

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents some review of related literature which discusses into five sub chapters; Reading, Recount text, Cooperative Learning, Student Teams Achievement Divisions (STAD) and Previous Studies.

#### **2.1. Reading**

In the discussion of reading, the researcher divides it into several sub chapters. They are the definition of reading, the purpose of reading, and reading process.

##### **2.1.1. The Definition of Reading**

Reading is one of the four basic skills which should be mastered by students. According to Hamra (1993 and 1996), reading is an inseparable part of any English course. It infers that it is a key to improve learning outcome in many fields of study. It gives a great contribution to the readers who are willing to gain information and increase their knowledge.

According to Nuttal (2005), reading is regarded as one of English skills that need readers' interpretation from the text. It is an important skill in their daily life because it can give many advantages to them. They can obtain plenty of information which can expand their knowledge. It means that its activity helps them to develop their critical thinking and finally it influences the success of their academic achievement.

While Grabe (1991) argues “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills”. It means that the reading process is not easy; it takes an understanding and accuracy in reading a text. The essence of the reading is between the reader and the text, if the reader can understand the text and answer the questions that exist in the text quickly. This means that the process takes place in an interactive reading because the reader can immediately acquire meaning and a wide range of knowledge.

Reading is a key foundation in learning English. By reading, students can know everything they have never learned before, and it can be applied in everyday life so as to give a distinct advantage to its readers. Reading is not an easy thing, especially for the students because it is not a simply process of getting the meaning of what they read because they have to interpret and comprehend it. They need an ability to catch the content of the message or information from the text.

### **2.1.2. The Purpose of Reading**

Reading is a complex activity that involves both perception and thought. Readers typically make use of background knowledge, vocabularies, grammatical knowledge, experience with text, and other strategies to help them understand written text. They need a good reading skill for acquiring knowledge and learning new information. The main purpose of reading is looking for and getting the information's from the book or text. According to Grabe and Stoller (2002), reading purpose can be viewed from many reasons. They are as follows:

1. Reading for general comprehension

Reading for general comprehension is the ability which the students must understand the dig information in the text so that it can be interpreted.

2. Reading for searching simple information

It is ability as a process of reading. Here, the scanning technique is necessary for simple discovery information in difficult texts can easily searchable.

3. Reading to learn from text

In reading a text, students also need to learn in advance what was in the text because they can understand the content of the text and find the facts in the text.

4. Reading to skim quickly

Skimming is a part of some reading skills strategy. The purpose of skimming is students will be able to know the general meaning of a passage.

5. Reading to integrate information

The purpose is about to add information, to support the important things in the text, so students more quickly obtain information from what they want to get from a text.

6. Reading to write and to critique texts

Reading is a skill that is needed in integrating information. Students will be able to select and criticize the information in a text by writing it first. So, writing can also support the skill of reading.

There is a wide variety of reading for information purposes. One of the goals is emphasized here that reading to learn from text. By studying the reading of the text, the reader can better understand and comprehend the contents of the text. It will also support the facts that exist in the text.

### **2.1.3. Reading Process**

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. It also an active process of constructing meaning from written text in relation to the experiences and knowledge of the readers. Thorndike (1971) says that reading is thinking: involves synthesis, analysis, problem solving, inference, generalization, and concentration. The process results from a negotiation of meaning between the text and its readers. The knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning. It does not draw on one kind of cognitive skill but also it has a straightforward outcome- most texts are understood in different ways by different readers.

The readers should have good strategies to comprehend the text. Reading combines the prior knowledge and the information of the text. In order to make readers comprehend the context of the text, there are some strategies which can be used by readers. Brown (2001) explains some strategies that can help students read more quickly and effectively include:

1. Identify the purpose in reading

Before reading, students should be able to identify the purpose of reading a certain text. By knowing it, they can immediately get information on what they want without they need to read things that are unnecessary from the text.

