

CHAPTER II

REVIEW RELATED LITERATURE

This chapter explain some theories related to the experts. The discussion consist of the nature of reading, type of reading, reading comprehension, recount text, Directed reading Thinking Activity (DRTA), the nature of cooperative learning, Numbered Head Together (NHT), teaching reading comprehension using DRTA trough NHT.

2.1 The Nature of Reading

Reading is the main process of learning something in different levels. According to O'Malley (1996: 94) explained reading in native and second language. Reading in native language is comprehend the text by make new information between background knowledge and world knowledge. To create their comprehension native language reader need to conclude and evaluate their reading to support their writing process. Reading in second language process is almost similar with native language. Two differences between reading native and second language are language proficiency and experiences it is because second language still learn the oral language and build up english litracy and their reading experiences just like they read word by word.

In reading there are some process called Bottom-Up and Top-down up models. According to O'Malley (1996: 94) he defines Bottom-up involve to the interpret of the text of linguistic and presenting from smaller to larger units to find meaning and revise prior knowledge. while Top-down is the process of reader's assumption about the meaning of the text and try to prove it by presenting in the smallest unit of the text. As Brown (2003:185) defines Bottom-up is development of separate letter, word and phrase, when Top-down is strategy for understanding the text. For second language reader, top-down models must extend background knowledge for comprehension.

2.2 Type of Reading

There are some kinds of reading types that can be used for the process of assessment. Based on Brown (2003: 189) States there are four types of reading those are perceptive, selective, interactive, and extensive.

Perceptive reading is process of providing part of larger stretches of conversation text such as letter, words, punctuation, and other graphemic symbols usually used for listening comprehension tasks using bottom-up process.

Selective reading is a very short stretch of language that usually a piece of assessment format such as lexical, grammatical, or discourse that need just short answer used picture-cued task, matching, true/false answer, multiple choice, etc. also contain sentences, short paragraph and simple diagram or chart.

Interactive reading is a higher level reading which includes a page of paragraph or more that the reader have to make interaction with the text. It means the process of understanding by constructing in the background knowledge. It includes anecdotes, short narratives, description, parts of longer texts, announcements, questionnaires, memos, recipes, etc. The task is like identify relevant features such as lexical, symbolic, grammatical, and discourse.

Extensive reading is the highest level of reading that includes more than one page such as professional article, essays, books, etc. That generally read in outside classroom hour. The aim is to assess the global understanding of the text. It is a kind of reading for pleasure and uses top-down process.

In conclusion. The types of reading are depending on reader ability in constructing meaning and reading level. Reader who has a higher ability in comprehension the text will be able to read extensively. However, reading types for students in junior high school still in perceptive, selective and interactive types.

2.3 Reading Comprehension

According to Woolley (2011: 15-16) reading comprehension is not translating the meaning of words or sentences but understanding the content of the text. In reading comprehension readers will build two mental models that are text based model and situational model. Text based model focused on the way words

are organized into sentences, paragraphs, and whole text while situation model refer to the meaning that result from the integration of the text based approach with the reader prior knowledge and purpose.

Based on Tankersley (2005:108) states that comprehension is not a product but the thinking process of constructing meaning between background knowledge and the text. While reading reader making inference throughout their motivation, knowledge, cognitive abilities, and experiences.

Based on the Snow (2002: 11) explained reading comprehension is the practice of digging information and putting up meaning while reading in order to highlight meaning and deficiency of the text as a factor of reading comprehension. comprehension involves three elements reader, text, and activity. a reader as doing comprehending should have abilities, knowledge, and experiences for the reading activity process. Text as becomes comprehended contains several text reading sprinted or electronically. Activity as a part of comprehension contains purpose, and process related to reading activities.

2.4 Recount Text

Teaching English in junior high school is a text based genre. There are many kinds of text genre taught by teachers those are recount text, narrative text, reports, anecdote, exposition, etc. one of the genre is recount text. Based on Priyana (2008:69) Recount text is the text that tells about "what happened" in the past and usually express about the writer's feeling and attitude which the purpose is to records or informing the reader about sequences of event.

Generic structure of recount text are orientation, event, and reorientation. An orientation that introduce based information such as who was involved, what happened and where the event took place and when it happened. Event tells about chronological order. Reorientation tells about personal comment of the event in the last paragraph. involve grammatical features uses for instance noun and pronoun, action verb, past tense, conjunction , adverb, and adverb.

