

CHAPTER II REVIEW OF RELATED LITERATURE

In this chapters, the writer presents the theories and earlier study related to the problem. Those theories and study are important for the writer as guide in analyzing the data later. This chapter are divided into five headings. First heading, consist of the definitions of reading, the types of reading, and the purpose of reading. Second, is reading comprehension consist of the definition of reading comprehension and the level of reading comprehension. Third, is Course Review Horay (CRH), consists of description of CRH, the steps of CRH, and benefit of CRH. Forth is Descriptive text consist of description of Descriptive text and the Generic Structure of Descriptive text. Fifth is the previous study.

2.1 Reading

Reading is the best way to learn a new language. It has a very important place in learning English as a second language and a foreign language. The following described Definition of Reading, Types of Reading, and The Purpose of Reading.

2.1.1 Definition of Reading

Reading is an essential part of daily life. We fulfilled many life needs through reading. We read to meet the practical demands of everyday living. There are a lot of definitions of reading. Some of them say reading is the process to get, to understand, to catch, to extract the meaning from a written or printed text. According to Nunan in Gusmiati (2012:2) reading is a process when the reader is

reading a text. The process is combining information from the text and someone who have background knowledge to catch the information.

Then, Peregoy and Boyle in Gusmiati (2012:2) states that reading is a set of skills by using creative thinking process of transferring word into a meaning. In addition, Seyler in Gusmiati (2012:2) states that reading is the process of getting or build a meaning from a word or cluster of words. As the readers, we should be able to interact with a text that we read to produce the meaning, so as a reader we can catch the message on the text that writer put into it.

2.1.2 Types of Reading

There are some types of reading. According to Harris and Sipay in Rini Widi Astutik (2013:5), there were four simply categories of reading skills, the first was intensive reading, This is a process for reading shorter texts in order to extract specific information, it referred to detailed focus on the construction of reading texts which took place usually (but not always) in classroom. Teachers may asked students to look at extracts from magazines, poems, internet, novels, newspaper, played and a wide range of other text genres (that was, styles or types of text). Intensive reading was usually accompanied by study activity.

The second reading skill was extensive reading, it referred to reading which students did often (but not exclusively) away from the classroom. It involved reading for pleasure. They may read novels, web pages, newspaper, magazines or any other reference material. The purpose of extensive reading is to enjoy the text, and in this reading programme students does not need to answer the questions of the text that they have read.

The third was skimming that meant skill to get a general idea of the text. As for example, when we looked quickly at a report to get a feel for the topic and what its conclusions were. Whether reader scan or skim depended on what kinds of text they were reading and what they wanted or needed to get out it. In short, skimming is the skill that helps the students read quickly and selectively in order to obtain a general idea of the material.

The last reading skill was scanning, scanning helps the student search quickly of the specific information he wishes to get from the material, such as finding the meaning of a word in a dictionary, finding the heading under which required information appears an index, finding statistical information in tables, charts, or graph, and finding the answers to certain questions from the text. The procedures for scanning are as follows. First, specific information must be located. Next the clues which will help to find the required information have to be decided, then, find the clues. Finally, read the section containing the clues to get information needed. In this technique, the students are trained to think of clues to help them find the specific information. These clues may be a word or words, punctuation, alphabetical order, numbers, etc.

2.1.3 The Purpose of Reading

Naturally, reading have firstly purpose to look for and to get information, related with the content, understand reading's meaning. The meaning has relation with the purpose or intensive in reading activity. There are explains some important points, such as:

- Reading to find and to know what have done by figure, what have made by figure, what happen with special figure or to solve the problem has made by

figure. The reading like this called reading for details of facts.

- Reading to know why is the case as a great and interest topic. This type called reading for main ideas.
- Reading to find and to know what happen in every part of story. It is called reading for sequence or organizational.
- Reading to find and to know why the figures feel like their way, what are the figures to show up for the reader. It is called reading for inference.
- Reading to find and to know about the truly of the story, about the writer and the figure. This type is called reading to classify.
- Reading to find what the figure's success. This type is called reading to evaluate.
- Reading to find how the figure's way to change, how the different life have known before, and how the readers following the writer.

