CHAPTER II

REVIEW OF RELATED LITERATURE AND ACTION HYPOTHESIS

In this chapter, the writer presented literatures to support the research. There are some topics which will be discussed in this chapter. They are (1) the nature of reading, (2) reading comprehension, (3) numbered head together technique, (4) procedure of teaching reading thought NHT technique, (5) advantages and disadvantages of NHT, and (6) action hypothesis.

2.1 Review of Related Literature

2.1.1 The Nature of Reading

Reading is one of the English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2000:2), reading means interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer. As states by Pang (2003:6), reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. To understand written texts, the reader has to know more vocabularies, grammatical knowledge and experience with texts.

Based on two definitions above, reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

Reading the text is not just to read a book or novel and etc, but also to catch the meaning of the text. The students have to try understanding the text as much as possible. According to F. Grellet (1999:3), reading comprehension understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board to see if there is an advertisement for particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist for the text; more detailed comprehension is necessary.

2.1.2 Reading Comprehension

Comprehension is the essence of reading and the active process of constructing meaning. Lipka and Siegel (2011), states that reading comprehension is a multi-dimensional process that includes the reader, the text, and factors associated with the activity of reading. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

In other words, students created meaning by constructing or generating relationships between what is within the text and what they already know. So, the meaning that the readers make depended on what both the reader and the author bring in the text. According to Karen (2003:90), reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. In addition, the readers have to read the text in order

to understand the meaning of text. Reading comprehension refers to reading for meaning and understanding, so, when we read a book we should understand the text and the content well.

2.1.2.1 Word Comprehension

It is important thing for the students reading comprehension to understanding the meaning of the word. As states by Grabe (1991), the semantic information about words must be recovered from the mental lexicon and combined according to the syntax of the language before more complex elaborative processes can take place. Thus, the individual words constitute the building blocks of comprehension. But not only do words contribute to make up the meaning of the sentence in which they occur: In many occasions the reverse may also be true, and the internal representation constructed from a sentential context may help the various processes connected with the comprehension of a lexical item in the sentence

2.1.2.2 Sentence Comprehension

Sentence is a group of words that express a complete thought or ideas. Devid and Thomas (2001) noted that the sentence provides the minimal domain into which elementary meanings can be placed and combined. Thus, when more elaborate structures are derived from sentence, the more elaborate structures will also have meaning. In addition, besides knowing the meaning of words as the basic unit in comprehending the reading text, knowing the meaning of sentence also is the basic unit in comprehending the reading text. There are three different

types of sentences: they are simple sentences, compound sentences, and complex

sentences. Simple sentences that express one complete thought and contain one

object and predicate. Compound sentences are sentences that contain two or more

subjects and predicates since they are made up of two or more simple sentence.

The last, complex sentences are sentence that contain simple and several phrases.

The phrases may also contain a subject and a predicate, but they do not express a

complete thought, therefore the phrases are not sentences in their own

(Wood:1991) .

2.1.2.3 Paragraph Comprehension

One of important thing to complete a text is paragraph that a unit of the

discourse in writing dealing with a particular point or idea. A paragraph consists

of words and sentences. Paragraph is a piece of writing text. It contains several

sentences. It can be classified into three parts; they are the beginning, the body,

and the ending (Sanggam,2008).

The first part of a paragraph is called the beginning. Commonly it only has

one sentence. It is important sentence in the paragraph. It functions as the

introductory sentence. Technically it is also called the topic sentences. The second

part is called the body. It contains several supporting sentences. Each of these

sentences elaborates the topic sentence. It is also called the major supporting

sentence. In a good paragraph must have several majors supporting sentences. The

third part of paragraph is called the ending. It is a complete sentence. It concludes

the development of the paragraph. It closes the paragraph. As the ending it is

always at the end of the paragraph. Technically, it is also called the concluding sentence.

2.1.2.4 Level of Reading Comprehension skill

Reading comprehension skill come in difference levels such as literal and inferential based reading skill. Fairbairn and Winch (1991) noted that it stresses the differences between comprehension of written material in literal, inferential and evaluative ways. Thus, this research focuses on literal comprehension and inferential comprehension.

