

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature. It concern with theoretical frame work underlying this study, which is presented in detail. This chapter consists of definition of reading, the importance of reading, teaching reading, definition of recount text and Numbered Heads Together (NHT).

A. Definition of Reading

In this globalised word, having good reading skills in English is becoming more and more important day by day. Reading is a skill that does not attract exceptional attention in day-to-day life, since it is one that goes without saying⁹. Reading is an essential skill for learners of second language which is a fluent process of readers combining information from the text background knowledge to build meaning and the goal of reading is comprehension¹⁰.

Reading, like listening, is also considered a receptive language skill; however, it requires active processing skills in order for comprehension to take place. Reading, like other skills, also develops at different rates depending on whether it is social or academic reading. Reading is

⁹ Daniel Cruz, *Teaching Reading in English as a Foreign Language* (Germany: GRIN Verlag, 2014), 1.

¹⁰ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 3.

encompasses processing, interpreting and evaluating written language, symbols, and text with understanding and fluency¹¹.

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning¹². It means that when the learner read a text, they were combining between their knowledge and information that gotten from the text. It will increase their knowledge. The reader's background knowledge integrates with the text to create the meaning. So, the readers understand about what the text talking about.

Written words are meaningless if we do not understand, or think about, what an author is saying. We can look at the pages of books written in German, Chinese, or Russian, but we will not be able to read them unless we are familiar with and understand those languages. So, reading is an active process that depends on both an author's ability to convey meaning using words and our ability to create meaning from them. To read successfully, we need to constantly connect what we already know about the information to the words the author has written¹³.

Reading also has positive effect on student's vocabulary knowledge, on their spelling and on their writing. Reading text also provides good models for English writing. At the same time, we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to

¹¹ Rachel Carrillo, *How to Reach and Teach English Language Learners* (San Francisco: Jossey-Bass, 2011), 102-103.

¹² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 68.

¹³ Deborah Daiek & Nancy Anter, *Critical Reading for College and Beyond* (New York: McGraw-Hill, 2004), 5.

demonstrate the way we construct sentences, paragraph and whole text. From those explanation, reading activity gives so many knowledge that students need to develop their English capability¹⁴.

B. The importance of Reading

Reading is a very important activity in our life. Reading is the key to unlocking vast worlds of information and pleasure¹⁵. But, sometimes students do not realize the advantages of reading. For several reasons, reading is very important for the students. Firstly, by reading they will get a lot of knowledge about many things in the world and knows what issue happened in the world. Secondly, reading can give them pleasure too. When they are tired with a lot of homework, they can read novel, comic or magazine to make them relaxed.

According to Harmer, there are several factors why reading is very important for the students. First, reading is a way to gain information, for example, information from newspaper or magazines. Even, news that is broadcasted on internet or radio sometimes need to be read. Second, to find several facts to support an agreement in learn the major step in laboratory experiment to understand a match problem and analyze an authors' view point about text. Beside it, sometimes we read in order to interpret and sometimes we read in order to transfer the information to another medium¹⁶.

¹⁴ Jeremy Harmer, *How to Teach English* (England: Longman, 2007), 99.

¹⁵ Diane Lapp, *Teaching Reading to Every CHILD fourth edition* (New York: Routledge, 2013) 1.

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1991), 18.

C. Teaching Reading

Due to a globalizing world, English language that is increasingly important in everyone's life. Be it in professional life, in literature, in supermarket or at the airport, one is constantly exposed to English, both orally and in writing. Wherever we look, no matter on which spot of the world, we will find descriptions and indications in English. Especially good reading skills in the English language are often required when it comes to gathering information in the internet, reading international papers or communicating with colleagues in foreign countries. It is hard to imagine, how the human kind would live nowadays and what the world would look like, if we had never been able to read¹⁷. Therefore, teaching reading is important in education field.

Teaching reading is a process of teaching in which the reader shows and helps someone or students to learn how to read well in English to improve students' awareness or reading as a skill. Brown stated that teaching is guiding and facilitation learning enabling the learners to learn, and setting the condition for learning¹⁸. From the statement above, it can be concluded that teaching is an activity, which gives guidance to the students in teaching learning process. Beside it, teacher has important role to raise success in teaching learning process.

¹⁷ Daniel Cruz, *Teaching Reading in English as a Foreign Language* (Germany: GRIN Verlag, 2014), 1.

¹⁸ Douglass, Brown, *Principles of Language Learning and Teaching fifth edition* (USA: Pearson Education, 2007), 8.

For some students, reading is an enjoyable activity because they know that reading can give new information and knowledge. On the other hands, reading can be an uninteresting activity for them. For example, when they read a text suddenly they meet a difficult word or confusing sentence, their reading becomes painful, boring and it make difficult for them to continue and give up trying to read¹⁹.

To avoid the problem in reading, the teacher should design a set of principle that can be help the student to develop the reading skill successful. Principles or teaching reading are the principles that should pay attention in teaching learning process of reading. Here, the writer describes six principle purposed by Harmer²⁰. The six principles will be discussed below:

1) Suggestion students to read as often and as much as possible.