2. Using grapheme rules and patterns to aid in bottom- up decoding

The use of grapheme is very important because at the beginning the students only read certain information. It will help them in catching the whole information.

3. Using efficient silent reading techniques for relatively rapid comprehension

This strategy is for intermediate to advanced level. To check whether the students understand what they read, the teacher can test them by giving questions based on the text, by translation or by summarizing the text.

4. Skimming the text for main ideas

Skimming is the process of quick reading for general meaning. Skimming is a tool in which the students can observe the text. Through skimming, they can know how the passage is organized so they will get the writer's intention.

5. Scanning the text for specific information

Scanning is a quick reading, focusing on locating specific information. It is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It also used often with technical, scientific or professional materials to locate specific information.

6. Using semantic mapping or clustering

Semantic mapping strategy is the way of grouping ideas to help the readers finding the ideas of the text.

7. Guessing from context

Ideas in the text are clue in guessing from context. This step helps readers knowing unfamiliar words without looking at the context of the text.

8. Analyzing vocabulary

It is a step in which readers will analyze the vocabulary found in the text.

9. Distinguishing between literal and implied meanings

Readers and writers sometimes have differences in terms of constructing the text because their thinking is different. Literal meaning is stated in the text so it is easily understood by the readers. However, the readers will have a little difficulty in finding the construct implied meanings. So, they need to find the suitable discourse.

10. Capitalizing on discourse makers to process relationships

Readers can get the discourse of the text by finding the discourse markers.

It guides the readers to receive the text in logic.

In short, there are several processes in reading that includes a variety of forms. Ranging from reading to the objectives identified in the form of text structure. This is all aimed to facilitate the readers in finding some information contained in the text.

## **2.2. Recount Text**

In the discussion of recount text, the researcher divides it into several sub chapters. They are the general concept of recount text, schematic structure and language feature of recount text, and learning recount text for senior high school.

### **2.2.1. The General Concept of Recount Text**

There are many different genres. Every culture uses story to tell readers about story, action or activity. Stories help a person to talk and write everything that happens to them and to share experiences in ways that are in line with the context of the culture. Meanwhile, recount is decided as a text which its function is to list and describe past experiences by retelling events in the order in which they happened (chronological order). It is written to retell events with the purpose of either informing or entertaining their audience.

Recount text is a text which tries to retell events for the purpose of informing or entertaining. Commonly the events happened in the past. It is focuses on the series of event, one event followed by the others. Commonly it is arranged in chronological order; whether by time or by the essence of the event itself (Mary Macken: 1990). It means there is no complication among the participants and it differs from narrative. It has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation is ending of the sequence of events.

### 2.2.2. Schematic Structure and Language Features of Recount Text

Palmer (2015) states that schematic structure is the distinctive beginning-middle-end structure of a genre. Recount text has three generic structures. They are:

a. Orientation

An orientation is about the participant, the problem, the place and the time of the story. In this section, readers can find all of the background information of the story.

b. Events

Events tell about the story.

c. Re orientation

It is an optional closure of event. On the other hand, re orientation is also the ending of the story.

Mary Macken (2015) states that the significant of language features of recount text are:

a. Introducing personal participant (I, Mrs. Greek, our cat, the shopkeeper)

b. Use of simple past tense (she smiled, it turned, he pointed)

c. Using linking items to do with time (on Saturday, then, at the same time, recently, last month, next, after)

d. Using action verb (materials process) look, go, change, etc.

e. Details irrelevant to the purpose of the text should be avoided.

Recount is one kind of the texts. It is useful to improve students' reading and vocabularies. By studying the recount text students will learn many things



such as: reading, grammar, and also many things that they want to tell about their experience. Other than that by applying the recount text students can know many new words in English to make their story have been interest for read or listened by the other friends.