According to Grellet in Hamidur Rahman (2004:26) the purpose of reading as follows:

a. Reading for pleasure

When you read for pleasure, you will probably read it quicker and not really think about the story or what the author is trying to reveal to you. Sometimes if you tired and want to settle down with a good book, you may just want to read for your own enjoyment.

b. Reading for information

Reading for information use when the students read and written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace

communications are not necessarily wellwritten or targeted to the appropriate audience. It means that, reading is very important for us, we get information not only from the school but we can get information or knowledge from memos, letters, bulletins and etc.

2.2 Reading Comprehension

The following describes definition of reading comprehension and the level of reading comprehension. It is important to be known in order to understand about comprehending in reading. It will describe as follow:

2.2.1 Definition of Reading Comprehension

Reading is the ability to get the meaning from the printed page and interpret this information appropriately. Snow in Ferdinand Nicholas Boonde (2011:17) states that reading comprehension as a process of resembling extracting and build a meaning through involvement with written language and interaction.

Reading is also comprehension process. The nation of comprehending is both obvious and subtle. It is obvious in that any person can say that understanding a text is the purpose for reading, it is less obvious with respects to the ways that such understanding might be carried out by the readers.

2.2.2 Level of Reading Comprehension

According to Burns in Rini Widi Astutik (2013:14) there are four levels of comprehension that must be achieved in reading comprehension, they are literal reading, interpretive reading, critical reading and creative each of these skills could be explained as follows:

2.2.2.1. *Literal reading*

Literal reading refers to ideas and fact directly stated on the printed pages literal reading is in the skill of getting the primary direct literal meaning of words, ideas or sentence in content on the bewasis of literal comprehension. Recognizing states main ideas, details, causes, effects and sequences are the basic of literal comprehension and a through understanding of vocabulary sentence is important.

2.2.2.2. *Interpretive reading*

Interpretive reading involves reading between the lines of making inferences. The level demands high levels of thinking ability because the question in the category of interpretation are recorded with answer that are not directly stated in the text but are suggested or implied.

2.2.2.3. *Creative reading*

Creative reading involves going beyond the material presented by the author. Creative reading requires the reader to use their imagination. In creative reading, the reader try to purpose new alternative solution to those by the writer.

2.2.2.4. *Critical reading*

Critical reading is evaluating written, comparing the ideas has found in the material will known standard and drawing conclusion about their accuracy, appropriates, and time lines. Critical reading compares previous experience to elements in the new materials such as content styles, expression, information and ideas or valves of the author.

2.3. Course Review Horay

Course Review Horay is one method of cooperative learning that was developed by Widodo (2009). The following will present about Description of Course Review Horay, The Steps of Course Review Horay and The Benefit of Course Review Horay.

2.3.1 Description of Course Review Horay

Course Review Horay is one of cooperative learning. According to Suprijono in <http://jurnal-online.um.ac.id> (2013:5) many students find Course Review Horay is helpful to get together with classmates to discuss material they have read or heard in class. It means that course review horay is helpful for students than they must study and read by themselves.

Based on the wikipedia Course Review Horay (CRH) is a learning activity that is more student-centered. In this case the teacher only acts as a transmitter of information, facilitators and tutors. Atmosphere of learning and fun interaction makes students better enjoy the lessons so that the students not bored to learn.

Course Review Horay by Siti Julaiha (2011) is one method of cooperative learning that is an activity by review to test the students' understanding of learning by using the contents of the box in number to write the answer. If the answer is correct, then the number in the box is marked, mostly they get the sign correct vertically, horizontally or diagonally they should be shouted "Horay" or another yell.

The definition of Course Review Horay method based on Widodo (2009) is a learning method by using the comprehension test questions, answer the questions by written on the box (table) which has been completed by a number.

After the discussion with a direct answer. If the student answers correctly then it will get the mark (√) and immediately shouted horay or another yell.

