

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

In this chapter, some literature related to the study is reviewed in order to clarify the study.

#### 2.1 Reading

According to Grabe (2011:3) reading is the ability to build a meaning on a page then interpret the meaning appropriately. It showed that when the reader is reading text happen process of combining information from the text and background knowledge of person, it has aim to get information.

Reading is a one of four English skills which has important aspect in education. Reading is one of providing in classroom procedures and it makes possible individualized work in large classes. Reading tends to interpretation of meaningful of words. Based on Miculecky (1990:27) statement, reading is an active process of focusing on the language of a text such as pronunciation, grammar, vocabulary and discussing the content from the passage or text. It means that by reading a text the students can check their pronunciation, underlying vocabulary and correcting grammar. Therefore, the student learn about language rules, such as structure of sentence, find a new vocabulary to write a good sentence and good paragraph.

Reading plays an important role in studying English. The reason why reading is considered important is because reading is one of the language skills that influence other skills. It is impossible for the students write in English

without learning reading skills. So, every student must be able to read a text in English to improve the other English skills.

Harmer (1999:201) stated that there are two strategies in reading activity. They are top down and bottom up strategy. In top down processing, the reader or listener gets a general view of the reading passage. Beside it, in bottom up processing, the reader or listener focuses on primarily of textual information to comprehend a whole of the text. Both of the strategies can help the reader or listener understand the general view of what the text is about whether the reader or listener has a good understanding.

## **2.2 Teaching Reading**

Teaching is the concept of teaching as action. According to Harmer (1999: 58) teacher have a job to transmission their knowledge to their students. The purpose of teaching reading is the students get comprehension in reading a text. Nunan (2003: 74-77) in Sholiha divided the teaching reading principles into eight principles. They are exploit student's background knowledge, build a strong vocabulary base, teach for comprehension and work on increasing reading rate. The other principles are teaching reading strategies, encourage the reader to transform strategies into skills then build assessment and evaluation into your teaching and strive for continuous improvement as reading teacher.

Jack (2001:27) stated that teachers will make decision about what they are going to teach. It means that teacher should have potential for influencing students in teaching ways to achieve their student's goal.

### **2.3 The Importance of Reading**

According to Grabe (2011 : 6) there are seven purposes of reading; there are searching for simple information, reading to skim quickly, to learn from text and reading to integrate information. Moreover the next purposes are reading to write or search information needed for writing, reading to critique text and reading to general comprehension. From the purposes of reading above, through reading people can get many information and knowledge. Not only it but also people learn or critics in understand a reading text.

### **2.4 Procedure of Teaching Reading**

Teaching activities are integrated into lessons and used as the basis for teaching and learning. According to Grabe (2011:49) the activities in teaching reading are divided into three categories. There are pre- reading, whilst reading and post- reading.

The first is pre-reading. Pre-reading refers to the activity before the students begin to read a reading text. Pre-reading has aim to prepare the students before reading. Grabe (2011:51) also stated that pre-reading has aim to build mindset which they learn about reading text. The second is whilst reading. In this activity, the teacher guides the students in an interaction with the text which the students read. There are two types when the students read, silent reading and reading aloud. Both of the types are usual an activity in whilst reading.

The last is post-reading activity. Post-reading is the activity after the students read. By post-reading activity, the teacher knows about how far their student understands in reading text.

## 2.5 Cooperative Learning

According to O'Malley (1990:169), cooperative learning involves social strategies in which students work together in heterogeneous small groups toward a common goal. It means that the students can work together although they from different level. They discuss together to reach their goal. Through cooperative learning the students discuss with the other members in group, share their knowledge each other to get same understanding and same perception in group. The groups of cooperative learning are heterogeneous from an upper level, average and lower level. The member of group has a different background, it make the students has a varying characteristic and abilities. Although has variation of characteristic and abilities, they work together to make same perception in their group.

Moreover, cooperative learning is unique methods of teaching because cooperative learning uses different techniques and different tasks. It has educational goal to the students in order to make an effective each students, more cooperative with each other and make a better understanding of different background. The cooperative learning means that the students have to work together in finishing their tasks. In addition, students communicate, cooperative and make a solution together to solve their problem.

According to Pennington (in Bailey, 2005:75) using pair work and group work can improve learner's motivation and promote choice, independence, creativity, and realism" Such techniques also provide feedback to the learner from sources other than the teacher.

With same orientation, Slavin (1980:169) stated that,

Extensive research on cooperative learning indicates that is effective in increasing achievement on school tasks as well as fostering positive attitudes of students toward themselves and each other.

Furthermore, using pair work and group work can be effective way to teach. Also the students can reach their improvement in study through study using cooperative learning.

Cooperative learning relates to the amount of group support and to the degree to which each student of the group needs to learn and to exhibit his or her accomplishments. Kagan (2009:81) stated that there are four basic principles of cooperative learning; positive interdependence, individual accountability, equal participation and simultaneous participation. The first is positive interdependence. This basic presents that one group members helps another groups and what hurts one group member hurts all and this basic encourages cooperation and feeling of support. The second crucial concept is individual accountability. According to Jack (2001:197) individual accountability involves both group and individual performance by assigning each student to share their answer at the whole class. It means that the group's success depends on the individual performance of all group members to demonstrate their knowledge and be active in their discussion. Besides that, all of members need to participate and learn together with their group therefore, they add overall knowledge of the group and develop a common sense of what their goals which are goal for group and individual. Individual accountability does overlap with positive interdependence.