2.5 Directed Reading Thinking Activities (DRTA)

According to Wolley (2011: 108) DRTA is the Predicting process that engages the students to guess event or story that will happen based on the prior knowledge. The students will comprehend text by set of their experiences about the topic. The reader can evaluate their prediction with new information they found from the text to prove their comprehension. The teacher should guide the process of prediction by giving some clues and construct prior knowledge. The reader usually represent their background knowledge while making prediction such as comparing the present situation and past experiences.

DRTA strategy is one of the metacognitive skill used in reading. Tankersley (2005: 114) states that prediction engage students to have purpose of reading such as find out specific information from the text, understand new information, theory, fact or just enjoying an exciting story or event. prior knowledge and students' thinking process are used in predicting appropriate text reading.

DRTA is reading strategy that developed by Stauffer in 1996 but other researchers have proven it as an effective strategy for reading comprehension. According to El-Koumy (2004: 49) DRTA involves two steps. The first step is students make predictions before they read the text. The second step is they evaluate their prediction after they read the text to carry out their understanding.

Based on L,thomas and B,ann(2007) there are three phases in implementing DRTA strategy those are Introduce the text, explain the purpose of DRTA and guide the students to make predictions. The material should depend on the student's level and set a suitable question and motivate them if necessary. Give them confidence and not require them to answer the correct prediction. Thomas also defines DRTA as follows:

- 1) D- direct = teacher encourage student's background knowledge using open-ended questions by scanning the title, chapter headings, pictures, and explanatory materials to direct students for making a prediction about the content of the text (e.g. what do you think the passage will be about?).

- 2) R-reading = with this step students read up the first paragraph, then the teacher encourage the students to ask about what information they read and confirm or disconfirm and refine if necessary.
- 3) T-thinking = after reading students reflect about their prediction or refine it, then teacher evaluate the students thinking process by asking questions(e. g. what do you think about your prediction?)

There are some benefits in using DRTA as a strategy. According to Moreillon (2007: 76) DRTA increasing student background knowledge and further literal meaning by using text and illustration and their background knowledge or experiences in process of prediction and use comprehension process actively. Based on El-Koumy (2004: 49) define the main benefit of DRTA are to involve students in learning about what they read and improve their comprehension using this reading strategy. Further, Brunner (2011: 22) explained that DRTA is used both in pre-reading and post-reading, the process involves readers become active participant, good activity for the teacher because does not need a lot of preparation, can apply in individual, small group or classical.

2.6 The Nature of Cooperative Learning

According to Slavin (1985: 5) Cooperative learning is being controlled, systematic and flexible strategy that can be use in various grades of any school subject. Cooperative learning has many types and most of the cooperative learning method is divided into four to six students that consist of different ability (high-average and low achievement), genre (boy or girl) and ethnicity in one group.

The purpose of cooperative learning. Based on the Jolliffe (2007:3). The main purpose in cooperative learning is how teachers can design cooperative learning process and handle the students in the classroom. Therefore, two essential elements are required become the real cooperative learning those are positive interdependences and individual accountability. Positive interdependence means involve each member in the group to support and help each other. While individual accountability means that each students in a group have a responsibility to finish their work so the member cannot rely on each other.

2.7 Numbered Head Together (NHT)

Numbered Head Together (NHT) is one of type of cooperative learning strategy developed by Spencer Kagan (2009) that are building structure knowledge, learning procedure, and information process immediately, process oriented, formative feedback. According to Kagan et. al (2009: 4.4) NHT is a formative feedback on correction opportunity, it means a process-based orientation while students are doing problem, working wrong, misconception, and vice. In this strategy students get the opportunity to express their thoughts, all students get their corrective feedback not only from the teacher but in any source such as text, internet, or their partner.

The structure of Numbered Head Together (NHT) based on Kagan et.al (2009: 5.3) defines structure is how teachers manage the interaction between teacher, students, and material. Numbered Head Together (NHT) is one of the cooperative learning structure which students interact each other in the learning process. The structure is the teacher give question to the group and each group head together to discuss the answer or share their own ideas and improve their understanding.

Numbered Head Together (NHT) is the group work that put heads together to get an agreement on the group's answer. All students should ready because the teacher will call the number randomly. Kagan et.al (2009: 6.30) developed NHT by following steps. First, is students make a group and numbered off. Second, is teacher gives some questions and each group put their heads together to find the answer together, discussing and teaching each other. Third, is when every students know and ready to share their answer then teacher call a number randomly to present their answer.