### **2.2.3. Learning Recount Text for Senior High School**

In the curriculum in 2013 at the tenth grade first semester syllabus shows that recount texts are studied and received by the high school students on ten, eleven, and continued in the twelfth grade; by providing training materials that have been learned in the previous class. The material is learned and received by the students on a ten class at the beginning of the second half year. The topics which are usually learned in the high school are the story of the students' personal experience, things that happen to them before and events which are viewed or experienced directly by the students.

In short, learning recount text is very important for high school students. The material must also be in accordance with the class and semester studied. Topics covered must be adjusted. So as sophomores studying recount text early in the second half, the authors chose them as a sample of this research.

### **2.3. Cooperative Learning**

In the discussion of cooperative learning, the researcher divides it into several sub chapters. They are the understanding of cooperative learning and types of cooperative learning.

### **2.3.1. The Understanding of Cooperative Learning**

Johnson (1999) states that the purpose of student learning can be structured to promote cooperative business, competitive, or individualistic. In each class have several objectives, namely structured learning activities. All students will learn how to cooperate with others, compete for fun and enjoyment, and self employed alone. The most important goal structure and one that should be used most of the time in a learning situation is cooperation. Cooperation itself to achieve a common goal. In a cooperative learning, students' work together to maximize their own. This may be contrasted with the competitive (students working against each other to achieve academic goals as a class "A" are only one or a few students can achieve) and individualistic (students work alone to achieve goals unrelated to those students' another) learning.

Not all groups are cooperative (Johnson & F. Johnson, 2009). Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively. To be cooperative, to reach the full potential of the group, five essential elements need to be carefully structured into the situation: positive interdependence, individual and group accountability, promotive interaction, appropriate use of social skills, and group processing.

#### **1) Positive Independence**

- a. Students must fully participate and put forth effort within their group.
- b. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group.

#### **2) Individual and group accountability**

- a. Each student must demonstrate the mastery of the content being studied.
- b. Each student is accountable for their learning and work, therefore eliminating "social loafing".

3) Face to face Promotive Interaction

- a. Members promote each other's success.
- b. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

4) Social skills

Social skills that must be taught in order for successful cooperative learning to occur.

5) Group processing

- a. Group processing occurs when group members (a) reflect on which member actions were helpful and (b) make decision about which actions to continue or change.
- b. The purpose of group processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals.

In short, mastering the basic elements of this learning method is a teacher must know in advance the main points of this method are cooperative. So learn and understand the meaning of cooperative learning was very important because it can determine the basics of the method further. Cooperative learning there is a few basic elements, namely positive independence, individual and group accountability, face to face promotive interaction, social skills, and group

processing. This in turn will enable the teacher to be Able to take lessons there, curriculum, and program and structure them cooperatively.

### **2.3.2. Types of Cooperative Learning**

Slavin (2009) mentions that there are five methods in Cooperative Learning, such as Student Team Achievement Division (STAD), Jigsaw, Numbered Head Together (NHT), Think Pair and Share, Cooperative Integrated Reading Composition (CIRC).

#### **a. Student Team Achievement Division (STAD)**

In STAD, the students formed a group whose members consist of at least four students heterogeneously (achievement, gender, ethnicity, etc). The teacher will present a lesson, give the task to the group to be done by the members of the group, give a quiz / questions to all learners and at the time of answering the quiz should not help each other, and then give evaluation. The end of this method is conclusion after evaluation.

#### **b. Jigsaw**

According to Aronson, Blaney, Stephen, Sikes, and Snapp (1978), jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other building comprehension. This strategy is used to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an “expert” on one section of the assigned material and then “teaching” it to the other members of the team.

c. Numbered Head Together (NHT)

In the NHT learners are divided into groups. Each of the students in each group is given a number. Assignment given to individual learners based on the number of the sequential task. The task which is given to individual learners based on the number of tasks sequentially. On this occasion, the students who have the same tasks can help each other or match the results report of their collaboration and feedback from other groups, and the last is the conclusion.

d. Think Pair and Share

According to Lyman (1985), Think Pair and Share is a strategy on teaching where teacher conveys the content and competencies to be achieved then the students were asked to think about the material / problems submitted by teachers.

e. Cooperative Integrated Reading Composition (CIRC)

According to Steven & Slavin (1995), the CIRC is a comprehension program for teaching reading and writing in the upper elementary and middle grades. Students are assigned to team composed of pairs of students from two or more different reading level.

