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A COMPARATIVE STUDY ON THE EFFECT OF NUMBERED HEAD TOGETHER AND RSQC2 TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION AT SMKN 6 PEKANBARU

THESIS

Presented to State Islamic University Sultan Syarif Kasim Riau
in partial fulfilment of the requirements for the degree
of *Master* in English Education



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SULTAN SYARIF KASIM RIAU

2015 M / 1435 H



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APPROVAL SHEET

Number: Un.04/PPs/PP.00.8/ /2015

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ABSTRAK

Tujuan dari penelitian ini adalah (1) untuk menyelidiki apakah ada perbedaan yang signifikan pada pemahaman membaca antara siswa yang diajarkan menggunakan Numbered Head Together dan mereka yang diajarkan menggunakan teknik RSQC2 dan (2) untuk menentukan salah satu dari kedua teknik, mana yang lebih efektif dalam meningkatkan pemahaman membaca siswa. Desain penelitian yang digunakan dalam penelitian ini adalah Pre-test dan Post-test Perbandingan Group Design. Penelitian ini dilakukan selama bulan Mei 2015. Sampel tiga kelas dari siswa kelas X di SMKN 6 Pekanbaru dari tahun akademik 2015. Sampel dipilih dengan menggunakan teknik cluster sampling. Total sampel 95 siswa. Mereka X'1 dan X'2 akuntansi sebagai kelas eksperimen dan X'3 sebagai kelas kontrol. Ada dua kali item yang digunakan dalam penelitian ini. Yang pertama adalah pre-test dan kedua adalah post-test. Bentuk tesnya berupa pilihan ganda. Akhirnya, pertama penulis menemukan bahwa probabilitas signifikan lebih tinggi dari 0,05 ($sig > 0,05$) dilihat dari hasil multiple comparison one way ANOVA. Ini berarti bahwa tidak ada perbedaan yang signifikan pada pemahaman membaca siswa antara yang menggunakan Numbered Head Together dan RSQC2 teknik, artinya kedua teknik tersebut sama-sama bagus untuk meningkatkan memahami teks bacaan siswa di SMKN 6 Pekanbaru. Kedua, menemukan bahwa probabilitas signifikan lebih rendah dari 0,05 ($sig < 0,05$) dilihat dari hasil yang menggunakan independent sample t-test dan pair sample t-test. Ini berarti bahwa ada perbedaan yang signifikan dari pemahaman bacaan pre-test siswa dan post-test pada kelas eksperimen.

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ABSTRACT

The aims of this research are (1) to investigate whether there is any significant difference on reading comprehension between students who were taught using Numbered Head Together and those who were taught using RSQC2 techniques and (2) to determine which one of the two techniques is more effective in improving students' reading comprehension. The research design used in this study was Pre-test and Post-test Comparison Group Design. The research was conducted during the period of May 2015. The samples were three classes of the tenth grade students at SMKN 6 Pekanbaru of the 2015 academic year. The samples were selected using the technique of cluster sampling. The total samples were 97 students. They were X'1 and X'2 accountancy as an experiment classes and X'3 as control class. There were two times of item used in this research. The first was pre-test and second was post-test. The forms of the test were multiple choices. Finally, first the writer found that significant probabilities was higher than 0.05 ($sig > 0.05$) in multiple comparison one way ANOVA. It means that there is no significant difference on students' reading comprehension between using Numbered Head Together and RSQC2 techniques are good in comprehending reading text at SMKN 6 Pekanbaru. The second, found that significant probabilities was lower than 0.05 ($sig > 0.05$) in both paired sample t-test and independent sample t-test. It means that there is a significant difference of students' reading comprehension pre-test and post-test of experimental classes.

Key words: *Reading comprehension, Numbered Head Together (NHT), RSQC2 Technique*

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الملخص

هذا البحث هدفان هما: 1) معرفة وجود مقارنة بين استخدام أسلوب Numbered Head Together وأسلوب RSQC2 على مهارة القراءة لدى الطلاب، 2) معرفة أيِّ الأسلوب أكثر فعّالاً. التصميم لهذا البحث هو تصميم المجموعة الضابطة المقارنة باستخدام الاختبار القبلي والاختبار البعدى. وقامت به الباحثة في شهر مايو 2015. وعينة البحث هي ثلاثة فصل من الفصل العاشر في المدرسة العالية المهنية الستة ببنبارو سنة دراسية 2011. وهم الفصل X^1 و X^2 كالفصل التجريبى و الفصل X^3 كالفصل الضابطي. هناك خانتان في هذا البحث وهما الاختبار القبلي والاختبار البعدى. نوع الاخبار هو اختيار متعدد. والنتيجة من هذا البحث هو الأول، النتيجة ترجيح من هذا البحث أكبر من 0.05 هذا بالنظر إلى الجدول one way ANOVA. هناك مقارنة بين استخدام أسلوب Numbered Head Together وأسلوب RSQC2 على مهارة القراءة لدى الطلاب في المدرسة العالية المهنية الستة ببنبارو. و النتيجة ترجح من الاختبار البعدى أقل من 0.05 باستخدام Independent sample t-test و Pair Sample t-test. هذا يعني هناك مقارنة هامة بين الاختبار القبلي والاختبار البعدى في مهارة القراءة لدى الطلاب في الفصل التجريبى.

الكلمة الأساسية: مهارة القراءة، Numbered Head Together (NHT), RSQC2



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ACKNOWLEDGEMENT

Alhamdulillah, the researcher would like to express grateful to Allah SWT, the almighty, who blessed her in finishing writing the thesis entitled “A Comparative Study on The Effect of Numbered Head Together and RSQC2 Technique Towards Students’ Reading Comprehension at SMKN 6 Pekanbaru” to fulfill one of the requirements to get the degree of Magister Pendidikan (M.Pd). Then, her gratitude for life guidance to the beloved Prophet Muhammad SAW who has showed the right way in life.

The researcher would like to express her deep and sincere gratitude to Dr. H. Abdullah Hasan, M.Sc as the first consultant and Mr. Abdul Hadi, MA, Ph.D as the second consultant who have given her suggestion, corrections, and ideas for the development of the thesis.

She also want to extend her gratitude to Prof. Dr. Munzir Hitami, M.A., as Rector of State Islamic University Sultan Syarif Kasim Riau, Prof.Dr. Ilyas Husti, M.Ag., as Director of Postgraduate Program State Islamic University Sultan Syarif Kasim Riau, Dr. Khairil Anwar, M.Sc as a good Statistic lecturer and all staffs of Postgraduate Program State Islamic University Sultan Syarif Kasim Riau who have given valuable and friendly help.



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The researcher would like thanks to my beloved parents Alm.Turaji and Sri Hartati. Thanks to my beloved husband Noor Cholish Achmad, S.E and my son Azzamy Syauqi Achmad who have been supporting her with their patience and understanding and also to my big family that I cannot mention one by one.

Finally, the researcher would like to express her thank full to those who any have been helping her in doing the researcher and writing the thesis that she cannot mention all. The researcher believes that there still have weaknesses and needs improvement in the thesis that she does not realize. Therefore, any valuable contribution and suggestions will be always accepted happily. However, I also hope that this study will be useful for anyone. ☺

Pekanbaru, August 31st 2015

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CHAPTER 1

INTRODUCTION

This chapter presents an overview of the study. It starts with background of the study, followed by the statement of problem, limitation of problem, purposes and objective of the research, research questions, significance of the research, and rationale of the research. Definitions of the key terms used in this study are presented in the last section of this chapter.

1.1 Background of the Study

Reading has is an important language skill that learners need to develop since the first time they start studying English. Through reading, they can get the information they need either for the purpose of mastering English or for other purposes. Without information learners will surely not know anything happening either changing about the situation of education, economic, politic, or simply the information that is necessary to develop their reading comprehension. In line with it, English students need to be good in reading and get sufficient information to increase their knowledge and ability from the any sources that they have. In addition, the students are expected to develop their reading ability in understanding various kinds of texts.

English is one of the international languages. But in fact there are many students who are less interested in learning English. It can be seen from the students' scores in the

subject that tend to be lower than their scores in other subjects. The low achievement in learning English students showed that their ability in English is still low. This problem can be overcome by providing meaningful learning for students so that students no longer consider learning English difficult and boring but easy and meaningful.

Dawson (1974:36) said that language could be divided into four language skills. These include listening, reading, speaking and writing. Listening involves attentive and accurate interpretation of what is heard. Reading involves both silent and oral reading. Speaking includes selection and organization of ideas, and the ability to communicate these ideas orally. In addition, writing refers to the way to express the ideas that come from mind.

Teaching and learning process is one of teachers' efforts to transfer knowledge to learners in order to develop their good attitudes and knowledge. In designing a lesson plan, a teacher always tries to be a creator of learning designs by preparing appropriate approaches, methods, materials, strategy and appropriate time. Learning model is defined as a systematic procedure for organizing learning experiences to achieve the learning objectives. Anthony (1983:5) said that "Technique depends on the teacher, his individual artistry, and on the composition of the class". There are many models of learning activities that can be used to facilitate students in the learning process. In this study, the researcher tries to use Numbered Head Together and RSQC2 as model of techniques to facilitate the students to increase their reading comprehension.

In relation to innovative techniques of teaching reading the researcher considered particular techniques namely Numbered Heads Together (henceforth NHT) and Recall, Summarize, Question, Connect and Comment (RSQC2) technique. NHT is one of the cooperative techniques designed by Kagan back in 1993 to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content (Arends, 2004). It is 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 (Olsen & Kagan in Yeh, 2004).

