

CHAPTER II

THEORETICAL FOUNDATION

This chapter discusses the key issues related to the teaching English reading skill using cooperative learning (Numbered Head Together) technique. The reviews of the nature of reading, the process of reading comprehension, definition of cooperative learning, elements of cooperative learning, numbered head together technique and several related studies will be elaborated as follows:

2.1 Reading Theory

2.1.1 The Nature of Reading

Reading in general can be defined into several definitions. Anderson (1999) states that reading is an active process that involves the reader and the reading material in building meaning.

As one of the language skills, reading has principles to comprehend. Grabe and Stoller (2002) state that there are seven principles of reading, those are 'reading to research for simple information', 'to skim quickly', 'to learn from text', 'to get an integrate information', 'to research information needed for writing', and 'to critique text and to achieve general comprehension'.

Furthermore, there are a lot of practices and efforts in order to comprehend the reading principles. For that reason, as discussed by Hayes and Tierney (1982) state that reading is the process of presenting background from the text. , can be well comprehended.

Nevertheless, many people have problems in reading. The common problems are found in reading when the readers read textbook as readers, they cannot understand the general content.

Based on the arguments above, it can be concluded that reading is the ability of understanding written or printed (language) symbols to get the messages or information which are contained. In order to be a good reader, one should comprehend the principles of reading.

2.1.2 Reading Comprehension

Different from reading in general, reading comprehension has a deeper meaning to elaborate. Furthermore, reading comprehension also deals with the words extracting and words constructing to emphasize both the importance and the insufficiencies of the text as a determination of reading comprehension. Reading comprehension has three elements, those are:

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

In addition, according to Mikulecky and Jeffries (1990), there are some skills required to improve reading comprehension, among others are:

1. Increasing vocabulary knowledge for effective reading is one way to increase students' ability in reading text, those are: guessing unknown vocabulary, guessing meaning from context in sentences, using grammar to guess word meaning, and recognizing words that connect ideas (pronoun, synonyms, the order of synonym, summary words and referents in longer essay).

2. Comprehending the main idea is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic.

It can be concluded that reading comprehension is determined by reader's access to language, prior knowledge and reading ability. Reading comprehension is defined as the reader's ability to decode the text, understand the meaning and relate the basic experience with the new information.

2.2 COOPERATIVE LEARNING

2.2.1 Definition of Cooperative Learning

Teaching reading requires proper method to apply. There are methods that are proven effective in teaching reading; one of them is namely Cooperative Learning.

Slavin (1994) state that cooperative learning is a variety of teaching method, in which students work in small groups to help each other learn academic contents. He further elaborate that in cooperative learning, students are expected to help each other, discuss and argue with one another, asses each other's current knowledge and feel in gaps in each other's understanding.

Slavin (1994) state that Cooperative Learning is a teaching approach for any subjects designed to improve academic performance to group work.

Based on the arguments above, it can be concluded that 'Cooperative Learning' is the efficient method of teaching which optimizes the vary of students' potencies to improve the students' skill.

2.2.2. Elements of Cooperative Learning

Applying cooperative learning to classroom activity is not a hard thing to do. The teacher is only required to implement seven basic elements of it. Those elements, which are noted by Slavin (1994), are: 'Group Heterogeneity', 'Positive Interdependence', 'Promotive Interaction', 'Individual Accountability', 'Interpersonal Skill', 'Equal Opportunities', and 'Team Competition'.

From the element above, a Numbered Head Together belongs to the 'Group Heterogeneity' because the size of cooperative-learning groups is relatively small and as heterogeneous as circumstances allow. The recommended size is usually four to five students. At the very least, groups should contain both males and females and students of different ability levels.

2.2.3 The Benefits of Cooperative Learning

Many advantages that could be found while developing cooperative learning method. According to Hamm and Adams (1990), cooperative learning method enables the teachers and the students to have some positive values as follows:

1. For the student

- a. Improves academic performance among high and low achieving students.
- b. Makes constantly favorable achievement for minority students
- c. Gives positive effects on students' self-esteem, social relations, attitudes toward mainstream students and race relations, and
- d. Understands the material better by having collaboration between the students.

2. For the Teachers

- a. Teachers become more cooperative in their own professional interactions and more willing to collaborate with their peers;
- b. Teachers time is spent more effectively;
- c. Teachers can adopt a fresh, new attitude toward their job; and
- d. Teachers have greater time to validating their own, values and ideas

2.2.4 Cooperative Learning and Traditional Method

The traditional method is different from cooperative learning in each way and structure. Theroux (2004) describes that the traditional teaching method is a merely teacher centered approach, thus the responsibility and the power handling class and making decision is held by the teacher. However, the cooperative learning is factually a student-centered approach, where the students have their own responsibility as well as act as decision makers. The traditional teaching method is normally a competitive learning style, where each student tries to compete among each other, and work individually, while the teacher works as an instructor. On the other side, the cooperative learning encourages collaborative learning where the students work together to solve the problem.

The traditional teaching method usually uses grammar-translation method because this method sometimes called traditional method. Furthermore, in teaching grammar-translation method the students learn grammatical rules and apply this rule by translating texts from target language to their native language. Moreover, the goal of this method is to develop student's ability in reading and writing. The role of the

teacher is very important because in this method the teacher as a center and decision maker. There are principles of grammar-translation method according to Richards and Rodgers (1986), as follows;

- Reading and writing are the major factors.
- The sentence is the basic unit of teaching and language practice.
- Accuracy is emphasize.
- Grammar is taught deductively, and
- The student's native language is medium of instruction.

