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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Numbered Heads Together (NHT) Technique

Numbered Heads Together is one of the techniques in cooperative learning. According to Arends (2012), cooperative learning model is characterized by cooperative task, goal, and reward structures. Students in cooperative learning situations are encouraged and/or required to work together on a common task, and they must coordinate their efforts to complete the task. Similarly, in cooperative learning, two or more individuals are interdependent for a reward they will share, if they are successful as a group.

Furthermore, Co-operative learning is a pedagogical practice that promotes socialization and learning across different curriculum areas and classroom settings. However, while the benefits of implementing co-operative learning are widely acknowledged, many schools and teachers still experience difficulties in knowing how to embed this practice into their teaching curricula (Gillies, 2003, p.50).

Kagan states that Numbered Heads Together (NHT) is a flexible strategy that can be used at a variety of levels (Handoko, 2013, p.4). This technique is beneficial for reviewing and integrating subject matter. Students with special needs often benefit, especially, when this

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strategy is used. After a direct instruction of the material has been given, of course, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material.

There are some advantages of Numbered Heads Together (NHT) technique, namely:

- a) Easy to use.
- b) Students must work together to assist everyone to know and understand.
- c) Students' responses can reveal misunderstandings and an opportunity for error connection.
- d) More students participate because they do not have to perform in front of the whole class.
- e) All students show their effort.
- f) Lead discussion to serious.
- g) Students who are smart can teach the less intelligent students.

2. Procedure of Numbered Heads Together (NHT) Technique

According to Kagan (2009), the procedures of Numbered Heads Together (NHT) technique are:

- a) Students number off.
- b) Teacher poses a problem and give think time.
- c) Students privately write their answer.

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- d) Teacher calls the number of the students.
- e) Student stand up and show answers, discuss, and teach each other.
- f) Students sit down when everyone knows the answer or has something to share.

3. Reading Comprehension

Reading is very important activity in human life. This is due to the fact that most people mostly get information through reading. In this modern era, every aspect of human life develops faster and faster, it becomes more essential since the development is recorded and issued through media including printed media.

Up to now, many definitions of reading have been proposed by hundreds of linguists and scientist. The following are the definitions of reading proposed by some experts.

Cline et.al (2006: 2) states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Further, Cline et.al (2006: 2) in their second definition states that reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to

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support the decoding process. Understanding is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge.

Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 2001, p.199). To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively.

Based on the definition above, it can be concluded that reading is an important way or skill that can be used to get much information in the world and enlarge our knowledge.

Comprehension means understanding for and with what has been read. Comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author's purposes, making judgment and evaluating (Kustaryo, 1998, p.12).

Comprehension is an important part of reading. Student can not understand the text that they read without comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning.

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Therefore, comprehension is not a passive process, but an active one.

The reader actively engages with the text to construct meaning.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Catherine, 2002, p.11). It means that comprehension is essential and comprehension is a process to construct the meaning from what the reader said. It consists of three elements: the reader, the text, and the activity or purpose for reading. These mean that the reader brings his cognitive capabilities, motivation, knowledge, an experience toward reading. Text is a resource to get information. Meanwhile the activity is the outcome from reading.

In conclusion, reading comprehension is an activity of getting meaning from the text that we have read. It is not only about the ability to read the text, but how to use knowledge that can build the comprehension.

4. Narrative Text

Narrative text is one of the kinds of text in English. According to Syafii (2014), a narrative text is a text telling the readers about a true or fiction story. He also mentioned that the narrative text tells a story for making a point or explaining an idea or event. Pertaining to the statement above, Oshima and Hougue (2007:27) noted that narrative

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text is the paragraph about events in order that they happened. In other words, you use time order to organize your sentences.

There are many types of narrative. They can be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myth and legends, historical narratives, ballads, slice of life, personal experience and so on. The features of narrative text are: characters with defined personalities/identities, dialogue often included – tense may change to future, descriptive language to create images in the reader's mind and enhance the story, and usually uses sequence to tell a story.

There are three features of narrative text as follows:

1. Social function

Social function of narrative text means the function of narrative for the readers in their social life. The social function of narrative text is to amuse or entertain the readers with actual or imaginary experience ways.

2. Generic structure

The generic structures of narrative text consist of three parts: orientation, complication/problems, and resolution (Sudarwati and Grace, 2007: 62)

- a) Orientation. To describe scenes and introduce the characters, setting, and time or the story are established. Usually answer who, when or where

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- b) Complication. To begin where there is a problem encountered by the character

- c) Resolution is the character finds the solution of the problem. The complication may be resolved for better or worse / happily or unhappily.

