading makes them dizzy.

2. They believe that they will be ashamed because the teachers usually force them to read loudly.

3. They are asked to read some not interesting materials.

4. They know that they are asked to finish for reading text that started in the class: however the text is long, difficult, or bored.

5. They know that they will be tested based on the text that they has read, making it becomes a duty, not an effort to get some information, viewing a new perspective, or something fun.

6. They are often confused when they read because of the inappropriate basic understanding.

7. They believe that the effort to reach "behind" will be nothing.

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[49] John Langan, *College Writing Skills with Reading, Seventh Edition*, (New York: McGraw Hill, 2008) 114.

[50] Lou Anne Johnson, *Pengajaran yang Kreatif dan Menarik: Cara Membangkitkan Minat Siswa melalui Pemikiran*, trans. Dani Dharyani (San Fransisco: PT. Macanan Jaya Gemilang, 2009), 271.

8. They believe that they will be asked to given opinion from a book or story verbally or written but they will get a bad mark if they say honesty.

C. The Correlation between Reading Comprehension and Active Learning

Reading had been assumed to be a passive skill and so called "bottom-up" process in reading had been a main theory. New reading theory and learning theory suggest that reading is never passive but very active. This paper is an empirical study of new reading instruction, in which teachers encourage students to become more interest in reading in reading English, so that they can understand more in what they read. Through the active learning strategy, their reading learning process will be active and interesting.

D. The Correlation between Reading Comprehension and *Numbered Head Together*

One of problem in reading is comprehension. The most students have difficult in reading comprehension which cannot be mastered will affect the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion. With this method, it will be easily the students to comprehend, search the meaning, and understand the text to do simultaneously that they are be formed in each team/group. First, the teacher divides the students into groups or teams of 3 to 5 people and gives the student numbers in the team, each student has a different number, according to the number of students in each group. The next, the submission of the question that the teacher asks questions to the students. The question is taken from a

particular subject or subject that is being studied, it depends among students. Then, after getting the questions from the teacher, the students think together to find answers to the members of the team so that all members know the answers to each question. The final step, the teacher mentioned that one of the same number raises hands and prepare answers to the questions, then the number of students is called by the teacher from each group who raises hand and stand up to answer questions, other groups whose number is same to response the answer before.