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CHAPTER I INTRODUCTION

A. Background of The Problem

Based on the curriculum, reading is one of the most important skills that should be learnt by the students because it can help students to make progress in their academic in all areas of subjects and it can support the development of knowledge and provide the ability to get information. In reading paragraph students have to try to comprehend the main idea of the reading material. Without comprehending the paragraph, it will be difficult to understand what the students have or what the writer means in the reading material. According to Linse (2005, p.69), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the students must be able to decode (sound out) the printed words and also comprehend what the students read.

English teachers should create active learning condition and develop their technique to help learners comprehend about what they read more effectively by considering suitable activities for the students. Reading is taught in SMA Negeri 1 Tambang through School-Based Curriculum (SBC), as a guide in teaching learning process for English subject. It is taught twice in a week and for one meeting is about 2 hours. The duration for one hour is about 45 minutes. It means that in a week English is taught about 180 minutes. While in the syllabus, the

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score cumulative minimum standard that has to be achieved by students for English subject is 65 (sixty five). The standard competence stated in the syllabus, the purpose of reading is to comprehend some types of text related to genre based approach such as narrative, descriptive, recount, report, procedure, spoof, analytical exposition and so on. The aims of teaching reading in tenth grade of senior high school is understanding the meaning of written functional text and simple short essay in recount, narrative, procedure, descriptive and news item in daily life context. It can be said the texts taught at the tenth grade of senior high school in the second semester are narrative, descriptive and news item. The researcher focuses on the descriptive text. Thus, the scoring rubric for assessing the students' reading comprehension can be seen as follows:

Table 1.1
Score Rubric

Score	Level	Description
88-100	Excellent	The students can identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information very clearly.
75-87	Good	The students can identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information clearly.
62-74	Enough	The students can have limited understanding to identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information.
50-61	Poor	The students can have little understanding to identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information.
<50	Fail	The students have no understanding to identify the main idea, generic structure, communicative purpose, meaning of certain words and detail information.

Source: RPP of the tenth grade students at State Senior High School)

Based on the researcher's preliminary study at the tenth grade of SMA Negeri 1 Tambang, the teacher used a textbook to teach students in reading comprehension and asked the students to read the text. The teacher used conventional strategy in teaching reading to the students; the conventional strategy that the teacher used was Preaching method. It means that the process of teaching and learning reading comprehension focused on teacher-centered learning. While, teacher-centered learning is the approach of teaching a lesson in front of a classroom in which the teacher is active to give information to the students. This case shows that the teacher did not use the appropriate technique in teaching English lesson. Therefore, students did not pay attention and they felt bored in the class. So, the students do not achieve the goals in English lesson especially reading comprehension. The problems can be seen in the following symptoms:

1. Some of the students were not able to identify the main idea of descriptive text.
2. Some of the students were not able to identify the generic structure of descriptive text.
3. Some of the students were not able to identify the communicative purpose of descriptive text.
4. Some of the students had limited vocabularies.
5. Some of the students were not able to get the detail information of descriptive text.

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There are several indications that the students were still confused in reading descriptive text and had lack of vocabulary in reading that should be improved in order to achieve the goals of learning based on the competences stated in curriculum. Therefore, the researcher wants to apply numbered heads together technique to improve students' reading comprehension. Numbered heads together (NHT) is one of the techniques in cooperative learning. According to Kagan and Olsen in Purnomo (2012, p.38), 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 cooperative learning, students are asked to work and learn together in a small group and NHT technique enables the students to learn all subjects, especially reading comprehension.

According to Kagan (1989, p.13), NHT is kind of cooperative learning as it includes teams, positive independence, and individual accountability that lead to cooperative interaction among students. It means that NHT technique makes the students become active during the teaching learning process because it enables the students to cooperate with their teams to achieve the goal of the team. In short, the NHT technique not only increases students' interactions but also their knowledge and motivation in finding the answers to the questions being discussed. Therefore, the researcher interested in conducting a research entitled: **“the effect of using numbered heads together (NHT) technique on students' reading comprehension at tenth grade of SMA Negeri 1 Tambang”**.



B. Definition of The Terms

There are several terms that are applied in this research. In order to avoid misunderstanding and misinterpreting on the terms used it is necessary to define them as follows:

1. Effect

According to Jack C. Richard and Richard Schmidt (2010, p.190), effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. Based on the statement above, effect in this research is defined as a result of applying NHT on students' reading comprehension.

2. Number Heads Together

Slavin in Astuti (2014, p.14) states that NHT is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be. It can be said that NHT is a group working which not only considers about the group comprehension in answering or explaining the answer but also focuses on the comprehension of each member of the group. So, each member in the group has a responsibility in certifying that each member knows the right answer.

3. Reading Comprehension

According to Jannete (2007, p.2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.



In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text.

C. Problems

1. Identification of the Problems

The problems in this research are identified as in the following questions:

- a. Why were some of the students not able to identify the main idea of descriptive text?
- b. Why were some of the students not able to identify the generic structure of descriptive text?
- c. Why were some of the students not able to identify the communicative purpose of descriptive text?
- d. Why did some of the students have limited vocabularies?
- e. Why were some of the students not able to get the detail information of descriptive text?

2. Limitation of the Problems

Based on the identification of the problem above, it is very impossible to explain all of the factors, so the researcher has to limit these problems to students' reading comprehension of descriptive text at the tenth grade of SMA Negeri 1 Tambang. It refers to the main idea of the text, the generic structure



of the text, the communicative purpose of the text, the meaning of certain words of the text and the detail information of the text.

3. Formulation of the Problems

Based on the problems limited above, the problems are formulated into following research questions:

- a. How is the students' reading comprehension taught by using NHT technique at the tenth grade of SMA Negeri 1 Tambang?
- b. How is the students' reading comprehension without being taught by using NHT technique at the tenth grade of SMA Negeri 1 Tambang?
- c. Is there any significant difference of students' reading comprehension at the tenth grade of SMA Negeri 1 Tambang between taught and without being taught by using NHT technique?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To know the students' reading comprehension taught by using NHT technique at the tenth grade of SMA Negeri 1 Tambang.
- b. To know the students' reading comprehension without being taught by using NHT technique at the tenth grade of SMA Negeri 1 Tambang.
- c. To find out the significant difference of students' reading comprehension at the tenth grade of SMA Negeri 1 Tambang between taught and without being taught by using NHT technique.



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2. Significance of the Research

This research finding is hopefully expected to give valuable contribution as follows:

- a. The English teacher, as the designer in teaching learning process so that the English teachers are able to develop their knowledge and creativity in reading descriptive text.
- b. The student, about how to comprehend a text, to increase their achievement in reading descriptive text, as well as to encourage them to be more active and high motivated students, especially in group/team.
- c. Those who are interested in and concerned with teaching learning process and for the interest of doing further research.

E. Reason for Choosing the Title

1. The title of this research is relevant to the researcher's status as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
2. This title is not yet investigated by any researchers of State Islamic University of Sultan Syarif Kasim Riau.
3. Based on the preliminary study, the problem of English language learning and teaching at the school is appropriate to be solved by conducting this research.