3. Lexicogrammatical features

Lexicogrammatical is called genre-grammar connection which studies the wording. Wording is characterized such that they are able to explain meaning. They also add that lexicogrammatical is needed to help the students to know how texts work., learn to understand and produce the text.

In conclusion, the writer can conclude that narrative text is a text that retells story, event or experience in the past. And its purpose is to entertain or to inform the reader.

5. Teaching Reading Comprehension

In teaching reading, there are several principles that must be considered by the teacher. These principles may guide the teacher in the process of teaching reading. There are six principles of teaching reading (Harmer, 2001, p.70), as in the following:

- a) Reading is not passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments.

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- b) Students need to be engaged with what they read: the students who are not engaged with the text will not have any interest to the text. So, they need to be engaged with the material they read.
- c) Students should be encouraged to respond the content of a reading text, not just the language: it is important to let the students to respond the meaning of the message of the reading text.
- d) Prediction is the major factor in reading: the prediction may help the students to comprehend the text about.
- e) Match the task to the topic: the teacher should choose the reading task which is suitable with the reading topic.
- f) Good teacher exploits reading text to the full: good teacher integrate the reading text into interesting class sequences.

6. The Aspect of Reading Comprehension

Reading comprehension has five aspects as in the following:

a) Main Idea

Main idea is called the topic sentence. It tells the content of the paragraph. In other words, the main idea is the important idea that is developed by the writer throughout paragraph and sometimes is available in key words and explicit or implicit message.

b) Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

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c) Reference

Reference is the words or phrases that are used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

d) Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text.

e) Vocabulary

Stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

7. Reading Assesment

According to Brown (2003, p.189), there are four basic types of reading, they can be identified as follows:

a) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse such as letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b) Selective

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This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical task used: picture-cued task, matching, true/false, multiple choice, etc. A combination of bottom-up and top-down processing may be used.

c) Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must interact with the text. The typical of text such as anecdotes, short narrative and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. Top-down processing is typical of such task, although some instances of bottom-up may be necessary.

d) Extensive

Extensive task applies to the texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is used for this task.

In this research, the researcher choose the types of assessment in terms of interactive. Because in learning reading in level of senior high school, the students must interact or think to give the meaning of the text that they read.

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B. Relevant Research

Relevant research requires some previous pieces of research by other researchers that are relevant to this research. It is supported by Syafi'i that relevant research is required to study some previous research findings conducted by other researchers that are relevant to this research (Syafii, 2007, p.122). The following are the relevant researches. They are:

1. The first research was conducted by Sasli Afandi in 2011 entitled "The Effectiveness of Numbered Heads Together (NHT) Toward Speaking Ability of the First Year of Senior High School Selatpanjang Kepulauan Meranti Regency" he concluded that NHT was very helpful for increasing students' speaking ability and there was big influence for this strategy. This was 6%. So, Ha has been accepted.
2. The second research was conducted by Nuruddin (2013) entitled "The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students' Reading Comprehension : A Comparative Study". There was a significant difference in reading comprehension between the students who were treated using NHT and those who were treated using Conventional Reading Techniques. The average score of the group students' reading comprehension taught by using NHT ($XA_1= 70.82$) was likely higher than those taught by using Conventional Reading Techniques ($XA_3 = 60.91$)



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C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept is the concept used to clarify the theories used in the research. There are two variable used in this research, they are variable X and variable Y. Numbered Heads Together (NHT) technique is as variable X that gives the effect on students' reading comprehension as variable Y.

The indicators of Numbered Heads Together technique (X) as independent variable are stated by Yeh (2004) as follows:

1. Teacher divides the students into small group amount 5 people and give each one different number from one till five.
2. Teacher explains the material.
3. Teacher gives the example and task about narrative text to each group.
4. Teacher asks the question and calls out one of student's number randomly.
5. The student whose called his/her number, he/she must answer the question.
6. Teacher gives the evaluation to the students who have done presentation.

The indicators of reading comprehension (Y) are as follows:



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1. The students are able to identify the meaning of the word in narrative text.
2. The students are able to identify the specific information from narrative text.
3. The students are able to locate or identify the generic structure of narrative text.
4. The students are able to analyze the communicative purpose of narrative text.

D. Assumption and Hypothesis

1. The Assumption

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the researcher assumes that (1) students' comprehension in reading narrative text is various, and (2) NHT Technique influences students' comprehension in reading narrative text.

2. Hypothesis

H_a : There is a significant effect of using Numbered Heads Together (NHT) Technique on students' reading comprehension of narrative text.

H_o : There is no significant effect of using Numbered Heads Together (NHT) Technique on students' reading comprehension of narrative text.