Recall Summarize, Question, Connect and Comment (RSQC2) Technique, is a technique to assess the students' recall, comprehension, analysis, synthesis and evaluation of recent material. This technique can be used by the teacher to improve the students' comprehension about the material. The teacher should develop an appropriate technique to make students understand what they have read. The teacher should find technique that can be applied in order to make reading process a success. Angelo and Cross (1993) state that this technique allows the teacher to compare detailed information on the students' recall, understanding and evaluations of the material. It also informs the teacher of students' question and comment that they need to respond. This technique provides students with a comprehensive framework for recalling and reviewing the material.

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Mark Clarke and Sandra Silberstein (1977:136-37) claim that reading is only incidentally visual. More information is contributed by the readers than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership to an appropriate group of already saved in their memories. Reading skill depends on the efficient interaction between linguistic knowledge and knowledge of the world.

Based on the preliminary study in November 2014 at SMKN 6 Pekanbaru, there were some problems that emerged during the teaching and learning reading in the school.

The first one was students' laziness in reading. In this case, the teacher only gave the text without giving any explanations to the students or anything that might help them to find the appropriate information from the text that they would read. This condition had made them know less or even nothing about searching the information they needed in reading.

Then, when something like this happen continuously the students become lazy and less motivated in reading because nothing they can do about it and finally they got low ability and score in reading. So, it is really expected that the teachers can improve their ability in delivering the material clearly, interestingly and well for the sake of students.

Then, the second one was that the teaching technique or strategy applied by teachers in teaching reading was not interesting. Most of English teachers often used the same way in teaching reading all the time. For instance, in teaching reading the teacher only gave the text and then asks the students to read the text. Then, the student is asked to

answer the questions below the text. These techniques of teaching seem to make students not only feel bored in learning but also face difficulties in comprehending the text.

The phenomenon described above indicates that the student's achievement in reading comprehension was still under the KKM (Minimum Completion Criteria). The KKM for English subject in the school is 73, but many students' scores were under the KKM and they have difficulties to comprehend the English texts. One of the problems might be that the teachers' strategy in teaching reading was still the conventional one, in which the strategy employed by the teachers is basically teacher-centered, that is, they dominate the class instruction. The teachers explain, discuss, and talk a lot that overshadow the students' participation in the learning process. Besides, the method usually utilized by the teachers is somewhat conventional, like the Grammar Translation Method. Using this method, the teachers often only look at the instruction in the textbook, ask a student or two in the class to read the text or the teachers read the text themselves, translate word by word or sentence by sentence prior to having students answer the questions that follow the text.

Considering the phenomenon above, there was an urgent need to implement a strategy or technique that can help solve these problems. Besides, there is also an urgent need to apply a technique that can involve the teachers and students so that the teachers were not too dominant in the class and the students can be involved in cooperative and interesting activities so that they do not have to do the same activities in all English instruction. By engaging students in interesting and cooperative activities, students will

1.2 The Statement of the Problem

The main aim of this study is to compare the effect of Numbered Head Together and RSQC2 techniques on students' reading comprehension of descriptive texts. Reading is a very important part of our lives. Reading enables people to find out information from a variety of texts. (Davis Diane & Gleean at www.learn-to-read-prince-george.com).

Rupp (2008: 57) mentions that reading comprehension is complex, interactive and integrative, and requires effective interaction of multiple mental components for the creation of multiple mental representations of text. The role of reading comprehension plays in the process of learning is widely document (Luckner & Handley 2008; Coleman 2003). These studies and many other similar studies point to the fact that reading comprehension forms the basis for the learning process. Thus, learners who read without comprehending what they read have fewer chances of succeeding academically than learners who read with comprehension.

Thomas A. Angelo (1988) states that the RSQC2 technique (Recall, Summarize, Question, Comment, and Connect) is a highly structured modular technique that assesses student recall, reaction, and evaluation of classroom activities. RSQC2 allows instructors to compare detail information on the students' recall, understanding, and evaluations and comments that need timely responses. This technique provides students with a comprehensive framework for recalling and reviewing class sessions. The Numbered Head Together (NHT) technique is developed by Spencer Kagan (Kagan, 1992), which gives opportunities to students to allot ideas each other and consider most precise answer.

In reality, based on the background of the problems above, it can be identified that there were some factors that cause students to face problems in improving their reading comprehension, which among others include laziness in reading, low ability and score in reading, uninteresting and conventional approach to reading.

The application of NHT and RSQC2 techniques can be good alternatives for overcoming these problems. Then, the prior knowledge that students have are different. Besides, the student's difficulties in improving their reading comprehension are also because they were lack of vocabulary. Furthermore, the teaching technique used by the teacher becomes student's problem in class where teacher only asks the students to read, find difficult words and get the meaning, the last they answer the questions given. This activity makes the students difficult to improve their reading comprehension because they do it individually or through passive activity. In other words, the teacher's technique have to be varied in teaching reading in order to avoid students' bored.

Since the phenomena also affect learners at vocational school in SMKN 6 Pekanbaru, these phenomena need to be addressed. How can teachers help to improve students in improving their reading comprehension? Why do the students have low motivation to read an English text? How are the first grade students doing in improving their reading comprehension? Do the students spend the time effectively in developing their reading comprehension? Do they realize the importance of reading the text to develop their reading comprehension? How is the influence of reading technique on their reading comprehension by analyzing those variables? And is the teaching technique appropriate in improving the students' reading comprehension? Which technique gives better result (Numbered Head Together (NHT) or RSQC2) in improving students' reading comprehension?

In order to solve students' problems in improving their reading comprehension, many teaching technique are possible to be offered. Among these techniques are Numbered Head Together (NHT) and RSQC2 techniques. Based on the previous study by NurIfkaElfiani(2013) and Karen (2010) , the benefits of Numbered Head Together are as follow: (a) all students are actively thinking of answer, (b) students gain knowledge from their peer's ideas, (c) students work together cooperatively, and (d) students feel confident enough to offer an answer when call upon and (e) improves the dynamics of the class.

On the other hand, according to DesiWinarti, RSQC2 is a technique which will explore and assess students' knowledge in learning especially in learning to improve their reading

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1.3 The Limitation of the Problem

This research investigated the comparison of the effects of Numbered Head Together (NHT) and RSQC2 technique on students' reading comprehension of descriptive texts at SMKN 6 Pekanbaru. The problem investigated is limited to finding out which technique gives better result (Numbered head Together (NHT) techniques or RSQC2 technique) on students' reading comprehension of descriptive texts at SMKN 6 Pekanbaru.

1.4 The Purpose and Objective of the Research

The purpose of this research is to investigate the effects of using NHT and RSQC2 techniques on the improvement of students' reading comprehension at a vocational high school in Pekanbaru. Based on the formulation of the research questions, the objectives of the research are stated as follow:

- To find out whether there is significant effect of using Numbered Head Together technique on students' reading comprehension
- To find out whether there is significant effect of using RSQC2 technique on students' reading comprehension

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1.6 Formulation of the Research Questions

Research questions of this study are formulated into three questions, namely:

1. Does Numbered Head Together technique give significant effect on students' reading comprehension?
2. Does RSQC2 technique give significant effect on students' reading comprehension?
3. Is there any significant difference between the effect of using NHT technique and the effect of RSQC2 technique on reading comprehension of the tenth grade students of SMKN 6 Pekanbaru?

1.6 The Significance of the Research

The study aims to compare two techniques that are believed to contribute to the improvement of students' reading comprehension. It is expected that this research would generate findings that are useful for the improvement of the teaching of reading skill to high school students and for future EFL/ TESL research. The strategies given in this

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research have previously been used to improve English proficiency in other contexts, but it

not known which of these two techniques (NHT and RSQC2 techniques) is better in improving students' reading comprehension.

It is also hoped that this study will help instructors or teachers of vocational school

the designer in teaching learning process so that the English teachers are able to develop

their knowledge and creativity in teaching students to read descriptive text as well as

raising students' awareness of the importance of reading comprehension.

Finally, it is also expected that the students in this study will be more motivated and

more active in improving their reading comprehension as a result of being taught using this

techniques such as NHT and RSQC2 techniques.

1.7 The Rationale of the Research

Success in teaching and learning process depends on the teacher's effort and

students' motivation, which are very important in helping students to respond to teaching

and learning activities facilitated by the teacher. However it is a hard work and the

researcher hopes that the technique which the researcher proposed would be useful not only

for teacher but also for students in the teaching process. The researcher used significant

techniques and can be used for one way for a teacher in the teaching process. By using

NHT and RSQC2 techniques, it is expected that students' reading comprehension can be

improved.

Numbered Head Together (NHT) technique was developed by Spenser Kagan (Kagan, 1992). This technique gives opportunity to student to allot ideas each other and consider most precise answer. Besides, this technique also pushes students to improve the spirit of their job. This technique can be used for all age levels.

On the other hand, Angelo and Cross (1993) argue that RSQC2 technique provides some advantages for both teacher and students. First, it can help the teacher in assessing the students' comprehension of the learning material. Second, it helps teacher to give a good feedback on students' work and activity. Third, it is useful for the students to build their comprehension about the material and summarize the information by their own words. Fourth, it helps students to improve their reading by making connection between their own ideas with information in the material.