Furthermore the difference between traditional teaching method and cooperative learning method is presented below:

Table 2.1
Cooperative Learning and Traditional Teaching Method
(Theroux, 2004)

Cooperative Learning	Traditional Teaching
A students centered environment	A teacher centered environment
Students are in control of their own learning	The teacher is in control
Power and responsibility are primarily students centered	Power and responsibility are primarily teacher centered
The teacher is facilitator and guide. The students are decision makers.	The teacher is the instructor and decision maker
Learning may be cooperative, collaborative or independent. Students work together to reach a common goal. Students willingly help each other sharing/exchanging skill and ideas.	The learning experience is often competitive in nature. The competition is usually between students. Students resent other using their ideas.
Authentic, interdisciplinary projects and problem.	Series of smaller teacher defined tasks organized within separate subject disciplines.

Learning extends beyond the classroom.	Learning takes place in the classroom
The way information is processed and used is more important.	The content is more important
Students evaluate, make decision and are responsible for their own learning	Students master knowledge through drill and practice
Content is learned in a relevant context.	Content is not necessarily learned in context.

2.3 Number Head Together (NHT) Method

2.3.3 Characteristic of Numbered Head Together

According to kagan (1992) 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 method. 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, 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 discusion seriously, and (3) student who are smart can teach the less intelegent students.

2.3.2 Teaching Reading through Number Head Together (NHT) Method

Applying Number Head Together (NHT) method requires the students to encounter a new word many times before incorporating it into their reading skills. In addition, native English speakers have had many years of experiences using English. On the contrary, second language learners and newcomers are at huge disadvantages because their English reading skills are limited.

Reading comprehension instruction involves looking up the words, copying the definition, and writing a sentence. This instruction is considered fast and easy to apply. Furthermore, the knowledge in defining words is perfect for familiar concepts. If students already know a synonym, the teacher can give a brief explanation during the lesson. This may help students to learn the word in context without interrupting the lesson. Most teachers already use this strategy, sometimes with Number Head Together method. The step of implementing numbered head together method and it is very simple to use the teacher only needs to follow these steps:

1. Divide the students into groups of four and give each one a number from one to four
2. Pose a question or a problem to the class.
3. Have students gather to think about the question and to make sure everyone in their group understands and can give an answer.
4. Ask the question and call out a number randomly.
5. Ask the students with that number to raise their hands, and when called on, the student answers for his or her team.

The application of Number Head Together method in teaching reading comprehension usually starts with giving students the different material for every

member of groups. The following example describes how Number Head Together is applied:

In the classroom, the teacher groups the students into 4 groups. Group 1 is given the material about kinds of jobs. Group 2 is given the material about kinds of animal. Group 3 is given the material about kinds of instruments of school. Last, Group 4 is given the material about kinds of building. Then, students share their materials. From these different materials, students can learn the varieties of new texts directly and will increase their students' outcome in reading achievement.

2.3.4.1 The Effect of Using Number Head Together (NHT) in Students' Achievement in Learning Reading

Since Cooperative learning deals with a small-group-based teaching strategy, then it is assumed that cooperative learning can make the teaching and learning process effective. Number Head Together is believed to give more opportunities to student to cooperate with one another for positive purposes. It means that they are allowed to help each other during the learning process in order that all of them can reach the learning objective easier. This assumption is in line with Slavin (1986), Lie (2002) and Stahl (2002) who mention that cooperative learning is a teaching model, in which students learn subject materials and learn collaboratively in small groups. It emphasizes the active participation of students and also developing students' team work. In addition, the cooperative learning expects the students to have discussion, arguing, and sharing the information or knowledge to improve academic achievement.

Furthermore Lie (2002) states that “cooperative learning have five principles which are positive interdependence, individual responsibility, face to face, promotive interaction, and team competition”.

Number Head Together is the method of teaching which promote the students' activities in finding, processing, and reporting the information from many sources and finally will present in the front of class.

2.4 Previous Study

According to Japar (2011) the research finding shows that the use of Number Head Together method may increasingly motivate and help students learn for better text understanding. This can be seen from the result of students' reading comprehension quizzes that was gradually improving. It means that there was a positive impact of Number Head Together method toward the increase of students' ability in answering the quiz based on the reading text. The students' average score in pre-test was 50.58; in the first quiz the average score was 60.44; the average score in the second quiz was 74.44; and the last quiz showed that students' average score was 76.23.

Besides, the finding also shows that Numbered Head Together was effective in enhancing the students' participation, especially in raising their hands competitively to answer the questions during the answer-checking session.

Furthermore another researcher Hatiningsih (2012) shows that the results in teaching reading by numbered heads together in junior high school can improve students' reading comprehension. From the observation, she found that during the action, the students have shown their improvement such as they were able to

comprehend the text well. Besides, the students' motivation and the students' participation also improve. It can be seen from the students' behavior. Before the research, the students were passive in the lesson. After the research, they can share their knowledge and help each other in understanding the lesson material. Therefore, it can be concluded that teaching reading by using numbered-heads-together can improve the students' reading comprehension.

Based on the results, it could be concluded that numbered head together method gave a significant effect on reading comprehension achievement. Then, it is suggested to the English teachers to use numbered as method in teaching reading comprehension since the technique affects the students' achievement significantly.