Although there are many strategy that have been suggested in cooperative learning, but the researcher choose STAD as a research method in this study. STAD is an applicable and simple strategy of cooperative learning that can be used in almost of subjects from math, physics, social sciences, and language studies. STAD is a good strategy for teaching reading because it is based on

reading the text; it means by using STAD there are many reading activities that can improve students' reading skill.

#### **2.4. Student Teams Achievement Divisions (STAD)**

In the discussion of student teams' achievement divisions (STAD), the researcher divides it into several sub chapters. They are the understanding of STAD, the components of STAD, the procedure of STAD, and the advantages and disadvantages of STAD.

##### **2.4.1. The Understanding of STAD**

According Trianto (2009), STAD is a cooperative learning model which uses small groups which consist of four to five students who are heterogeneous. They are grouped according to the level of achievement, gender, and ethnicity. The activity begins with the delivery of learning objectives, delivery of material, group activities, quizzes and awards groups.

Slavin (2005), suggests that there are three important concepts in STAD, that is:

1. It will be given if the group reaches the specified criteria.
2. The responsibility of the individual, it means that the team's success depends on the individual learning of all team members.
3. Opportunity same success, it means that all students contribute to his team by improving their performance from the previous one. This will ensure that the achievements of students with high, medium and low all equally challenged to do their best, and that the contributions of all team members no value.

STAD is one of the models of cooperative learning which is different from other models. Concepts and critical components of STAD it should be understood that the application of learning models can be made to fit the process.

#### **2.4.2. The Components of STAD**

According to Slavin (2009), Student Team Achievement Division (STAD) technique consists of five major components as follows:

##### **1. Class Presentation**

Presentation material is done on teachers by using verbal or text presentation. Presentation focuses on the concepts of the material covered. After the presentation of the material, students work in groups to complete the course material through tutorials, quizzes or discussion.

##### **2. Teams**

Teams consist of four or five students which represent all parts of the class in terms of academic performance, gender, race and ethnicity.

##### **3. Quizzes**

Students take individual quizzes during the quizzes and they are not allowed to help each other. It makes every student is responsible for knowing the material.

##### **4. Individual Improvement Score**

Students' quiz score, are compared to their past average. The students earn points for their team based on their correct answer during the quizzes.

##### **5. Team Recognition**

If students' average score exceed a certain criterion, teams can learn certificates or other rewards.

### **2.4.3. The Procedure of STAD**

In STAD technique, students are assigned to four or five members that team reflecting a heterogeneous grouping high, average, and different genders. Team members then collaborate on worksheets design to expand and reinforce the material that thought by the teacher. They may work on the worksheets in pairs, take quizzing each other, discuss the problem with group, and use strategies to learn the assigned material.

The procedure of STAD technique implementation consists of several types:

1. Dividing the students into groups from different academic ability levels, gender, and background ethnics. According to Lie (2007), the composition of each group is that one student with high achievement level, two students with average level, one student with low achievement level.
2. Explaining STAD technique rules to the students. After the students understand the rules, then the teacher asks them to join with their group. In particular, before beginning teamwork, they discuss the following team rule:
  - a. They have responsibility to make sure that their teammates have learned the material.
  - b. No one finishes studying until all teammates have mastered the subject.
  - c. They ask all teammates for help before asking the teacher.
  - d. Teammates may talk to each other softly.