1.8 The Definition of Key Terms

In order to avoid misunderstanding and misinterpretation, the researcher provides definition of key terms used in this research. The followings are definitions of key terms used in this study:

Effect. It can be defined as change or event that is produced by an action or cause, or result of something (Oxford learner's pocket dictionary, 1980; 134). In this study, effect means how NHT and RSQC2 techniques can influence students' ability in understanding descriptive texts.

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Numbered Head Together (NHT) technique. It is a teaching technique for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skill (Calderon;1987)

Recall, Summarize, Question, Connect and Comment (RSQC2) Technique.

It is a technique to assess the students' recall, comprehension, analysis, synthesis and evaluation of recent material. This technique can be used by the teacher to improve the students' comprehension about the material (Angelo and Cross, 1993).

4. **Reading Comprehension.**Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning (Nunan, 2003: 68) Reading comprehension requires an interaction between the text and the reader's knowledge. In addition, reading comprehension is determined by readers' access to language, prior knowledge and reading ability.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the literature related to the present study. It is organized into ten sections. The first section introduces about reading and reading theories that are applicable and useful for this study, the nature of reading, teaching reading, purpose and reading as a process. The second section discusses about the teaching reading comprehension in Indonesia. In the third sections discusses about EFL Reading Research in Indonesia. In the fourth section, the first technique, Numbered Head Together, is discussed for in greater details. Also, the theoretical, purpose, steps and strength this technique are described in this section. The fifth section discusses the second technique is RSQC2. The sixth section discusses about one of the text, that is descriptive text. The seventh section discusses about the assessment of reading comprehension. The eight sections discuss the previous research related to the variables; NHT, RSQC2 techniques and Reading comprehension. The nine sections discusses about the operational concepts and indicators. Finally, the assumption and hypothesis this research are discussed.

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2.1 Reading Comprehension

2.1.1 The Nature of Reading

a. The Definitions of Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang (2003:6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

William Grabe (2002: 9) says that Reading is the ability to draw meaning from the print page and interpret this information appropriately. Purposes for reading is: Reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for

information need for writing), reading for critique texts, reading for general comprehension.

Elizabeth S. Pang (2003 : 14) Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. Comprehension is the process of deriving meaning from connects to the text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Beatrice S. Mikulecky (2008 :1) Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumes to have intend. The reader does this by comparing information in the text to his or her background knowledge and prior experience. Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assist language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum.

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Understanding some important facts about reading, literacy, and teaching methods is essential for providing effective instruction in reading.

Based on the definitions above, reading is a process when the students get information from the writer. From the reading activity, the students can identify and recognize the message through each word that builds the content of the text.

b) The Definitions of Reading Comprehension

There are some experts who have opinion about the meaning of reading comprehension. Rupp (2008: 57) mentions that reading comprehension is complex, interactive and integrative and requires the effective interaction of multiple mental components for the creation of multiple mental representation of text. It means that reading comprehension is a complex activity that must be done effectively, as well as interactively by the readers to get the necessary things state in the text.

Linse (2005:71) reading comprehension is an ability to understand a text by the readers. The readers do not only read the text but also understand what the readers read or what the text talks about. It needs their knowledge to provide the information so they know the message of the text itself. From those statements, it is conclude that reading and comprehension is two things unit to be one, they cannot be separate, and they are unity. When readers loose one of the elements, they do not do comprehending yet.

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According to Pang (2003:14) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

From the theories above, the writer concluded that can be concluded that reading comprehension was the process of understanding the message in the text which needed the activations . Without reading comprehension, the reader cannot get ideas from the text. Reading comprehension can helps the reader to search and get the meaning or ideas from the passage, identify the relationships among the words and concept, the structure of the ideas and ability of knowing the writer's purpose and education.

2.1.2 Teaching Reading

According to Nunan (2003: 68), teaching reading has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demand to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It show that it can conclude that the readers must

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understand two important aspects to teach, in order the student have a good skill in reading.

Moreover, Richards (2002: 273) says that reading receives a special focus in teaching. There are three reasons for this: First, many foreign language students often have reading as one of their most important goals. Second, written text serves various pedagogical purposes. Third, reading is a skill which is highly valued by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teacher.

Based on the explanation above, it can be concluded that teaching reading is a process to get information and knowledge, reading is useful for other purpose; any exposure to English to provide students understand it more, is a good thing for language students, it also provide good models for English models for English writing and provide opportunities to study language.

Gordon (1982) indicates that three are three distinct sets of competencies that a student must develop in order to become an effective reader: reading skill development, reading comprehension and reading research and study skills'.

Table 2.1 three sets of competencies

Reading skills development		
Names of letters Introduce words Consonants	Vowel diagraphs Silent letters Plurals	Root words Prefix and suffix Synonyms

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Vowels Sight words Blends Word division Consonant diagraphs	Compound words Context clues Contractions Rhyming words Hard and soft 'c' and 'g'	Antonyms Homonyms Multiple meaning Pronunciation key Word definitions
Reading Comprehension development		
Categorizing Sequencing Follow directions Read for facts Retell story Main idea Key words	Summarize Predict outcomes Recognize emotions Make inference Reliability of source Compare and contrast Make judgments	Figurative language Literary forms Evaluate characters Evaluate settings Factual conclusions Fact, fiction, and opinion
Reading research and study skills		
Alphabetize Table of contents Dictionary skills Encyclopedia	Classify books Information from Various sources Use of glossary	Atlases, maps, graphs Cross-referencing Use of index

Source: Gordon (1982)

2.3 Reading Purpose and Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the

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menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function

21.4 Reading as a Process

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

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Reader knowledge, skills, and strategies include:

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.

Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

<http://www.nclrc.org/essentials/reading/reindex.htm>.

2.2 The teaching of Reading Comprehension in Indonesia

In the context of EFL reading instruction in Indonesian universities, Cahyono and Widiati (2006) found that the issue becomes more complicated since reading in tertiary level demands flexible and independent learning requiring students to read

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English texts from different sources independently and effectively. For Indonesian students who are generally influenced by their cultural background and lack motivation in reading English texts (Lamb & Coleman, 2008; Setiono, 2004), the demand of the EFL reading is not easy to accomplish. This issue is discussed further in the following section.

Most Indonesian universities require their students to take English courses focussing on improving students' English competence to comprehend academic disciplinary texts. Non- English department students usually take a subject called English for Academic Purposes (e.g., English for Law, English for Economics, and English for Medicine) once or twice a week for two semesters(Cahyono & Widiati, 2006). Classes typically involve text discussion with most focus on reading.

Reading courses are generally sequenced according to readability word level (5000, 6000, 7000 word level or more), type of reading (Intensive Course, Interpretative and Affective Reading, Critical Reading, and Extensive Reading) and text type(including descriptive, narrative, and argumentative)(Widayati & Anugerahwati, 2005; 2011). The main focus has been on intensive reading which is normally done in the classroom, using relatively short text accompanied by tasks (Cahyono & Widiati, 2006). Extensive reading, on the other hand, is usually given as the last reading course, aimed to provide the students with opportunities to improve their English vocabulary and gain better insight into English culture by developing

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their appreciation of English literary works. The reading activities can be inside and outside the class depending on the availability of self-access centre and library (Widayati & Anugerahwati, 2005).

Tertiary lecturers face problems similar to those in other contexts in Thailand, China, and Japan of economic, administrative, cultural, population and academic constraints (Baker, 2008; Hui, 1997; Mori, 2004). The main problem is minimal use of English in social interactions outside the classroom where students have quite limited contact with English communities (Baker, 2008; Hui, 1997; Mori, 2004). Lie (2007) argues that only students coming from middle and upper socio-economic backgrounds can afford private English courses or have sufficient opportunities to access Internet, Western culture-oriented programs in TV cables, foreign films, and expatriate networks.

The second issue is cultural. One of the main features in the research of successful EFL reading classes is learner centeredness, covering learning objectives, contents and progress, methods and techniques and evaluation which supports learners' autonomy, needs, and interests (Dardjowidjojo, 1997 ; Richards & Rodgers, 2001). The notion of learner centeredness, however, does not generally align with learner expectations, previous experiences of education, and attitudes to learning

Harits Masduqi (2014) Indonesian students, especially those from rural areas, may not be accustomed to the idea that learning activities are student centered. Two

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famous Javanese philosophies such as manut lan piturut (to obey and to follow) and ewuh-pakewuh (feeling uncomfortable and uneasy) are reported as keys to understanding Indonesian people's way of thinking. The impact of these concepts could be linked to patterns of reading classes. Setiono (2004) argues that it is not easy to expect the students to openly challenge and criticize their teacher's opinions. They might feel uncomfortable to disagree with their teacher or feel uneasy to talk about controversial matters.

2.3 EFL Reading Research in Indonesia

The issue of cultural difference has motivated several studies into learners' psychological factors in relation to the culture and EFL reading comprehension. The majority of these studies are case studies of individual groups or strategies. Kweldju (1996) found that students are not willing to read their reading textbooks although they realized their usefulness. She argues that this lack of interest is due to the students' inadequate prior knowledge, inability to comprehend the reading texts, and complex structure of the textbooks. This study is confirmed by Rukmini (2004) and Firmanto (2005).

Rukmini (2004) found that new university students lack interest in reading classes since they are not familiar with explanation and discussion genres which are commonly used in reading texts in tertiary level. (The genres in most secondary school textbooks are anecdote and descriptive texts). Reading classes were considered

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boring and stressful because of over long reading text/s, unfamiliar vocabulary, lack of pre-reading activities activating the students' background knowledge, and repetitive teaching(Firmanto, 2005).