2.1.2.4.1 Literal Comprehension skill

Literal comprehension involves what the author is actually saying. The students need to understand the information or ideas of a text. According to Kathleen (2003:24), literal comprehension, the synthesis of words and ideas to understand a writer's message, is at the root of many developmental students' reading problems. Literal comprehension is also perhaps the most important factor in determining a student's immediate and long-term academic success. Textbook reading skill forms the core of most college courses, and developmental students must develop the literal comprehension skills to handle textbook reading. For example, some questions and activities may include:

1) what is the main idea of the story ?

2) what happen in the first and the second paragraph ?

2.1.2.4.2 Inferential Comprehension skill

Inferential reading comprehension it relate with the author means. What is said. It is made in the main idea, supporting detail and other. As states by Karen (2003:94) other skills that students must develop are the ability to make inferences about what they are reading and the ability to cull important information. Reading expert Susan Hall (1990) tells us, "Inferring allows readers to make their own discoveries without the direct comment of the author." Further, successful readers have mastered the ability to connect material to their previous knowledge base, make inferences as they read, formulate questions, imagine the information or story action, and synthesize as they read. There are many comprehension skills that we can teach our students. The first is how to monitor their own level of comprehension while reading. Beginning readers can be reminded to "listen" to the words in their heads as they are reading so that they maintain comprehension. More advanced readers can be asked to summarize part of the text so that they can better synthesize what they are reading. Students also need to know how to reconnect with a text and repair understanding when comprehension is lost while reading.

2.1.3 Numbered Head Together (NHT)

One of cooperative learning methods applied in schools is Number Head Together. Using NHT technique will give the students the opportunity to share their ideas and their opinion about the appropriate answer. This technique will motivate the students to improve their motivation to cooperate each others.

Kagan (1992) said that Numbered Heads Together is one of components in cooperative learning that is use number as media to apply this method when discussion process. Number Head Together method is one of those nine methods. Numbered Heads Together is a method of learning where each student was given a number and then made a random group of teachers and then calls the number of students. The structure of Numbered Heads Together is derived from the work of Spencer Kagan. There are a number of variations on the method, some are very simple and others with a greater degree of complexity. This structure can be used in conjunction with "Think, Pair, and Share" early in the development of the Co-operative Classroom learning with spellings. Number Head Together method has several advantages: (1) each students to be readies all, (2) may conduct discussion seriously, and (3) student who are smart can teach the less intelligent students.

2.1.3.1 Procedure of Teaching Reading Through NHT

NHT includes a simple four-step technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost all subject areas, to every grade level, and to any places in a lesson. In NHT technique there are five steps: numbering, giving question, thinking together, answering, and evaluation.

1) Numbering

In this step, teacher divides the students into some groups; each group consists of 4-5 students. Each student have their own number from 1 to 5 and it can be placed on their back**.**

2) Giving Question

Teacher gives question for each student. The question can be variation or same. In this case, the variation question is used to check the students' understanding about the text and to know the students' responsibility.

3) Thinking Together

After getting the question from teacher, the students think together with their own group to find the answer of question.

4) Answering

Teacher calls one of the numbers. The students that have number in each group should try to answer the question for the team. Then, teacher chooses the group that should answer the question randomly. The students who have same number in another group should give their opinion about the answer.

5) Evaluation

After all the students answered the question .The teacher and students make a conclusion. Then, the teacher gives evaluation to the students.

2.1.3.2 Advantages and Disadvantages of NHT

There are some advantages and disadvantages of Numbered Heads Together (NHT)

The advantages of Numbered Heads Together (NHT) are as follow: 1)The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can

understand and answer the question; 2) Students are accountable to each other for sharing ideas. The student may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response to the question; 3)Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen; 4) High degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and listening.5)This kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given.

The disadvantages of Numbered Head Together (NHT) are as follow: 1)The smart student will tend to dominate so that it can make the weak students have interior and passive attitude; 2) The discussion process can go comfortably if there are students just simply copy the work of smart students without having an appropriate understanding; 3) If there are homogenous group so it will be unfair for the group contained of weak students. To minimize disadvantages, it is chosen the high level class contain the small subsided on students level of competence

2.2 Action Hypothesis

Based on the theoretical review in the previous explanation, the hypothesis of the research is formulated as "Student's reading comprehension can be improved by using numbered heads together (NHT) fifth grade at Ma'had assaqafatul al islamiah Thailand in the 2016/2017 academic year" with activities such as numbering, giving question, thinking together, and answering in teaching learning process.