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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

a. Definition of Reading

Reading is the important skill in English and it should be mastered by every student, every teacher and everyone. Many experts gave definition about reading. The definitions are very useful for the researchers in conducting a research. In this paper, the researcher discusses some definitions of reading from experts. As pointed out by Nunan (2003, p.68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. In other words, the readers transfer meaning from the text and give assessment from the text to understand the message communicated. Thus, reading needs more attention from the students because the students must have good comprehension of the text to get the meaning from the text. By reading, the students can get information what they want to know.

In line with Nunan's statement above, Browne (2007, p.46) stated that reading is skillful and fluent readers can read and do read. They know how to read a range of different types of texts using a variety of

strategies. They can apply phonic strategies, word recognition, and grammatical knowledge, the meaning of the text and their knowledge of the world and life experience as they read in order to get pleasure and information from texts. Hasibuan and Ansyari (2007, p.114) also state that reading is an activity with a purpose that the students may read in order to gain information or verify existing knowledge. It means that in reading the students read the text to get the more information to add their knowledge.

According to Snow (2002, p.11), reading comprehension is the process extracting and constructing meaning through interaction and involvement with written language. In other words, reading comprehension is the process that readers do in order to construct or understand the meanings of the texts through reading activity. Therefore, reading should be mastered by the students. In line with Brown's statement (2003, p.185), reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability. Then, Anderson in Nunan (2003, p.70) also mentioned that in the process of reading, he divides three categories of reading models, they are:

1) Bottom up models

Bottom up models typically consist of lower-level reading process. Students start with the fundamental basic of the letter and sound recognition, which in turn allows for morpheme recognition followed

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by word recognition, building up to the identification of grammatical structure, sentences, and longer text.

2) Top down models

Top down models begin with the idea that comprehension resides the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions made. A passage can thus be understood even if all of the individual words are not understood.

3) Interactive models

This model combines elements of both bottom-up and top down models. The readers synthesized based on information provided simultaneously from several knowledge.

International Bureau of Education (1949) in Sadoski (2004, p.4) classified the methods of teaching reading into three categories, as follows:

- 1) *Synthetic methods*. These include the alphabetical method, all the various phonic and phonetic methods, and the methods of direct reading of syllables.
- 2) *Analytic methods*. Among the variations of these methods, also called ideo-visual and sentence (or “global”) may be included those which begin with the word, sentence, or story.



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- 3) *Analytic–synthetic methods*. These methods are based on the word or sentence, and the most characteristic of them is the so-called common words method.

b. Teaching Reading

Lems, Miller and soro (2010, p.172) stated that reading comprehension requires the use of strategies before, during, and after reading. It means that in teaching reading, as a good teacher should use these stages to help the students in comprehending the text. The stages in teaching reading as follows:

1) Before reading

Guidance before reading prepares the reader to enter the text with some clear purpose and a plan of action in mind. At this stage the teacher may, for example, activate students' prior knowledge related to the topic, pre-teach some difficult vocabulary to be encountered in text, encourage students to make predictions about information that may be presented, remind students of effective ways processing and remembering information, and alert them to look out for certain points.

2) During reading

Guidance during reading encourages the students to look for cause and effect relationships, compare and contrast information, respond critically to information given, check for understanding, and

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highlight main ideas. Brown (2004, p.185) said that in during reading the teacher is showing or helping students to learn how to do something, giving information, guiding in the study of something, providing with knowledge causing to know or understanding. In teaching reading by NHT technique, the teacher is started with understanding of what reading is, what exactly happens among text, brain and eye and also how to present the material to students until they understand. NHT technique is given started with dividing the students in a group, distributes the text or tells the students what they have to read, to make sure that the students knows what exactly happens with text. The teacher helps students to comprehend the text, the students must be able to decode words, access the text integration processes in order to construct the meaning, and retain the content. Then, their brain will be stimulated by the related information.

3) After reading

The teacher may help students review information, summaries, and retell, check for understanding and encourage critical reflection and evaluation.

According to I. S. P. Nation. (2009, p.6), the following principles can guide the design and practice of a reading program:



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- 1) *Meaning-focused Input*
 - a) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information, reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
 - b) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
 - c) Reading should be used as a way of developing language proficiency. Learners should read with 98 % coverage of the vocabulary in the text so that they can learn the remaining 2 %t through guessing from context.
- 2) *Meaning-focused Output*
 - a) Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.
- 3) *Language-focused Learning*
 - a) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read,



including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study.