Students' cultural background has also been found to influence individual differences in their reading behavior and consequently, influence their reading performance (Imran, 2005). When sufficient opportunities are given to increase their motivation, confidence, knowledge of subject areas, and language skills, reading improvement occurs (Imran, 2005). In Imran's view, EFL learners should be assisted to increase their ability and willingness to learn in order to be more confident and independent readers. Kweldju (2000) proposed an alternative to motivate reluctant students to read in a literature course. In her study, the students were given a guideline based on cultural and gender elements which proved successful in changing attitude from reluctant to interested readers.

Recent studies have found that the interactive model of reading and classroom-based activities is the best option for effective reading courses at English department in Indonesian universities (Hadi, 2006; Hamra & Syatriana, 2010). Others argue that extensive reading should be more promoted and reading for pleasure needs to be given more priority, so that the students can pick up a great deal of new vocabulary and eventually develop their reading competence (Cahyono & Widiati, 2006; Renandya, 2007; Wahyudi, 2002).

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2.4 Numbered Heads Together Technique

2.4.1 The Definition of Numbered Heads Together (NHT)

Numbered Heads Together Technique is an approach developed by Spencer Kagan (1993) to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content (Arends, 2004).

Numbered Heads Together is one of the techniques or structures that is originally derived from Russ Frank. The structure is then refined and named by Kagan back 2002. As a cooperative learning technique, Numbered Heads Together is designed to involve more students in reviewing materials covered in a lesson and in checking their understanding of a lesson's content (Arends, 2004). It is a simple 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 in any places in a lesson (Olsen & Kagan as quoted by Nuruddin, 2013).

Numbered Heads Together requires students to interact among the group members to get the answer. In addition, it also requires students in each group to be engaged in positive interdependence, individual and group accountability, which motivates them to enhance one another's learning.

2.4.2. The purpose and the benefits of NHT

According to Herdian, (2009: 1-2) the purpose of numbered heads together method are follows;

1. The academic structural study.

It has purpose to increase students' creativity and activity on academic assignment.

2. Acknowledgment of the diversity so students can accept their friends who have different background.
3. Development of social appearance

The benefits of this method are able to grow the readiness of all students, allow students to discuss earnest and positive interaction on students through clever student can teach students who have less intelligent.

2.4.3 The steps of NHT

According to Herdian (2009: 2) there are six steps in numbered head together method, here there are:

1. First step is preparation

In this stage teachers prepare lesson plans to create a scenario of Learning and student worksheet.

2. Second step is formation of groups

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The teacher divides students into groups of 3-5 students. The teacher gives a number to every student in the group. Groups form by a combination of different social background, race, ethnicity, gender and learning ability.

3. Third step is students should have a book

Each group should have books or guidance in order to facilitate students in completing worksheets or solving problems given by the teacher.

4. Fourth step is discussion of the problems

In group work, teachers distribute worksheets to each student as material to be study. Within each group work together to describe the students' thinking and make sure that everyone knows the answer to that question is already in students' worksheet or questions that have been given by the teacher.

5. Fifth step is call the number

Call the number or members' giving the answers in this stage, the teacher calls a number and students from each group with the same number raise their hands and prepare answers to the students in the class.

6. Sixth step gives the conclusion

Teachers and students conclude the final answer of all questions relating to the material present.

2.4.4 The strengths and weaknesses of NHT

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a. Strength

- 1) Train students to improve communication skills through group discussions.
- 2) Give more time to think, to respond, and to help each other.
- 3) Improving student in thinking either individually or in groups.

b. Weakness

- 1) Students requiring more time to understand the material because there is a discussion group and class discussions.
- 2) Not all members of the group are called by the teacher.

2.5 RSQC2 Technique

RSQC2 Technique is a technique in teaching reading that can help the teacher to improving students' reading comprehension skill. According to Angelo and Cross (1993) RSQC2 is a modular classroom technique in which teacher can use the whole thing or select individual components to administer. In this technique teacher guides students quickly through simple recall, summary, analysis, evaluation and synthesis exercises focusing on the material.

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From the theory above, the writer concludes that RSQC2 is a technique that use by the teacher to evaluate the students' understanding, analysis, recall and synthesis about the material from the text that they have read. In this technique, teacher allows students to make summarize about the material in the text based on their own words. If they have make a good summary, they understood with the material.

2.5.1 Procedures of RSQC2 Technique

Angelo and Cross (1993) explain that RSQC2 technique has some steps such as: First, Recall. Teacher asks students to make a list (in words or simple phrases) of what the recall as the most important, useful or meaningful points from the material. Second, Summarize. Teacher directs students to summarize as many of the most important points as they can into one summary sentence that captures the essence of the material. Third, Question. Teacher then asks students to write one or two question that remained unanswered of the text. Fourth, Connect. Teacher asks students to explain (in one or two sentences written in as many minutes) the connection between the main point of the material and the entire course. Five, Comment. Teacher invites the students to write an evaluative comment about the class. Finally, the teacher collects the RSQC2 sheet.

2.5.2 Advantages of RSQC2 Technique

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There are some advantages of the RSQC2 technique. Angelo and Cross (1993) state that this technique allows the teacher to compare detail information on the students' recall, understanding and evaluations of the material. It also informs the teacher of students' question and comment that they need to respond. This technique provides students with a comprehensive framework for recalling and reviewing the material. RSQC2 is particularly useful to students who lack sophisticate learning and study skills. Relate to the explanation above, it can be conclude that RSQC2 technique provides some advantages for both teacher and students. First, it can help the teacher in assessing the students' comprehension relates to the material. Second, it helps teacher to give a good feedback on students work and activity. Third, it is useful for the students to build their comprehension about the material and summarize the information by their own words. Fourth, it helps students to improve their reading by making connection between their own ideas with information in the material.

2.5.3 Pre-Teaching Activities

Pre-teaching activities were the activities that start teaching and learning process, this section was also where the application of the technique can be apply. It will determine the success of whilst teaching and the success of previous lesson teaching, so that it's very important for the teacher to do several good activities.

2.5.4 Whilst-Teaching Activities

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© Hak Cipta milik UIN Suska Riau**1. Recall**

In this section, the teacher will show the reading text and the students will make a list in words or simple phrases about the important points of the text.

2. Summarize

After having the list in words, the teacher asking the students to summarize the words in the list into one summary sentence about the text.

3. Question

For this section, the students will require to jot down one or two unanswered question.

4. Connect

The teacher will ask the students to explain the summary of the text that they have make and the major goal of the course in this section.

5. Comment

After listening to one or two students explanation, the teacher will invite several other students to write an evaluative comment about the class.

6. Collect the RSQC2 feedback

While collecting the feedback, the teacher should let them know what kind of feedback they can expect to receive and when they will receive it.

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2.6 Descriptive Text

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 has structure as below:

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics.

The Language Feature of Descriptive Text:

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group,

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- Using simple present tense

Based on the curriculum reading activities in the vocational school aims to build a wide range of reading abilities, such as the ability to understand main ideas and supporting information, which explicitly or implicitly, as well as words, phrases, and sentences. Reading activities as a means to provide input language that became the basis for the next activity. Teachers should guide students to the exploration text as an example of communication and attract the attention of students to observe the important things, such as the meaning of words, phrases, or sentences, the dominant linguistic characteristics, typical arrangement idea, and others.

2.7. Assessment of Reading Comprehension

Assessment of Reading Comprehension According to Namdi (2005:57), assessment is a tool that measures a learner's knowledge and ability. It shows the areas in the reading program where learners have weakness and strengths. It shows how well they are able to extract information and analyze what they are reading. The purpose of using assessment is to test that learning objectives are being met. Forms of assessment should be based on, and reflect, what is taught in the classroom.

Schumm (2002:18) states that there are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve. Diagnostic assessment is about giving feedback and assistance to learners. The

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second is to measure how much progress has been made. Both form assessment are needed for effective reading instruction. At the beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily in text comprehension. Text comprehension is usually assessed through questions. Question should focus on main idea and specific or detail information.

Method of assessment varies with the types of responses students and the student's response can be spoken or written. Written response can be in the form of a multiple choice response, short answer or extended pieces of writing. There are some practical application in reading assessment, they are:

Firstly, use assessment to find out how well the students are reading and also to help them read better and choose a method of assessment appropriate for the level and type of student.

Secondly, higher order question take the form of „how“ and „why“ rather than „what“ and when choosing materials for assessing non-native speakers, be mindful of words and concepts that might be unfamiliar.

There are several ways in which the teacher can grade the student's comprehension in reading. The researcher may use ordinary procedure by giving them of a passage and asking them a set of question on it. The question may be of multiple choice tests. It is possible to assess the students' reading comprehension by using multiple choice tests, which is evaluating the students' understanding of a passage and asks the students to answer the question under the passage. Multiple

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choice tests consist of 5 options that are four distracters and one correct option. For this present study, the researcher uses multiple choice test to measure the students ability in reading comprehension.

