

CHAPTER II

REVIEW OF RELATED LITERATURE

To support this study, the writer does a literature review related to the topic of this study. They are the nature of reading, the objectives of reading, the advantages of reading, reading comprehension, teaching reading, and number head together method.

A. The Nature of Reading

Reading is an activity undertaken motoric can comprehend a text. By reading the students can understand and comprehend the contents of / main idea reading. Read more often will train students to be able to understand and be able to determine the main idea in reading. The underlying idea is the main idea / main idea contained in each paragraph. In one paragraph there is only one main idea who else is on the mind of descriptors that support the main idea. "Reading comprehension" can be described as the result of a successful interaction of a reader with a text, and schema theory and linguistic theory are valuable for what they have to say about the parties to that interaction. Here it is said that reading is as a result of the interaction of the reader with the text reading.

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then

understand the meaning by their brain. According to Richards at all reading perceives a written text in order to understand its context.⁵

Based on the devintion above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

B. The Objectives of Reading

Every action has purpose in doing it. Reading has several purpose for aims when it is done. According to Grabe W, he defines the objectives of reading in several points, they are as follows⁶:

1. Reading to search information
2. Reading to skim quickly
3. Reading to learn (from text)
4. Reading to write (or search information needed for writing)
5. Reading to analyze the text
6. Reading for general information

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above are reason why getting students to read. In Senior High School, english text is an important part of teacher's job.⁷ Reading is useful for other puposes too: any exposure to English (provided

⁵ Jack Richard, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (UK: Longman Group, 1990), p.127

⁶ <http://forumkependidikan.unsri.ac.id/userfiles/Artikel%20Subadiyono-UNSRI.pdf>. Accessed on 15 mei 2015 at 15.43 am

⁷ Jeremy Harmer, *How to Teach English*, (England: Pearson Education, 1998). P. 68

student understand it more or less) is a good thing for language students. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

C. The Advantages of Reading

When people read a news paper, story, or take part in a conversation directly they improve their knowledge. According to Harmer a large amount of reading some clear aims, then another kind of reading takes place for pleasure.⁸ Learning reading has effect on language ability. So many advantages we will get by reading.

It is why reading is one of the important skills in Learning English. There are some pointers for pleasure reading that help people to:

1. Improve their vocabulary
2. Increase their reading speed
3. Improve their comprehension
4. Improve their writing
5. Gain more knowledge
6. Find the examples of many different ways people speak and write⁹

Based on the advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their

⁸ Jeremy Harmer, *How to Teach English*. P. 200

⁹ Mikulecky SB and Jeffries L, *Power Reading for Pleasure, Comprehension skill, Thinking skill, Reading Faster*, (New York: Pearson Group, 1990), 2nd Ed., p. 06

competence, ability, knowledge and information in teaching learning process. For student who live in a non-English spoken country, it can help them to understand about English more. It is very important for them. The advantages for student stated below:

1. Reading helps you to learn how to think in english
2. Reading can enlarge your english vocabulary
3. Reading can help you to improve your writing
4. Through reading may be it is good way to practice your English although you live in non-English spoken country
5. Reading is good way to find out about ideas and facts¹⁰

This is clear enough about reading advantages. When almost all people in the world feel boring with reading, factually reading can help us in teaching learning. Student feel boring because they do not know their aims when they read “what we read and how we read it”.

D. Reading Comprehension

There are some explanations and definitions of reading comprehension from many scholars. According to Johnson in, reading is the practice of using text to create meaning; therefore if there is no meaning being created, there is no reading takes place.¹¹ Reading is constantly developing skill; reading will

¹⁰ Mikulecky SB and Jeffries L, *Power Reading for Pleasure, Comprehension skill, Thinking skill, Reading Faster*, p. 10

¹¹ Swastyastu, L.T.J, “*Improving Reading Comprehension Of The Tenth Grade Students Of Smk N 5 Denpasar In Academic Year 2013/2014 By Using Number Head Together*” (denpasar: University Mahasaraswati, 2014) p. 5

be better if do more practicing. Reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information. And reading is the act of linking one idea to another.

In addition, Alyousef (2005:144) explains that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency¹². In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). It means that in reading comprehension, there is an interactive process going on between the author and the reader. The author presents ideas through text.

Meanwhile, the text it self presents letters, words, sentences, and paragraph to encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is, so the interactive process will result into comprehension.

All of the definitions above suggest that reading comprehension is a thinking process. In acquiring the message of the text, one's prior knowledge has an importance role in processing new information.

¹² Ibid

Otto, Rude and Spiegel as citied in Supri Adi explain that there are four levels that readers need to master in reading comprehension, these four levels include:¹³

1. Word level

First level is word level. It should be noted that before the students can understand a complete sentence; the students must know the meaning of at least most of the words in the sentence.

2. Sentence Level

The second level is sentence. The students must be able to combine the words in the sentence and understand what the whole sentence means.

3. Paragraph level

The third level involved the unit paragraph. The readers comprehend the word and sentences in a paragraph and also develop an understanding the meaning of the paragraph itself. In this case, the readers may identify the main idea, draw inference or use the information in the paragraph to determine cause and effect.