- b) Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.
 - c) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading.
 - d) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.
- 4) *Fluency Development*
- a) Learners should be helped and pushed to develop fluency in reading. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.
 - b) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in

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activities like listening to stories, independent reading, and shared reading (blown-up books).

c) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

c. Definition of Reading Comprehension

Reading cannot be separated from comprehension because the goal of reading activity is to comprehend what has been read. Reading comprehension is a process of understanding written texts and it is also the capacity to identify and understand the meaning communicated by texts. Snow (2002, p.11) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, such as, the *reader* who is doing the comprehending, *text* that is to be comprehended and the *activity* in which comprehension is a part. On the other hand, by extracting and constructing meaning the readers can get the important information from the text.

Moreover, as pointed out by Lems, Miller and Soro (2010, p.170), reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. It means

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that to comprehend the text the readers need to use some strategies before, during and after reading. Fundamentally, King and Stanley in Hanisah (2012, p.14), the components of reading comprehension are as follows:

1) Finding Factual Information

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

2) Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

3) Finding The Meaning of Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

4) Identifying Reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

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5) Making Inference

Inference is a skill where the reader has to be able to “read between the lines”.

While, Brown (2003, p.185) said that the process of reading should focus on bottom-up and top-down for processing separate letter, word, and phrases. Then, the reader must develop appropriate content and schemata (background knowledge) and also cultural experience to carry out the interpretation effectively. Similarly, Scott (2009, p.8) noted that reading comprehension is not simply the application of a discrete set of strategies but the integration of a number of mental processes in an effort to extract and construct meaning. It means that to comprehend the text the readers involve their interaction and involvement with their written language. Referring to the explanation above, Wolley (2011, p.15) also stated that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. So, in understanding a text, the readers need to develop their representations of meaning of the text ideas during the reading process.

Based on the explanations above, the writer concludes that when the readers read the text, they should comprehend the contents of the text. Reading comprehension is the most important part of the process of reading. By reading comprehension, readers can understand the content of

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the text; besides, reading comprehension is in fact not an easy matter. Reading comprehension is the ability of reader to gain information from a text and do something with it in a way to understand information.

d. Assessing Reading Comprehension

Brown (2003, p.4) stated that assessment refers to an ongoing process covering a wide range of methodological techniques. Thus, assessment can be defined as the evaluation of the students' performance. In relation with the statement above, Hasibuan and Ansyari (2007, p.123) mentioned that reading comprehension is very difficult to assess accurately. But if the students are able to achieve the goal, it means that assessment of reading ability needs to be correlated with purpose of reading. Furthermore, Nation (2009, p.77) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of reading level of SMA Negeri 1 Tambang. They are:

1) Pronominal Question

These questions require learners to make a written answer which can range the length form of single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

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2) Multiple-choice

Multiple choice questions focus on details and more general aspects of the text. Multiple choices are useful when there are very large numbers of the test to be marked.

3) Information Transfer

The advantages are that the information the learner produces can cover a lot of points and yet need not involve a lot of writing. The disadvantage is in gaining consistency in marking.

In this research, the researcher used multiple choices in consideration of its purpose which is easier to be administered and be scored quickly, so that the researcher used it to assess the reading comprehension of the tenth grade students at SMA Negeri 1 Tambang.

2. The Nature of Descriptive Text

It is stated in School-Based Curriculum (SBC) for Senior High School that the tenth grade students are expected to comprehend the texts types of descriptive and procedure. However, the writer focuses on descriptive text only. Descriptive is one of the texts to be mastered by the students. According to Oshima and Hogue (2007, p.61), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Therefore, descriptive text is the text that tells about



what a person or a thing is like and in details. In short, Kane (2000, p.351) stated that Description deals with perceptions—most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern.

In accordance with the statement above, Clouse (2008, p.152) revealed that the descriptions on a menu have both an informational and a persuasive purpose. First, the descriptions let diners know what the various dishes are like that's the informational purpose. Second, the descriptions are written in a way to entice diners to order food they might not otherwise bother with that's the persuasive purpose. She also stated that there are five purposes of description such as to entertain, to express feelings, to relate experience, to inform (for a reader unfamiliar with the subject) or to inform (to create a fresh appreciation for the familiar) and to persuade (to convince the reader that some music videos degrade women).