(Source: http://unmas-library.ac.id/wp-content/uploads/2014/09/skripsi-Jurnal-Of-Anak-Agung-Gede-Hendra-S.Pd_.pdf)

2.8 Related Studies

Related studies require some previous researchers' conducted by other researcher in which they are relevant to this research itself. Besides, the writer had to analyze what the point that focuses on, inform the design, finding and conclusion of the previous research, that of:

1. Nuruddin, I. K. Seken, L.P. Artini in 2013 entitle “ The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students’ Reading Comprehension: A Comparative study” The study found that first, there was a significant different in reading comprehension among students who were treated using NHT, QAR and those treated using the conventional reading technique. Second, there is a significant difference in reading comprehension between students who are treated using NHT technique and those treated using the conventional reading technique. Third, there is a significant difference in reading comprehension between students who are treated using QAR technique and those treated using the conventional reading technique. Fourth, there is no significant difference in reading comprehension

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between students who are treated using NHT and those treated using QAR technique. In conclusion NHT is likely higher in effectiveness than the other techniques in improving the reading comprehension.

2. The research of Nur Ifka Elfiani in 2013 entitle “The Use of Numbered Heads Together Method To Improve Students’ Speaking Skill (A Classroom Action Research at The Second Year of Man Tengarang Semarang Regency in the Academic Year of 2012/2013)”

The researcher showed that the students involved actively in teaching learning process, they are more encourages and confident to speak English than before, there are strength and weakness of using Numbered Heads Together (NHT). The result of this research is that there is an improvement of students speaking skill by using Numbered Heads Together (NHT) method. It can be seen from the mean score of pretest and posttest. In cycle 1, posttest is higher than pretest: $53, 82 > 49, 11$, oral test: $< 70 = 73, 8\%$; $\geq 70 = 17, 67\%$. In cycle 2, posttest is higher than pretest $72, 05 > 65$; oral test $< 70 = 70, 58\%$; $\geq 70 = 29, 47\%$. In cycle 3, posttest is higher than pretest: $53, 32 > 45, 58$; oral test $< 70 = 52, 94\%$; $\geq 70 = 38, 23\%$. Then, the result of t-test calculation in cycle 1, 2, and 3 is greater than t-table with $N = 34$ is $2, 75$. This indicated that by applying Numbered Heads Together (NHT) method the students’ speaking skill can be improved.

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3. Research from Nurdiana in 2015 entitles “The Effect of Using Numbered Head Together technique toward students’ reading comprehension on narrative text and self-confidence at the English Education Department of UIN Suska Riau”. The purpose of the research was to investigate the difference of students’ reading comprehension on narrative text and self-confidence before and after being taught by using numbered head together technique and to investigate the effect of using numbered head together technique toward students’ reading comprehension of narrative text and self-confidence at the English Department of UIN Suska Riau. The research design was quasi experimental research. The techniques of collecting data used test and questionnaire. The technique of data analysis used was paired sample t test and independent sample t test. The research found that there was significant difference of students’ reading comprehension on narrative text after being taught by using Numbered Head Together technique for experimental class, it was stated by the value of sig. (2-tailed) was 0,000. It was smaller than 0,05. It meant that the use of Numbered Head Together technique had a significant effect on students’ reading comprehension on narrative text. In addition it was also found that there was significant difference of students’ self-confidence after being taught by using Numbered Head Together technique for experimental class and non-treatment of numbered head together technique for control class. It could be seen from the value of sig. (2-tailed) was 0.000. it was smaller than 0.05.

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4. Research from Ariani. Dkk in 2013 entitle “A Comparative Study on The Effect of Cooperative Learning Techniques (NHT & TPS) on Students’ Reading Comprehension Viewed From Different Text Types” The present study aimed at comparing the effect of two cooperative learning techniques, namely, Numbered Heads Together (NHT) and Think-Pair-Share (TPS) viewed from different text types (narrative, spoof, and hortatory exposition) on students’ reading comprehension. The research design used in this study was Post-test Only Comparison Group Design. The samples were two classes of the eleventh grade students at SMA Negeri 2 Singaraja. After the treatment sessions, post-test was administered to obtain the data. The data obtained from the post-test were analyzed by using descriptive and inferential statistical analyses. From the analyses, it was found that there was a significant difference between the effect of those techniques. There was an interaction between the techniques and the text types. NHT affected better than TPS although in spoof and hortatory exposition texts the differences were not significant. This study has the implication to EFL pedagogy especially in the teaching of reading skill.
5. Research from Maharani entitle “The Effectiveness Of Numbered Heads Together (NHT) To Improve Vocabulary Mastery Of The Fifth Grade Students At SDN Karanggede In The Academic Year Of 2012/2013” The objectives of this research are to know the level of students’ vocabulary

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mastery after being taught by Numbered Heads Together and to find out whether Numbered Heads Together is effective or not to improve vocabulary mastery to the fifth-grade students at SD N Karanggede in the academic year 2012/2013. Moreover, the researcher also wants to know a positive contribution towards the students' vocabulary mastery after they are given NHT. This study belongs to pre-experiment research. The researcher uses purposive sampling in taking the sample because of the limitation of time. In this research, the researcher took 25 students of the fifth grade as the population and sample. The researcher conducted pre-test and post-test. The researcher used NHT to teach vocabulary. Statistically, the researcher analyzed the data by using t-test. The result of this research shows that NHT is effective to improve students' vocabulary mastery at the fifth grade of SD N Karanggede in the academic year of 2012/2013. It was found that the result of t-value is 9.791. Based on the 0.05 significance level, the value of t-table is 2.0595, the computation shows that t-value is higher than t-table, is $9.791 > 2.0595$. Moreover, NHT gives a positive contribution towards the students' vocabulary mastery. It can be seen from the gained score before and after the treatment is given. The post-test of English' vocabulary mastery is higher than the pre-test of English vocabulary mastery. Based on the result finding, it can be shown that the students' vocabulary improve. Moreover NHT gives a positive contribution towards the students' vocabulary mastery. By using NHT, the students are not bored in learning English.

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6. Research from Ida Bagus Made Ambara Putra, Ujang Suparman & Basturi Hasan entitle “A Comparative Study of Guessing and Making Inferences Techniques in Reading Comprehension” The objectives of the research are (1) to investigate whether there is any significant difference of students’ reading comprehension achievement between those taught through guessing and through making inferences techniques and (2) to determine which one is more effective of the two techniques. The design used two classes as the experimental class and control class which received the treatment of guessing technique and the other class received making inferences technique. The researcher applied independent group t-test in analysing the data. The sample of the research was Natural Science 4 and Natural Science 5 students. The finding indicated that guessing technique was more effective than making inferences technique in improving students’ reading comprehension achievement. The mean score of posttest in experimental class was 73.62 while in control class was 67.80. The value of two tailed significant was 0.000 which meant that H_0 was rejected and H_1 was accepted since $0.000 < 0.05$.
7. Research from Rahmat Saleh entitle “A Comparative Study Between 3-2-1 and Question Answer Relationship Strategies in Teaching Reading Comprehension (A Study at VIII Grade Students of SMP N 1 Dua Koto Pasaman)” The design of this research was experimental research, that

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focused on comparative study the data analysis, the writer found some findings as follow: 1. The writer found that the mean score of the first experimental class is (41.68) with standard deviation (4.77) were higher than the mean score of the second experimental class is (38) with standard deviation (5.77). 2. The writer found that t_{test} (2.63) was higher than t_{table} (2.00) at the degree of freedom (58) and the significance level (0.05). It was concluded that 3-2-1 strategy was better than Question Answer Relationship strategy in increasing students' reading comprehension at VIII Grade Students (first semester) of SMP N 1 Dua Koto Pasaman.

Based on the related study above Numbered Head Together and RSQC2 is effective for students in improving their reading comprehension. Although, several studies have been conducted by using Numbered Head Together and RSQC2 no one of the study carried out at vocational school and research design in this study is different. No one of the study compare both of this technique (Numbered Head Together and RSQC2) especially on students reading comprehension in descriptive text at vocational school.

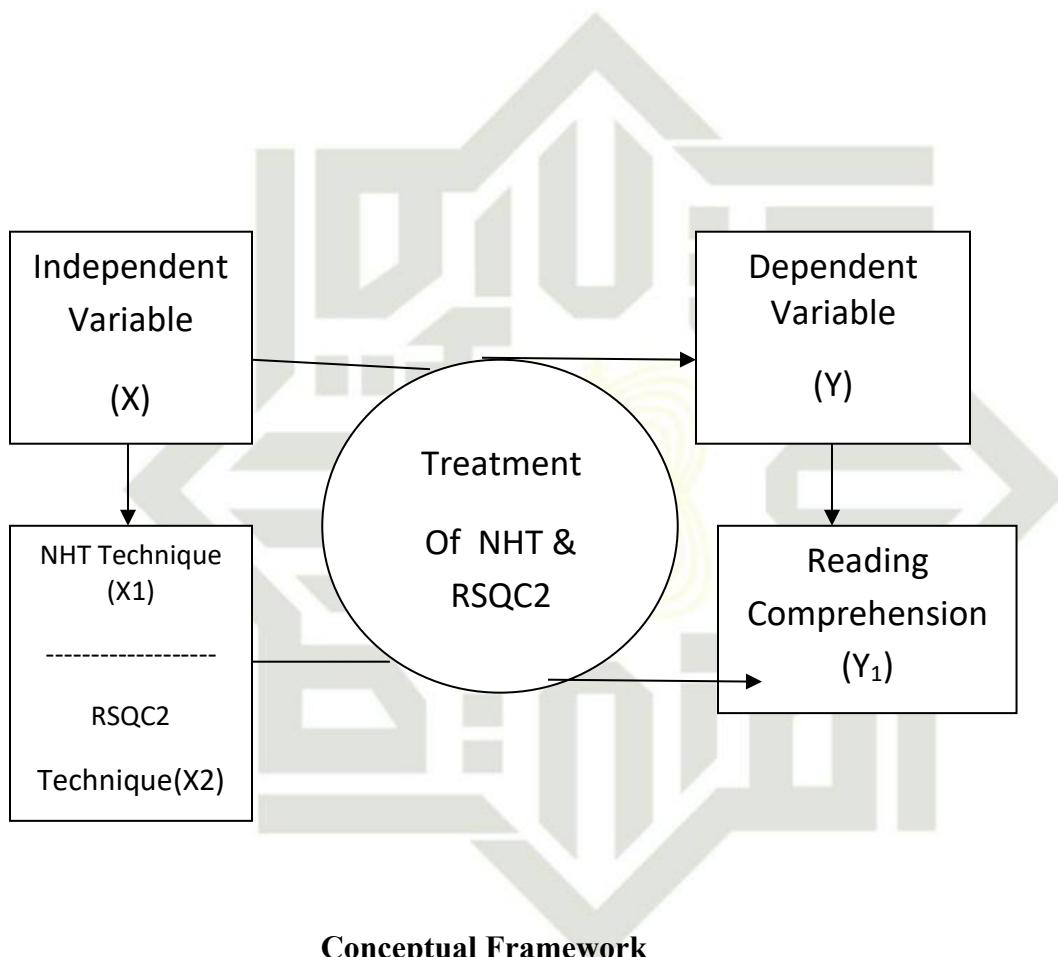
Operational Concepts and Indicators.