By reading we will get new information and increase our knowledge. Giving motivation to students to read book outside the classroom is a good way that every teacher should do. The more students read the better.

2) Students need to communicative situation.

When students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. During lesson, we ensure that they are interesting with the topic of reading text.

¹⁹ Thomas Farrell, *Teaching Reading to English Language Learners* (California: Corwin Press, 2009), 1.

²⁰ Jeremy Harmer, *How to Teach English* (England: Longman, 2007), 101-102.

- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

It is important for students to study reading texts in order to find out information from a text that they read. It is especially important that they should be allowed to show their feelings about the topic, thus, provoking personal engagement with it and the language. Reading for pleasure should be different with reading for study.

- 4) Prediction is a major factor in reading.

When we read texts in our own language, we frequently have an idea of the content before we actually start reading. The cover of book gives us a clue about what is in the book; we can identify from their appearance before we read a text. The moment we get these clues, our brain start predicting what we are going to read. In class, teachers should give students 'hint' so that they also have a chance to predict what is coming.

- 5) Match the task to the topic.

We need to choose good reading task for our students. Once decision has been taken about what reading text the students are going to read (based on their level, the topic and the text). The right kinds of questions, appropriate activities before, during and after reading, and useful study explanation. The most useful and

interesting text can be undermined by boring and inappropriate tasks.

6) Good teachers exploit reading to the full.

Any reading text is full of sentences, words, ideas, description, etc. Good teacher integrate the reading text into interesting lesson sequences, using the topic discussion and further tasks, using the language for study and the activation. Where students have been doing extensive reading, teacher should present them to provoke useful feedback

D. Definition of Recount Text

A recount is a piece of text that retells past events, usually in the order in which they occurred. A recount text usually has three main sections. The first paragraph gives back ground information about who, what, where and when (called an orientation). This is followed by a series of paragraph that retell the events in the order in which they happened. Some recount have a concluding paragraph, however this is not always necessary²¹. The purposes of recount are to inform, entertain the audience (the listeners or readers).

1. Generic structure of a recount text

1) Title (optional)

It usually summarizes the text and informs specific participants.

²¹ Mark Anderson & Kathy Anderson, *Text type in English* (Australia: Mcmillan, 1998), 24.

2) Orientation

It provides the background information. It answers the questions: who, where, when, why, what.

3) List of events

It tells the sequence of events in the order in which they occurred. It uses conjunctions or connective like: first, next, then.

4) Reorientation

It presents the concluding comments. It expresses the author's personal opinion regarding the events described²².

2. Grammatical features of a recount

Recounts usually include the following grammatical features:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about who, what, when, where and how.
- 3) The use of the past tense to retell the events.
- 4) Words that show the order of the events (for example, first, next, then).

Example of Recount Text:

A postcard

²² Mukarto, *English on Sky 2 for Junior High School Students Year VIII* (Jakarta: PT Gelora Aksara Pratama, 2007) 62.

Orientation	<p>Dear Nan,</p> <p>We are having a great holiday here on the Gold Coast.</p> <p>Yesterday we went to Movie World.</p> <p>When we got up in the morning it looked like rain.</p> <p>After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie World.</p>
List of events	<p>The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride.</p> <p>About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides followed by the studio tour.</p>
Reorientation	<p>It was a top day. See you when we get back²³.</p>

E. Numbered Heads Together

Numbered Heads Together (NHT) is an approach developed by Spencer Kagan (1998) to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. There are four steps of Numbered Head Together, 1) Numbering, students are placed in groups and each person is given a number, 2) Questioning, the teacher poses a question, 3) Heads Together, students put their heads together to figure out the answer, 4) Answering, the teacher calls a specific number to respond as spokesperson for the group²⁴.

²³ Mark Anderson & Kathy Anderson, *Text type in English* (Australia: Mcmillan, 1998), 24-25.

²⁴ Trianto, *Mendesain Pembelajaran Innovatif-Progresif* (Jakarta: Kencana, 2010), 62.

Numbered Heads Together is a cooperative learning strategy which holds each student accountable for learning the material. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, so all team members must be prepared.

There are many advantages of Numbered Heads Together. They are:

- 1) This strategy can involve students into active thinking about the materials discussed in the classroom. It allows the students to take time they need for thinking. This chance will help students to improve the quality of their answer.
- 2) This strategy can open students' mind to review and integrate the material which have been already discussed. It also gives a chance to the students to prepare and understand the information before sharing with entire of class.
- 3) Through this strategy, the students have an opportunity to share their opinion with other member in their group and it can increase their sense of involvement in classroom learning.
- 4) This strategy can be used in large classes. It means the teacher can manage in a whole class easily.

Numbered Heads Together can be said as flexible strategy since it can be applied in various levels. Moreover, it allows all of the students share what they have in mind with their group. This will develop their sense of involvement in learning process.