4. Reasoning level

The fourth level contains a large and creative reading. When individual read critically, they evaluate what is read, that is they examine critically the tough of the writer and judge their validity. Creative reading

¹³ Supri Adi, I Nyoman, "Improving The Students Competence In Reading Comprehension By Using Nht Strategy At Class VIII 2 of SMP N 3 Banjar In Academic Year 2010/2011", thesis singaraja undiksha singaraja. P. 19

going beyond what the author has written, applied ideas from the text to new situations and recombined by the author's idea to form new concepts or to expand all of them. Though, creative reading, the reader creates new ideas gleaned from the text.

The reading comprehension will be achieved if the four levels above are mastered by the students because those levels enable to motivate the students' interest and build background knowledge on the topic of the text that the students read. Moreover, an appropriate strategy also takes part in achieving reading comprehension, because by applying an appropriate strategy, the teachers are able to explore themselves and give more knowledge to the students in teaching English, especially reading. In this study, the writer is interested in applying Numbered Heads Together to improve students reading comprehension of the eleventh grade students of MAN KOTA BLITAR.

E. Teaching Reading

Teaching is process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehension the text is one of reading's goals. Teaching reading can be main as facilitate student performance this in comprehending texts, and provide student with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.¹⁴ During teaching reading process we must pay attention about the principles of teaching reading. The

¹⁴ Jack C. Richards, *Approaches and Methods in Language Teaching*, p. 207

principles can be standard to limit teacher when they teach reading. The principles of teaching reading are stated below:

1. Reading is not passive skill
2. Student need to be engaged with what they are reading
3. Student should be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is major factor in reading
5. Match the tasks to the topic
6. Good teacher exploit reading texts to the full

Teaching reading is not a vacuum activity. Student must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text. according to the definition about reading and reading comprehension, we have three points based on the explanation above, they are:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension a part

F. Number Heads Together

Numbered Heads Together is one type of cooperative learning that emphasizes the special structure that is designed to influence the pattern of interaction of students and has a goal to improve academic mastery. This type was developed by Kagan in Ibrahim to engage students in reviewing the material

covered in the lesson and check their understanding of the lesson content, there are three objectives to be achieved in a cooperative learning with NHT types namely:¹⁵

a. Academic learning outcomes structural

Aims to improve student performance in academic tasks.

b. Recognition of the diversity

Aims for students to receive their friends who have different backgrounds.

c. Development of social skills

Aims to develop students' social skills.

Skills in question are shared tasks, actively ask the opinions of others, willing to explain ideas or opinions, work in groups and so on. The statement is also in accordance with the opinion of Dr. Spencer Kagan who first discovered the method of number heads together as quoted below.

"According to Dr. Spencer Kagan, there are some advantages and disadvantages of cooperative learning. Starting with Increased academic achievements has been among those who have used cooperative learning. Cooperative learning also builds an ethnic relations among students creating mutual understanding between them. Cooperative learning also increases one's self-esteem, social skills, and study skills. It Teaches student builds empathy and social relationships. It not only makes a student like the school, class, lesson plans, the teacher but also Teaches them to be more responsible, creating in them

¹⁵ <http://incchu.blogspot.com/2011/02/proposal-skripsi-pembelajaran-nht.html>. Accessed on 15 mei 2015 at 19.19 pm

a sense that they do make a difference. Moreover, in working in groups students learn to work with and understand others who differ from Themselves".¹⁶

According to Lie, Number Head Together is a type of cooperative learning structural approach provides the opportunity for students to exchange ideas and consider the right answer. Besides the number of head together also encourage students to improve their cooperation.¹⁷

According to Adi, Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are divided into a group and each person is given number from one up to the maximum number in each group. By group working, this strategy ensures that each member knows the answer to problems or questions asked by the teacher and they also can share their opinion and idea.¹⁸

According to Kagan "Numbered Head Together is a type of cooperative learning model which is a simple structure and consists of four stages used to meriview facts and basic information that serves to regulate the interaction of students". Comments like the above are also supported by other experts such as Muslims who argues that: "Numbered Head Together is one type of cooperative learning with the syntax: briefing, create a heterogeneous group and each student

¹⁶ Pratiwi, Intan Septiani, "Efektivitas Penggunaan Metode Nht (Numbered Heads Together) Untuk Meningkatkan Kemampuan Mahasiswa dalam Pemahaman Membaca Teks (Semarang: Universitas Negeri Semarang, 2013) p. 12

¹⁷ Rini, Yulianti, "Efektivitas Penggunaan Model Pembelajaran NHT Terhadap Hasil Belajar IPS bagi Siswa kelas IV SD Negeri 1 Nglinduk Kecamatan Gabus Kabupaten Grobogan Semester II Tahun Ajaran 2011/2012"(Salatiga: Universitas Kristen Satya Wacana, 2012)p. 5

¹⁸ Swastyastu, I. T. J. (2014)."Improving Reading Comprehension of the Tenth Grade Students of SMK N 5 Denpasar in Academic Year 2013/2014 by Using Numbered Heads Together"(Denpasar: Univ. Mahasaraswati Denpasar, 2014)P. 2

has a specific number, give the issue of teaching materials (for each group of similar but not the same for each student according to the number of students, each student with the same number received the same task) and then work in groups, group presentations with the same number of students each corresponding task resulting in class discussions, and individual quiz scores for each student development, announced the results of the quiz and give reward".