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operate in an abstract from the research planning which should be interpret into particularly words in order to be

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easy to measure. The operational concept in this research can be seen on the table below:



Conceptual Framework

Research design was comparative experimental research of the pre-test – post-test. Figure 2.2 show how the effect of NHT and RSQC2 technique toward reading comprehension.

Table 2.2

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The Operational Concept

Title	Variable	Sub Variable	Indicator
A Comparative Study The effects of NHT and RSQC2 Technique of Students' Reading Comprehension of Descriptive Text of the Tenth Grade Students at SMKN 6 Pekanbaru	<i>The independent variable (X):</i> (X1) NHT (X2) RSQC2	Using NHT Using RSQC2	Teacher and the students do the NHT Technique: <ol style="list-style-type: none"> a. Teacher divides students into 6 groups b. Teacher give numbers to the students c. Teacher spreads out descriptive text d. Teacher introduce a topic to descriptive text e. Teacher asks students to read and analyze the text with the time approximately 20 minute f. Teacher gives questions related to the text g. Teacher calls out the number, then the student with the number called should answer it. <p>a. Recall</p> <p>In this section, the teacher will show the reading text and the students will make a list in</p>

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		<p>words or simple phrases about the important points of the text.</p> <p>b. Summarize</p> <p>After having the list in words, the teacher asking the students to summarize the words in the list into one summary sentence about the text.</p> <p>c. Question</p> <p>For this section, the students will require to jot down one or two unanswered question.</p> <p>d. Connect</p> <p>The teacher will ask the students to explain the summary of the text that they have made and the major goal of the course in this section.</p> <p>e. Comment</p> <p>After listening to one or two students explanation, the teacher will invite several other students to write an</p>
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		evaluative comment about the class.
<i>The dependent variable (Y):</i> Reading comprehension	Reading comprehension	<ul style="list-style-type: none"> - The students ability to find main idea, - The students ability to get the synonym/ antonym, - The students ability to textual reference, - The students' ability to word definitions - The students' ability to categorizing of reading text - The students' ability to get the information from, - The students' ability to get the fact.

2.10 Assumptions and Hypotheses

2.10.1 The Assumption

In this research, the researcher knows that there were many strategies which the teacher can used in teaching learning process to build the students capability in

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English. The researcher assumed that using NHT and RSQC2 is one of good technique to give a material for the students to increase their capability especially in Reading comprehension.

2.10.2 Hypotheses

Ho 1 : There is no significant difference on students' reading comprehension pretest mean score between an experimental group and control group by using Numbered Head together technique.

Ha 1 : There is a significant difference on students' reading comprehension pretest mean score between an experimental group and control group by using Numbered Head together technique.

Ho2 : There is no significant difference on students' reading comprehension posttest mean score an experimental group and control group by using Numbered Head together technique.

Ha2 : There is a significant difference on students' reading comprehension posttest mean score between an experimental group and control group by using Numbered Head together technique.

Ho3 : There is no significant difference on students' reading comprehension pretest and posttest mean score for experimental group 1 by using Numbered Head together technique.

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: There is a significant difference on students' reading comprehension pretest and posttest mean score for experimental group 1 by using Numbered Head together technique.

: There is no significant difference on students' reading comprehension pretest mean score between an experimental group and control group by using RSQC2 technique.

: There is a significant difference on students' reading comprehension pretest mean score between an experimental group and control group by using RSQC2 technique.

: There is no significant difference on students' reading comprehension posttest mean score between an experimental group and control group by using RSQC2 technique.

: There is a significant difference on students' reading comprehension posttest mean score between an experimental group and control group by using RSQC2 technique.

: There is no significant difference on students' reading comprehension pretest and posttest mean score for experimental group 2 by using RSQC2 technique.

: There is a significant difference on students' reading comprehension pretest and posttest mean score for experimental group 2 by using RSQC2 technique.

: There is no significant difference between students' reading comprehension pretest mean score using NHT technique and students' reading comprehension pretest mean score using RSQC2 technique of the tenth grade at SMKN 6 Pekanbaru.

: There is a significant difference between students' reading comprehension pretest mean score using NHT technique and students' reading comprehension pretest mean score using RSQC2 technique of the tenth grade at SMKN 6 Pekanbaru.

: There is no significant difference between students' reading comprehension posttest mean score using NHT technique and students' reading comprehension posttest mean score using RSQC2 technique of the tenth grade at SMKN 6 Pekanbaru.

: There is a significant difference between students' reading comprehension posttest mean score using NHT technique and students' reading comprehension posttest mean score using RSQC2 technique of the tenth grade at SMKN 6 Pekanbaru.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter initially justifies the choice of research methodology. Next, the subjects, the experimental design, the research procedures, the instruments and data analyses are illustrated in all details. Furthermore, a pilot study and its implications for the main study are reported. Finally, the subjects and procedures of the main study are described.

3.1 Reserach Design

The design of the research is an experimental method that focusing on quantitative research. According to L. R Gay (2000: 349), the experimental method is a method of research that can truly test hypothesis concerning with cause and effect relationship in the experimental research. There are three variable. NHT and RSQC2 technique was independent variable, while the students' reading comprehension was dependent variable. Therefore the experimental class will be provided with pre-test, treatment, and post-test. They can be drawn in the following:

Table 3.1
The Research Design

E1	O1	X1	O2
E2	O1	X2	O2
C	O1	-	O2

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3.2 The Location and the Time of the Research

This research will be conducted at SMKN 6 Pekanbaru which is located on Seroja Street Kel. Kulim Kec. Tenayan Raya. The duration of the research was conducted during the period of May 2015.

3.3 The Population and Sample of the Research

3.3.1 Population

The population of this research was the second semester students of the tenth grade at SMKN 6 Pekanbaru in academic 2014 – 2015 which consisted of three classes as that had the same capability, two classes were chosen as cluster sampling.

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Table 3.2
Population of the Tenth Grade Students of SMKN 6 Pekanbaru

Class	Total of Students
Mekatronika 1	32
Mekatronika 2	31
Persiapan Grafika 1	33
Persiapan Grafika 2	33
Akuntansi 1	32
Akuntansi 2	32
Akuntansi 3	31
Rekayasa Perangkat Lunak 1	36
Total Population	260

3.3.2 Sample

The sample of the research is kinds of cluster sampling, which means that two classes are, appoint to be the sample respondent to this research. The total number of the population of the tenth grade students' of SMKN 6 Pekanbaru was 261 students'. But in this research, the sample was 95 students' which Akuntansi 1 and Akuntansi 2 as an experimental class and Akuntansi 3 as a control class.

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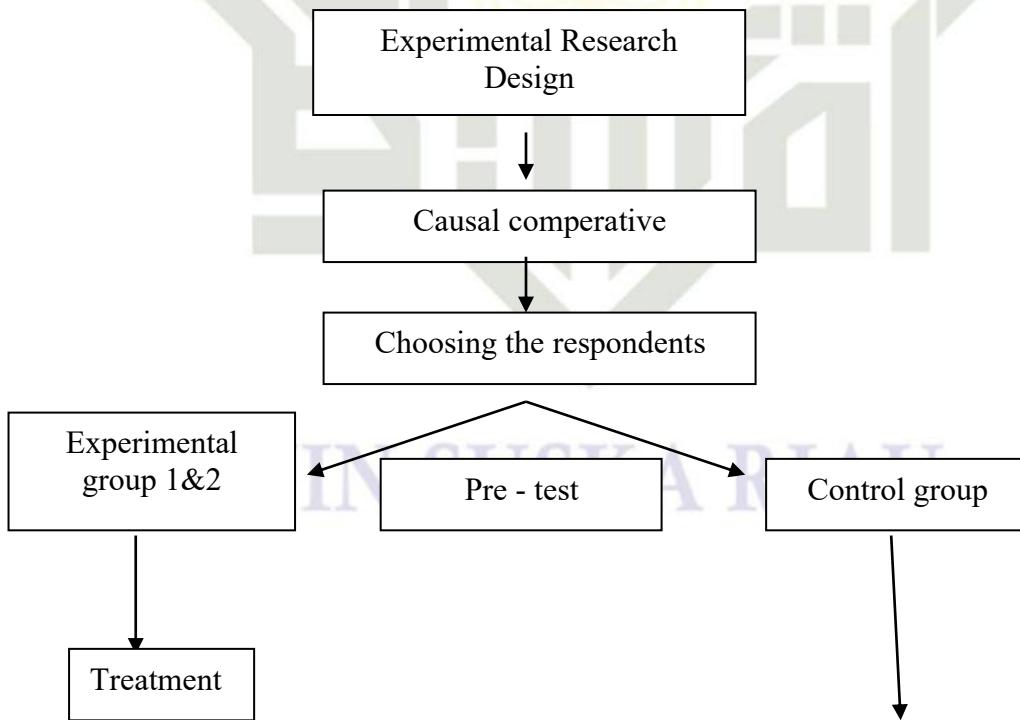
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Table 3.3
Sample of Research