3. Delivering the lesson to the students. It is the time for presenting the material in one to two class periods. The presentation should cover the opening, development, and guided practice components of the total lesson.
4. Arranging the group discussion. The students work in group and do the assignment that will be given by the teacher.
5. Giving the students individual quiz. The aim of individual quiz is to measure how far the students understand the lesson.
6. Counting the students' scores to form the team score. So here is to calculate the value of students which is very important because the values will increase the students' scores on the team.
7. Giving rewards for group achievement. The first step that must be done in this activity is to calculate the value of the group and the value of individual development and giving appreciation certificates or other group. The awarding of the group based on the average value of individual development within the group.

#### **2.4.4. The Advantages and Disadvantages of STAD**

Every techniques or methods which are used in teaching learning activity have some advantages and disadvantages.

Adesanjaya (2011) mentions that the advantages of using STAD technique are as follow:

- a. It provides the opportunity for students to use skills in asking questions and discussing an issue.

- b. It provides opportunities for students to conduct a more intensive investigation of the problem.
- c. It develops leadership talent and teach the skills discussed.
- d. It provides opportunities for students to develop a sense of respect, his personal respect, and respect the opinions of others.

Adesanjaya (2011) mentions the disadvantages of using STAD technique are:

- a. The classroom situation becomes noisy. When students work in group, they have to interact with their teammates to discuss the tasks that have been given to them.
- b. STAD will take much time because students need to adapt with their teammates firstly before discussing the material.
- c. The groups in STAD will finish the work at different times. Some time the learners argue or refuse to do the work. Some learners do not know how to get along with others and settle their differences. Some learners want to work alone.
- d. STAD wastes instructional time. Teacher has to state clear instruction, sometimes teacher has to repeat the instructional because students prefer concerning their teammates to teacher.

In the use of STAD there are advantages and disadvantages. STAD advantage not only is felt on the students but for the teachers as well. Weaknesses in STAD should be reduced so that the procedures consume time can be done effectively with the specified time.

#### **2.4. Review of Previous Studies**

The following researches were conducted by other researchers which have the same ideas of using STAD technique to improve students' reading skill.

The first researcher is Resmi (2012) who conducted a research entitled "Improving Students' Reading Comprehension of Recount Text through Student Team Achievement Division (STAD) Technique (On the Eighth Grade Students of SMP Negeri 10 Pontianak in Academic Year 2012/2013)". The researcher said that she used three cycles to give students opportunities to improve their activeness of process in the classroom and the students' achievement on the test. The result of T- calculation of cycle I was 6, 25%; cycle II was 46, 87% and cycle III was 90, 62%. The technique could help the students to work cooperatively and build their responsibility. The students also motivated to learn in order to get reward. So, their efforts in group were really countable.

The second researcher is Ani (2014) who conducted a research entitled "The Use of Student Teams-Achievement Division Technique to Improve Senior High School Students' Reading Skill". The result of this study shows that the posttest average of experimental class was 71.25 and the control class was 58.00. It means that the use of STAD technique more effective than the conventional method.

The third researcher is Fitri (2015) who conducted a research entitled "The Effectiveness of STAD Strategy to Improve Students' Reading Comprehension (An Experimental Study on the Tenth Grade Students of SMA Futuhiyyah Mranggen 2014/2015)". The result of this study showed that STAD strategy effectively helped students to improve their reading ability in recount text. It could

be seen from the result of the mean score the experimental class was 63.63, while the mean score of the control class was 54.66.

From the analysis of some previous studies above, it can be concluded that there are some differences between them and this study. This study is different from the previous studies mentioned above in the following ways:

1. The subject of Resmi's study was Junior High School students while the subject of this study is Senior High School students.
2. The strategy of Ani's study was Student Teams-Achievement Division which is similar with the researcher.
3. The method of Fitri's study was experimental method which is similar with the researcher's method.

In conclusion, those three researches infer that this research entitled "The Use of Student Teams Achievement Divisions (STAD) As a Technique in Improving Students' Reading of Recount Texts (A Case on the Tenth Graders of MA Negeri Demak in the Academic Year of 2016/ 2017)" is eligible to be conducted as a research because it is a model that will be introduced at this school in order to facilitate learning.