2.3.2 The Steps of Course Review Horay

Basically steps of CRH methods have similarities, both from wikipedia and from previous studies, all of them have the same steps. There are steps of course review horay. According to Suprijono (2009) in Siti Julaiha (2011:46) explains that steps in course review horay method as follows:

1. Teachers deliver the competency, so that more targeted the learning objectives.
2. Teachers demonstrate or present appropriate material topic that is being taught.
3. To test comprehension, students were told to make the answers. Here the place answer shaped table (box) which contains nine places , sixteen or twenty- five boxes box . The number of boxes where answers tailored to the needs and response of each box is filled with a number that corresponds' tastes of each student.
4. Teachers read about at random in question with pre-defined number. Students write the answer in the box whose number is mentioned teachers. A question which has been read out directly discussed, if properly filled correctly mark (√) and one filled with a cross (x) .Here takes the honesty of the students who had answered incorrectly or correctly.
5. Students who have got marks (√) vertically or horizontally or diagonally must immediately yell “horay” or other yell.

6. Values calculated from the students' correct answer and the number of obtained horay.
7. Concluding the discussion. Closing of this discussion can be inferred from the teacher or by the students.

The implementation of Course Review Horay are:

- a) The researcher are divided into 5 groups, every groups consist of 6-7 students.
- b) The researcher give a time for students to read, understand and discussion about the text.
- c) The researcher ask all of group to choose one student to be a volunteer for take the paper. One group take 4 paper.
- d) After they have read, the researcher read the questions randomly. In one group will be read twice of questions, then continued by another group, and so on.
- e) If the students answers correctly, they will get a checklist and for the students who get checklist (\surd) vertically they should be shouted "horay" or another yell.

2.3.3 The Benefit of Course Review Horay

As a method, the implementation of CRH has strength in teaching and learning process. Here are the strenght of CRH:

1. The learning is interesting and encourages the students to be active in it.
2. The learning is not monotonous because entertainment interspersed so that the atmosphere is not tense.
3. Students become more excited because the learning is fun.

4. Students can work together or cooperative in a group.

2.4 Descriptive Text

Descriptive text is one of the text that must be learn by students in Junior High School. Its purpose is to describing something. The following will present about Definition of Descriptive Text and the Generic Structure of Descriptive Text.

2.4.1 Definition of Descriptive Text

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language. Written genres that learners deal with in class include reports, recount, description, and so on.

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out much information about certain people, things, and place clearly detail.

2.4.2 The Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular

stages, the beginning middle, and last part of the text. Each text has its own generic structure.

Here is the generic structure of descriptive text in describing people or person:

Generic Structure	Function
Identification	<p>It is a statement or a short paragraph that identifies the object that is going to be described.</p> <p>It is has the function to persuade the readers to read the next description.</p>
Description	<p>It describes the appearance of an object for example its body, hair color, characteristics, etc.</p>

Tabel 1. Table Generic Structure of Descriptive text

2.5. Previous Study

In conducting this research, the researcher took account the study that was done by Siti Julaiha (2011), Puji Astuti (2011) and Eka Hendriyanti (2012). The first is Siti Julaiha's study, it had result: there is an improving students' understanding of trigonometry concept and students activities for the ten grade students at MA At-Tasyri' Tangerang by using Course Review Horay method.

The second one is research by Puji Astuti (2011). Her study found that there is a significant difference in improving students' simple past tense mastery for the eleven grade students at SMA Negeri 1 Subah Semarang. It focuses on the implementation of Course Review Horay for improving students' mastery in simple past tense.

The third research is done by Eka Hendriyanti (2012), she found that Course Review Horay method can improve students' activity and learning in material set in Mathematic. All of studies are designed in classroom action research that showed the positive effects of Course Review Horay in other material. It did not do in reading comprehension material.

Based on the previous finding, the researcher wants to conduct a study about Course Review Horay method with different design research. In this study the researcher wants to test the effect of Course Review Horay in teaching reading comprehension.