Sample	Male	Female	Total Number of students
Akuntansi 1 (Experiment Class 1)	3	29	32
Akuntansi 2 (Experiment Class 2)	3	29	32
Akuntansi 3 (Control Class)	4	27	31
Total of the Sample	10	85	95

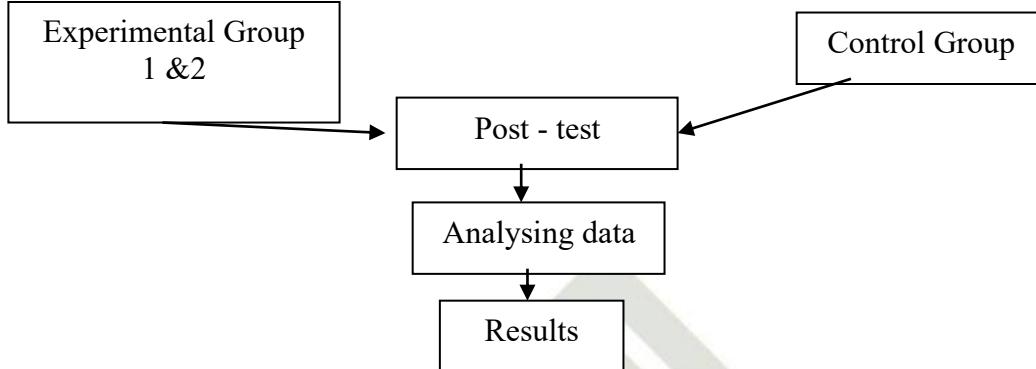
3.4 Research Procedure

TABLE 3.4



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3.5 Research Instruments

To collect the data, reading test is administer as the instrument of this study.

The test applied for pre-test and post-test. The pre-test aims at finding out the prior reading of the students. While post-test aims at finding out the students reading skill after treatment was given teaching with numbered head together and RSQC2 technique. This activity also intends to found out whether the students skill kept holding of the material after the treatment.

After the students do the test, the writer then counted the score by using scoring guidance formula:

$$\text{Total score} = \frac{\text{correct answer} \times 100}{\text{Total question}}$$

By using the formula above, the writer is able to determine that the score of students' reading comprehension includes in a certain classification of the score. The classification of the students' score shown on suharsimi (2007:245) below:

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Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
0-39	Fail

3.5.1 Pilot Study

1. Implementation of the study

There are three classes which are used in conducting this research, they are two classes is as an experimental classes which is taught by using a treatment Numbered Head Together (NHT) and RSQC2 technique and conventional Technique is as a control class which is taught without a treatment. The teaching process is conducted by the teacher. The implementation of this study is conducted four meetings (one month) starting from Mei 2015 at vocational school SMKN 6 Pekanbaru.

The influence factors in implementation of teaching process are:

1. Learning purpose

The purpose of learning which is reached from third of classes is to improve students' reading comprehension well.

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2. Students

The students who become the subject of this research are the tenth grade student's class accountancy of SMKN 6 Pekanbaru.

3. Teaching technique

In the experimental class 1 the teacher used Numbered Head Together technique, in the experimental class 2 the teacher used RSQC2 technique, and in the control class using conventional technique is used.

There were 2 parts of pilot study; module development and instrument.

a. Module development

In module development, several components were prepared such as syllabus, lesson plan, teaching materials. Syllabus was consulted together with the head of the head master SMKN 6 Pekanbaru. The lesson plan was prepared for 6 meetings; one meeting for pre-test session, four meetings for treatment, and one meeting for post-test session.

1. Indicators

- a. Describing the main idea
- b. Describing the synonym/antonym
- c. Describing the textual reference
- d. Describing the meaning of word.
- e. Describing the categorizing of reading text
- f. Describing the information from

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- g. Describing the fact.
2. Learning outcomes
 - a. Students are able to describe the main idea.
 - b. Students are able to get the synonym/antonym
 - c. Students are able to get the textual reference
 - d. Students are able to get the meaning of word.
 - e. Students are able to get the categorizing of reading text
 - f. Students are able to get the information from
 - g. Students are able to get the describing the fact.
3. Teaching Materials

Meeting I : The descriptive text: PETRUK CAVE

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java.

The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put

offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

Meeting II The descriptive text: The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja give rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

Meeting III The descriptive text: Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi island.

The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world's marine tourism object is now preparing itself and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home to Operation Wallacea, a UK based, nonprofit conservation group looking at sustainable development of fisheries and coral reef research. An independent noncommercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

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Meeting IV The descriptive text: Makasar

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km² and has a population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar—the third largest indoor theme park in the world and the Karebosi Link—the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

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4. Teaching technique : Numbered Head Together & RSQC2
5. Teaching procedures
 - a. Control Class
 1. Pre- Activity
 2. Whilst Activity
 3. Post-Activity
 - b. Experimental Class 1 (Numbered Head Together Technique)
 1. Pre- Activity
 2. Whilst Activity
 3. Post-Activity
 - c. Experimental Class 2 (RSQC2 Technique)
 4. Pre- Activity
 5. Whilst Activity
 6. Post-Activity
6. Teaching Assessment
 - a. Technique : performance assessment
 - b. Form : objective
 - c. Scoring : maximal score in 100

Students score x 100

Total score

UIN SUSKA RIAU

Data Collection Technique

In this research, the writer collects the data by test to the students. The test consist of seven passages where each of the passage consist of two or three questions

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related to the passages of reading comprehension test of each reading text because she considered the time and the procedures of NHT, RSQC2 and conventional reading text the duration was 90 minutes to conduct all activities.

The test was divided into two types:

- a. Pre-test, to find out the students' ability in reading comprehension at the starting point or before the treatments.
- b. Post-test, to find out improvement or significant effect of using NHT and RSQC2 technique toward reading comprehension after the treatments.

3.7 Validity and Reliability Test

3.7.1 The validity of instrument

Before collecting the data, the researcher tried to test the items that should be ideally try out. The purpose of the try out is to know the quality of the test items. As we get main point from Brouwn (2000:22) that a test is method of a measuring a person's ability, knowledge, or performance in a given domain. Validity is the extent to which inferences make from assessment result are appropriate, meaningful, and useful in terms on the purpose of the assessment.

The researcher analyzes the points of difficulty level and discrimination index by using a formula (Heaton, 1975 : 178).

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$$FV = \frac{R}{N} \times 100\%$$

Where :

FV: The index of difficulty

R : The number of correct answer/

N : The number of respondents

For that purpose, the researcher administered a tryout to the students. The items of the test have to reach the standard level of difficulty or facility value (FV) between 0.3 and 0.7 as the requirement to be accepted.

The standard level of difficulty is <0.03 and >0.07 , it means that the item test that is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”, it can be seen in the following tables:

TABLE. 3.5
The student's ability to find main idea

Variable	N						
Item no	2	7	8	15	16	20	32
Correct	20	20	22	20	18	16	32
P	0.6	0.6	0.7	0.6	0.6	0.5	
Q	0.4	0.4	0.3	0.4	0.4	0.5	

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Based on the table 3.5, the proportion of correct answer for item number 2 shows the proportion of correct 0.6, item number 7 shows the proportion of correct 0.6, item number 8 shows the proportion of correct 0.7, item number 15 shows the proportion of correct 0.6, item number 16 shows the proportion of correct 0.6, item number 20 shows the proportion of correct 0.5.

Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item of numbers for identifying main idea are accepted.

TABLE. 3.6
The students' ability to get textual reference

Variable	N		
Item no	5	10	
Correct	17	21	32
P	0.5	0.7	
Q	0.6	0.3	

Based on the table 3.6, the proportion of correct answer for item number 5 shows the proportion of correct 0.5, item number 10 shows the proportion of correct 0.7.

Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item of numbers for get textual reference are accepted.

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TABLE. 3.7
The students' ability to get the word definitions

Variable	N	
Item no	4	18
Correct	24	18
P	0.7	0.6
Q	0.3	0.4

Based on the table 3.7, the proportion of correct answer for item number 4 shows the proportion of correct 0.7, item number 18 shows the proportion of correct 0.6.

Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item of numbers for get the word definitions are accepted.

TABLE. 3.8
The students' ability to categorizing of reading text

Variable	N			
Item no	6	11	17	19
Correct	22	18	20	20
P	0.7	0.6	0.6	0.6
Q	0.3	0.4	0.4	0.4

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Based on the table 3.8, the proportion of correct answer for item number 6 shows the proportion of correct 0.7, item number 11 shows the proportion of correct 0.6, item number 17 shows the proportion of correct 0.6, item number 19 shows the proportion of correct 0.6.

Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item of numbers for categorizing of reading text are accepted.

TABLE. 3.9

The students' ability to get the information from

Variable	N			
	Item no	1	3	14
Correct	21	20	21	32
P	0.7	0.6	0.7	
Q	0.3	0.4	0.3	

Based on the table 3.9, the proportion of correct answer for item number 1 shows the proportion of correct 0.7, item number 3 shows the proportion of correct 0.6, item number 14 shows the proportion of correct 0.7.

Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item of numbers for get the information from are accepted.

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TABLE. 3.10
The students' ability to get the fact

Variable	N		
Item no	9	12	13
Correct	23	20	21
P	0.7	0.6	0.7
Q	0.3	0.4	0.3

Based on the table 3.10, the proportion of correct answer for item number 9 shows the proportion of correct 0.7, item number 12 shows the proportion of correct 0.6, item number 13 shows the proportion of correct 0.7.

Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item of numbers for get the fact are accepted.

3.7.2 The reliability of instrument

A reliability was an important characteristic of a good test. In order to calculate the reliability of the test, the researcher finds out the mean of the students' scores the standard deviation.

To find out the reliability of the test the following formula is use; the discrimination index of an item indicates the extent to which the item discriminates between the students, separating the more able students from the less able. The following formula is taken from Heaton (1975: 164) as follow :

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$$r_{ii} = \frac{N}{N - 1} \left(1 - \frac{m(N - m)}{N(X)^2} \right)$$

$$\text{Where : } M = \frac{\sum X}{N} \text{ and } S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

r_{ii} : Reliability of the test

N : The number of item in the test

M : The mean score of all the test

S^2 : The standard deviation of all the test score

Table 3.5
Criteria Koefisien of Reliability

Koefisien reliabilitas	Criteria
$0,80 \leq r_{ii} \leq 1,00$	Highest reliability
$0,60 \leq r_{ii} \leq 0,79$	High reliability
$0,40 \leq r_{ii} \leq 0,59$	Middle reliability
$0,20 \leq r_{ii} \leq 0,39$	Low reliability
$0,00 \leq r_{ii} \leq 0,19$	Lowest reliability

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3.8 Data Analysis Technique

The scoring guide was chosen as the criteria of scoring representing the basic aspects of reading. The reading results were evaluated by considering seven aspects and each aspect had a score or a level. The specification of the aspects is main idea, synonym/antonym, textual reference, and word meaning, categorizing, information form, and the fact.

In analysing the data, the researcher used scores of pre-test and post-test of experimental and control groups. This score was analysed statistically. Both descriptive, inferential statistic, and analysis of variance. In this research, the researcher used SPSS 20 and these formulas:

3.8.1 Independent sample t-test

To find out whether there was significant difference or there is no significant difference between two or more variables can be analysed by using Independent Sample t_{test} . Gay added that the t-test for independent sample is used to determine whether there is probably a significant difference between the means of two independent samples. Independent sample t-test was used to find out the results of the first and second hypotheses. They were as follow:

1. To find out whether there was significant difference of students' reading comprehension before giving the treatment by using NHT or RSQC2 technique for experimental class and without treatment for control class.

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2. To find out whether there was significant difference of students' reading comprehension after giving the treatment by using NHT or RSQC2 technique for experimental class and non treatment for control class.
4. To analyze the final-test scores of experimental group and control group, the researcher used the following formula:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{(SD_X)^2}{N_1 - 1} + \frac{(SD_Y)^2}{N_2 - 1}}}$$

Where :

t = The value of comparing two means

1. M_X = Mean of the score in pre-test

M_Y = Mean of the score in post-test

SD_X = Standard deviation of experimental group

SD_Y = Standard deviation of control group

N_1 = Number of the sample in pre-test

N_2 = Number of the sample in post-test

1 = The constant number

The t-table had the function to see if there is a significant difference among the mean of the score of both experimental and control group. The t-obtained value was consulted with the value of t-table at the degree of freedom ($df = (N_1+N_2)-2$) which is statistically hypothesis:

Ha: $t_o > t\text{-table}$

Ho: $t_o < t\text{-table}$

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Ha is accepted if $t_o > t_{table}$ or there is effect after giving the treatment NHT

technique or RSQC2 technique towards reading comprehension.

Ho is accepted if $t_o < t_{table}$ or there is no effect after giving the treatment

NHT technique or RSQC2 technique towards reading comprehension.

3.8.2 Paired sample t-test or Non-independent Sample t- t_{test}

Non-independent sample t- t_{test} is known also as Paired-Sample t_{test} . The researcher used this formula to obtain the result of the eight hypotheses that was to find out whether there was significant effect of using NHT and RSQC2 toward reading comprehension at the tenth grade students of SMKN 6 Pekanbaru. L.R Gay (2000: 163-167) states that t-test for non-independent samples is use to compare groups that were form by some types of matching or to compare a single group's performance on a pre- and post-test or on two different treatments.

In this time, the writer used pre-test and post-test score of the experimental class in order to find the significant effect of using NHT and RSQC2 toward reading comprehension at the first grade students of SMKN 6 Pekanbaru. To obtain the data, the writer use SPSS 20. The formula of paired-sample t_{test} :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

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$$D : \text{Gain Score (D=X2-X1)}$$

The t-table has the function to see if there is a significant difference among the mean of the score of both pre-test and post-test. The t-obtain value is consult with the value of t-table at the degree of freedom (df) = N-1 which is statistically hypothesis:

$$H_a: t_o > t\text{-table}$$

$$H_0: t_o < t\text{-table}$$

H_a is accept if $t_o > t\text{-table}$ or there is significant effect after giving the treatment NHT and RSQC2 toward in reading comprehension.

H_0 is accept if $t_o < t\text{-table}$ or there is no significant effect after giving treatment NHT and RSQC2 toward in reading comprehension.

Afterward, it is better to find the effect size of T-test by following formula¹:

$$\tilde{\eta}^2 = \frac{t^2}{t^2+n-1}$$

$$\text{eta squared} = \tilde{\eta}^2 \times 100\%$$

Where:

eta squared : Coefficient effect

$\tilde{\eta}^2$: Coefficient

3.8.3 Analysis of Variance or ANOVA

Analysis of variance (ANOVA) is a collection of statistical models used in order to analyse the differences among group means and their associated procedures

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(such as "variation" among and between groups), developed by statistician and evolutionary biologist Ronald Fisher. In the ANOVA setting, the variance in a particular variable is partitioned into components attributable to different sources of variation. In its simplest form, ANOVA provides a statistical test of whether or not the means of several groups are equal, and therefore generalizes the *t*-test to more than two groups. As doing multiple two-sample *t*-tests would result in an increased chance of committing a statistical type I error, ANOVAs are useful in comparing (testing) three or more groups or variables for statistical significance. In this time, the writer use analyze the data using SPSS 20.



CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

The main goals of the research were to explore the effects of Numbered Head Together and RSQC2 technique toward students' reading comprehension on descriptive text at SMKN 6 Pekanbaru.

This research was conducted for 6 meetings (one meeting for giving pre-test, four meetings for conducting the treatment and one more meeting for giving post-test) at SMKN 6 Pekanbaru. The research design was a causal comparative research of the pretest posttest design. The last findings of the research can be concluded the data as follow:

1. From the research finding by using pair sample t-test of experimental class I of SPSS 20 version, it can be seen that sig. (2-tailed) is 0.000 and it is lower than significant probabilities 5% or 0.05. It means that Ha is accepted. So, it proves that there is any significant difference of students reading comprehension in descriptive text between pre-test and post-test in the experimental class I.
2. From the research finding by using pair sample t-test of experimental class II of SPSS 20 version, it can be seen that sig. (2-tailed) is 0.000 and it is lower than significant probabilities 5% or 0.05. It means that Ha is accepted. So, it proves that

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there is any significant difference of students reading comprehension in descriptive text between pre-test and post-test in the experimental class II.

3. From the research finding by using pair sample t-test of control class of SPSS 20 version, it can be seen that sig. (2-tailed) is 0.45 and it is higher than significant probabilities 5% or 0.05. It means that H_0 is accepted. So, it proves that there is no significant difference of students reading comprehension in descriptive text between pre-test and post-test in the control class.
4. There was a significant difference on reading comprehension among the three groups of the students who were treated using NHT and those who were treated using RSQC2 Techniques. The probability in table multiple comparison show $p > 0.05$.

So, it is clear to say that Numbered Head Together and RSQC2 technique has a positive effect toward reading comprehension in descriptive text of the tenth grade students at vocational school SMKN 6 Pekanbaru.

5.2 Implication of the Research

In teaching learning process, the teacher should find the suitable approach, methods, techniques and strategy to teach her / his students in teaching learning process. The researcher used Numbered Head Together and RSQC2 technique to build the students team work to make them easier to do together their task. Most of students had difficulties

5.3 Recomendation for Future Research

Relative results of this study there are some things the researcher wants suggest, among others:

1. Expected to teachers in vocational school to be able to use NHT and RSQC2 technique in teaching learning process as one of the technique that is useful for the teacher to motivate the students.

The researcher hopes the result of her research is useful for the teacher and improve the students' knowledge in English. So the researcher tries to manage the program interesting for students.

By using this techniques, the students can foster their feeling to work together and they will be easy to appreciate their knowledge.

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