Kane (2000, p.351) also mentioned that descriptive paragraphs fall into two broad kinds. They are:

a. Objective Paragraphs.

Objective paragraphs describe the topic in a literal and impartial way. The writer sets aspects of the perception unique to himself and concentrates on describing the percept in itself. Objective paragraphs say, "This is how the thing is."

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b. Subjective Paragraphs.

Subjective paragraphs describe a writer's opinion projects into the percept. subjective, "This is how the thing seems to one particular consciousness."

3. The Nature of Number Heads Together

a. Definition of Numbered Heads Together

NHT is one of the techniques in cooperative learning. According to Astuti (2014, p.13), cooperative learning is a teaching technique which the teacher taught the students in group that usually consists of four students to discuss about the topic together. The aim of cooperative learning is not only to make students active but also to train them to socialize, work together and help each other. While, Richards and Renandya (2002, p.52) said that with cooperative learning, students work together in groups whose usual size are two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. In short, Kagan in Richard and Renandya (2002, p.52) noted that NHT technique is one of the cooperative techniques that can be applied for an ESL/EFL reading activity.

Then, Arends (2012, p.371) also mentioned that 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. Lie in Sahardin (2015, p.151) also states that this cooperative learning technique results in improving reading understanding or comprehension. In addition, Family Education Network (2000, p.2) states that NHT can be used for reading and comprehension questions can be posed to groups, and students can work together to find the answers. For example, when reading a story, students can be given the task of analyzing one of the characters. They can be asked questions such as, "Which character traits are stated directly, and which are implied by the author?" and "What information do you get from the character's speech and actions?"

According to Kagan (1989, p.15), NHT is designed and checking for comprehension. It includes teams, positive interdependence and individual account-ability, all of which lead to cooperative interaction among students. Moreillon (2007, p.157) also states that NHT is a whole-class question and answer participation strategy. Students sit in groups of equal number. Each student is assigned a number. For example, if there are six groups of four, six students have the number one, one student in each group. A question is posed and all groups have a set of time to caucus on the answer. When time is up, each group is called on in a set rotation. A number is called at random, and the person in that group with that number answers for the group. If the answer is incorrect, the person

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with the same number in the next group is asked to provide her group's answer. Keeping score is optional.

Moreover, as pointed out by Jacob and Hall in Richard and Renandya (2002, p.52), NHT encourages successful group functioning because all members need to know and be ready to explain their group's answer(s) and because, when students help their group mates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it. Jacob and Hall also mentioned that this technique involves four steps, they are: each student in a group of four gets a number: 1, 2, 3, or 4, the teacher or a student asks a question based on the text the class is reading, students in each group put their heads together to come up with an answer or answers. They should also be ready to supply support for their answer(s) from the text and/or from other knowledge, and the teacher calls a number from 1 to 4. The person with that number gives and explains their group's answer.

b. The Strengths of Numbered Heads Together

According to Cayabyab and Jacobs (1999), NHT facilitates positive interdependence that is encouraged because the members become intellectually and socially active to participate and contribute to arrive at the correct answer and to be sure each member can explain the answer. Individual accountability is emphasized because once the student's

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number is called; her/his answer represents the team. Inefficiency of one member negatively affects the team's performance. Simultaneous interaction is enhanced because once the teacher announces the questions; all the members will join their heads together. There is equal participation since all the members have the chance to be called as the teacher calls the numbers (1,2,3,4) at random using a number wheel or any other device that can be improvised by the teacher. This cooperative learning method can be used in the post-reading lesson.

According Cooper (1999, p.267), NHT technique provides an incentive from students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves. The findings confirm Cooper's idea (1999, p.266) that NHT makes drill and quick reviews of facts engaging and productive for the whole class. Furthermore, as stated by Cooper (1999, p.266) that NHT technique engages the students actively in achieving the objective of a lesson with their own groups. The technique is also focused on cooperation within the groups rather than competition. For this reason, the individual and group accountability is required.