2.8 Teaching Reading Comprehension Using Directed Reading Comprehension (DRTA) through Numbered Head Together (NHT)

It is two different strategies applying together in order to improve students reading comprehension. The researcher's attempt to applying DRTA as comprehension instruction and NHT as a classroom management instruction. This strategy included three basic steps that are before reading, while reading and after

reading which to be taught in eight grades of SMP Muhammadiyah 17 in academic years of 2016/2017. The strategy is in the following steps.

Before reading the teacher divided groups into five to six students with high, average and low ability and each students in a group given a number. After that teacher have selected the text for reading material (recount text), then the students predict the content of the text by answering the prediction worksheet. It helps the students set the reading purpose. Teacher helps build the student's to make predictions by showing some clues such as text title, pictures related to the text and key words. Each group puts their head together (discuss) to answer the best prediction about the text. Then teacher call one of number each group to present their prediction, it is for individual accountability.

While reading, students keep their prediction then read the text silently or loudly to find out or to know is their prediction correct or incorrect. Next they will revise or evaluate their prediction if their prediction is not correct. All students have responsible to ensure all members comprehend with the text.

After Reading, students have read the text and knowing the content of the text next students will evaluate their previous prediction to the right one and ensure all members understand the right answer. Then the teacher calls one of the numbers in each group to show their individual accountability by presenting their answer. Teacher call one of the number and ask question related to the text to measure their reading comprehension.

By combining two strategies together the researcher hopes it can be the effective learning to improve students reading comprehension, by making a groups expected the students can practice the basic principle of cooperative learning such as equal participation and individual accountabilities to reach the good achievement.

2.9 Previews of Related Studies

This part is discused some previous related studies about Directed reading Thinking Activity (DRTA) to improve reading comprehension such as the researcher conducted by Somadayo et. al (2013), Novita (2014),Chaemsai and Rattanavich (2016).

Somadayo et. al (2013) The effect of learning model DRTA toward students' reading comprehension ability seeing from their reading interest. Several purposes of this study the first is to know the effect of reading comprehension skill that taught by DRTA, PQRST, and DRA strategies. Second is to analyze the differences between reading comprehension and students who have high, average, and low reading interest, Third is, to know the interaction strategies (DRA, PQRST, DRTA) and reading interest (low, average, high) in reading comprehension. This research was applying in students junior high school consist of 79 students junior high school in ternate which applying in Bahasa indonesia skill. The similarity of this research is in applying DRTA as a reading comprehension strategy in junior high school and the difference is in purpose of the research the researcher just wants to improve reading comprehension by Directed Reading Thinking Activity (DRTA) in all various level reading interest (low, average and high) and combine the strategy with the Numbered Head Together (NHT)

Novita (2014) Using DRTA to improve reading comprehension ability of the eight grade students of SMPN 1 Yogyakarta in the academic year of 2013/2014. This is the action research accomplished in two cycle using mixed method qualitative and quantitative. Qualitative contain observation and interview with the teacher and students. The quantitative data contain reading pretest and two post test. The action research was arranged of planning, acting, observing, and reflecting. The object research consist of 35 students. The result showed that three steps of DRTA predicting, reading and proving can improve students reading comprehension. It is known from increasing the mean n score from 61.37 to 80.00. The similarity of this research is using DRTA to improve reading comprehension in junior high school and the differences are in method and data analysis used in this research the researcher using quantitative related to true experimental method that contain pre-and post test and the analysis of the data using T-test statistic SPSS to analyze the effectiveness of the strategy.

Chaemsai and Rattanavich (2016) The DRTA and traditional approach using tales of virtue based on his Majesty the King's teaching concept in seventh grade students' reading comprehension. The three purposes in this research. First

is to compare English reading comprehension and ethical awareness between experimental and control group. Second is comparing English reading comprehension of experimental group before and after using DRTA. Third is comparing ethical awareness of experimental group after and before using DRTA. The tales of virtue based on the Kings' teaching concept is such as fiction about king story in Thailand contain with moral message that can apply in daily life. The object is seventh grades students at Triamudomsuksahomklaoschoolin Bangkok, Thailand. The quantitative research instrument was test and questionnaire. The similarity of this research is in strategy used in students reading comprehension and the method used in collecting and analyze the data that is quantitative method. and the differences is in the objective of the study and the material the researcher uses recount text for reading comprehension combine with the Numbered Head Together (NHT).

Based on the previous studies above distinguishing with the other research in this study focused on improving reading comprehension of recount text in eight grades students of SMP Muhammadiyah 17 Surabaya combine with Numbered Head Together (NHT) to facilitate the students in comprehend the text and teamwork.