The third basic is equal participation. Kagan (2009: 81) stated that students who otherwise would not participate or who would participate very little become

engaged when make an equal perception. The last is simultaneous interaction, the amount of student's participation and the teacher's efficiency in managing the class are increased simultaneous rather than sequential structure.

### **2.5.1 Types of Cooperative Learning**

Johnson et al in Jack (2001:4-5) describe three types of cooperative learning groups as follows;

1. Formal cooperative learning groups. This type show that all students in group working together to make a same perception in group.
2. Informal cooperative learning groups. These groups are used to focus student attention or to facilitate learning during direct teaching
3. Cooperative base groups. These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement and assistance they need to succeed academically.

Three types of cooperative learning above have strongest and weakness between each other. The teacher can apply these types appropriate subject of the lesson and condition of student. On the other hands, cooperative learning consist of some techniques, they are number head together, jigsaw, teams games tournaments (TGT), students teams achievement division (STAD), think pair share, team accelerated instruction(TAI), etc.

## **2.6 Jigsaw**

In cooperative learning, there are some techniques which can be used by the teacher. Jigsaw is one of all interesting techniques and seldom to use by the teacher. Slavin (2005:237) defines that in jigsaw, students are assigned in teams which are consist of heterogeneous students such as in another cooperative learning techniques. It means that in jigsaw technique, the students in group have a different background and knowledge.

According to Slavin (2005:241), there are some activities to apply jigsaw technique. First is reading activity .All of the students get a reading text then they read the text to find some information in the text. The second is expert discussion. It means that one of member in all groups meets together in one table, it called “expert group”. In the expert group, they discuss about reading text. Then, the third activity is group report. In this activity, after discussing the expert go back to their team. Then they explain to their team about what the expert group discusses. From this activity, it has a purpose to make a student become a good leader and good explainer. The next activity is test. All of the students do individual or group test after they discussing.

## **2.7 Number Heads Together**

Number Heads Together or NHT is one of techniques of cooperative learning, Number Head Together or team or group work. Kagan (2009:141) defines that number heads together is a way to share the idea that each student had a number and all students on group put heads together to discuss their best answer.

Agus Suprijono (2011:92) stated that there are four main activities of number heads together; they are numbering, questioning, and head together and answer. First activity is numbering. It show when the teacher divides the students less than four group and before teaching, the teacher gives one number for each student in different groups. The second, about questioning activity; the teacher asks some questions for the students based on the text. Through it, it can build competent aspect for the student. Another activity is head together. Head together refers to all students think together in group. It purpose to describe and believe that each student knowing and finding the answer. The last activity is answering; the teacher call one number of student then one number which are called by the teacher read the result of their discussion. After one student read in front of the class, the teacher call one number again to give comment or to add an answer of the first student. After finishing discussion, the student together with the teacher make conclusion of the text which they learn.

## **2.8 Previous Studies of Cooperative Learning**

There are two previous studies done in the same topic as this research. The first from State University of Surabaya which has the title about” teaching reading using jigsaw technique to the first grade students of junior high school in SMPN 1 Menganti” by Yanson Rahadi Wiratama and the second research was conducted by Mega Dewi Likyadiana, her research entitled” the effectiveness of using number heads together technique to teach reading narrative text to eighth grade students of junior high school”.



As previous study, the researcher uses the research which is written by Yanson Rahadi Wiratama from State University of Surabaya. His study emphasizes the researcher only using jigsaw techniques to teach reading in first grade students of junior high school SMPN 1 Menganti. In his research, he uses one page short story as a material which taken by internet. Before he is selecting a short story, he is presenting criteria for selecting a text from internet. In selecting short stories, he uses Hill statements. Hill points out about basic criteria of choosing the text, it include the length of the text, the needs and abilities of the students, the linguistic and stylistic level of the text. After selecting a short story he applied jigsaw technique to improve reading skill in first grades students. The result of his research showed that applying jigsaw technique to teaching short story did well. The students have progress in their study when the researcher teaching used jigsaw. In fact, the students looked active than before and student's score are increasing in each meeting. It described that using jigsaw technique improved the student's reading skill.

Secondly, a research was conducted by Mega Dewi Likyadiana, her research entitled "the effectiveness of using number heads together technique to teach reading narrative text to eighth grade students of junior high school". Different with the first researcher, Mega Dewi Likyadiana used number heads together to improve reading skill in junior high school students. She applied number head together technique through teaching using text. She explained her step by step clearly. The result of her research showed that the mean score of the students is increased. Besides that, the student's progress in their reading skill

appeared. This result implied that number heads together technique is suitable to teach reading narrative text in junior high school.

However, in their researches, the researcher does not use the same theory and some steps to teach the students through cooperative techniques, but some theories that can help and support the researcher to do the research. The previous study is very helpful for the researcher who will do the next research. Beside it, through this study the researcher getting some information.