Dealing with this statement, Richard and Renandya (2002, p.52) stated that NHT encourages successful group functioning because all members need to know and be ready to explain their group's answer(s) and because, when students help their group mates, they help themselves

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and their whole group, because the response given belongs to the whole group, not just to the group member giving it. Andrini in Ayuningtyas (2014, p.173) states some advantages of NHT technique in teaching reading. The first is positive interdependence, a spirit of “all for one and one for all”. Positive interdependence is divided into two; they are goal interdependence and reward interdependence. Having goal interdependence means that if each member is to succeed. With reward interdependence, the prize or recognition is available to all members of the team when they all achieve a certain standard. The second is individual accountability.

So, NHT gives many benefits to students in reading comprehension, because when they work together in their group, each member of the group must know the correct answer of the text so they must help each other. The students never know what the number will be called by the teacher so they must be ready and concentration. It also can improve students' confidence in explaining the answer especially to lower students who are usually ashamed in class. This also can make students active and enthusiastic in learning process.

c. **The Implementations of Numbered Heads Together**

According to Kagan (1989, p.13), there are some steps for implementing Numbered Heads Together Technique. Firstly, the teacher places the students in groups and each person is given a number. Then,

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the teacher asks a question. He tells the students to put their heads together, to make sure that everyone on the team knows the answer. The last, he calls a number and student with that number has to answer the question.

The learning principles about procedures of NHT can be seen in the table below:

Table II.1
Learning Principles of NHT Technique

PROCEDURES	PRINCIPLES
1) The teacher has students number off within groups, so each student has a number: 1, 2, 3, or 4.	The number given to each student is intended to help the teacher concentrate on doing her/his task since she/he could be called upon by the teacher to give the answer based on her/his number. In groups, students can focus on cooperation within the groups rather than competition and also communicative encourages cooperative interaction among students. For this reason, the individual and group accountability is required. According to Pontecorvo cited by Slavin (2006, p.245) the use of groups of peers are to model appropriate ways of thinking and expose and challenge each other's misconception. According to Richards (2002, p.52), cooperative learning is more than just putting students in groups and giving them something to do. On the other hand, cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. In addition, Slavin (2006, p.245) noted that students will more easily discover and comprehend difficult concepts if they can talk with each other about the problems.
2) The teacher asks the question.	The question is directed to everybody so that all the members will be encouraged to think. There are questions with multiple answers; in that case, every group representative has the chance to give different but correct answers and to explain how they got their answers. The purpose of language learning is

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	<p>communication; students need to learn how to answer the questions based on the text. According to Freeman (1986, p.23), lessons should contain some conventional activities and some opportunities for students to use language in real contexts. It means that students should learn to think how to encourage their speaking as much as possible, because reading is an important skill that should be developed from the beginning of language instruction. While, McWhorter (1986, p.53) states that Questioning helps someone keep her/his mind on reading and increases the students' recall.</p>
<p>3) The teacher tells the students "to put their heads together" to make sure that everyone on the team knows the answer.</p>	<p>Teaching and learning English should be interesting, fun and making enjoy for the students. So, the teacher can be easy to get the students' attention in classroom. Students learn that they must give their attention in order not to miss what the teacher says or means. Student attention is a key to teaching and learning reading skill. So, language learning is more effective when it is fun for students. Students' concentration can be built up by the fun way. When the teacher uses the unique ways in teaching and learning, it can build up interaction among students or interactive learning. According to Brown (2001, p.48), as learners interact with each other through oral and written discourse, their communicative abilities are enhanced. It means that it is which the teacher controls the time, class, and distractions and focuses the students' attention on the work at hand.</p>
<p>4) The teacher calls a number (1, 2, 3, or 4) and students with the number can raise their hands to respond.</p>	<p>The teacher can get the class's attention by a signal. A signal can be used to tell students that groups should quickly bring their discussions to answer sections and face or listens the teacher. According to Richards (2002, p.53), one popular signal is the teacher raising a hand. When students see this, they raise their hands also, bring their discussion to a close, alert other students who have not seen the teacher's raised hand, and face the teacher. One way to remember this is RSPA (Raise hand, Stop talking, Pass the signal to those who have not seen it, Attention to teacher). So, it puts the students at the center of learning, they are given the space to be actively participated in the learning process.</p>



4. Teaching Reading Descriptive Text by Using NHT Technique

Teaching reading is a process to teach reading a text for students so that it can educate, guide students in reading to be better. The goal of teaching reading descriptive text is to make students or readers able to find out the meaning, information, ideas, insight or knowledge from it. Being a good teacher of reading, we should teach reading by using interesting technique in hope the students are interested to learn. This NHT Technique is one of the useful techniques. Richards and Rodgers (2001, p. 199) describes the procedure for using the NHT technique as follows:

- a. Numbering: the teacher divides the students into groups of 4 students and each student gets a number from 1 to 4.
- b. Reading: the teacher distributes an article or tells the students what they have to read.
- c. Questioning: the teacher distributes a question sheet or puts some questions or tasks on the board for the students to find the answers.
- d. Heads Together: the groups are asked to put their heads together to find the answers to the questions and to make sure each member of the group knows the answer to each question
- e. Answering: the teacher calls a number at random. Those with that number raise their hand and the teacher selects one of them to answer each question starting from the first question to the last one.



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B. Relevant Research

According to Syafi'i (2015, p.103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. There are some researches that have been conducted and they are relevant to this research paper, such as:

Firstly, a research was conducted by Merina Yuli Astuti in 2014, entitled: "The Effectiveness of *Numbered Heads Together Technique* (NHT) on Students' Reading Ability". The method used in this study was a quantitative method in the design of quasi experimental study. The result of this research showed that using NHT technique was effective in improving students' reading ability in descriptive text. It could be seen from mean of post-test in experimental class (68.33) was higher than controlled class (64.48). Also, mean of gained score in experimental class (13.58) was higher than controlled class (5.38). The data were analyzed by using T-test formula. The result of calculation showed that in the significance level of 5%, the value of t-test (t_o) > t-table (t_i) ($2.48 > 1.99$). Therefore, it proves that alternative hypothesis (H_a) which states there is a significant progress in using NHT in improving students' reading ability in descriptive text, is accepted.

Secondly, a research was conducted by Luh Tri Jayanti Swastyastu in 2014, entitled: "Improving Reading Comprehension of the Tenth Grade Students of SMK N 5 Denpasar in Academic Year 2013/2014 by Using Numbered Heads Together". This study was conducted in two cycles. Each cycle consisted of two



sessions, which were each session for treatment and in the end of the cycle for test. Each cycle involved planning, action, observation, and reflection. The instruments used in this study were tests and questionnaire. The result of questionnaires indicated that NHT strategy could help the students in comprehending reading texts. Based on the result of the study, it could be concluded that the application of NHT strategy could improve the reading comprehension of the students.

C. Operational Concept

Syafi'i (2015, p.103) states that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper. Therefore, the variables investigated should be clearly and operationally defined into simple words. So, they can be easily measured and evaluated through the ways of treatments and assessments applied by the researcher. There are two variables, dependent variable and independent variable. Independent variable is the use of NHT and dependent variable is the students' reading comprehension of descriptive text. The indicators are operationally conceptualized as follows:

1. Variable X: (NHT Technique in teaching reading comprehension):
 - a. The teacher has students number off within groups, so each students has a number: 1,2,3,4 and 5. In every group of six, each member has a designated number: 1,2,3,4 and 5.

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- b. The teacher asks the question. Before giving the questions, the teacher gives the students a text to read. Then, the teacher asks a question about the topic and states the time limit for the groups to answer.
 - c. The teacher tells the students “to put their heads together” to make sure that everyone on the team knows the answer. They discuss and explain the reasons for their individual answer until they finally arrive at a common answer. The group makes sure that everybody knows and can explain the correct answer.
 - d. The teacher calls a number and students with the number can raise their hands to respond. Students having the same number raise their hands and the teacher calls someone to answer. The student who answers explains to the group reasons for their answer. Team scores can be noted on the board to inspire the students to do well in then activity.
2. Variable Y: Based on the syllabus at the tenth grade, the indicators of reading comprehension of descriptive text can be seen below:
- a. The students’ ability to identify the main idea of descriptive text.
 - b. The students’ ability to identify the generic structure of descriptive text.
 - c. The students’ ability to identify the communicative purpose of descriptive text.
 - d. The students’ ability to analyze the meaning of certain words of descriptive text.
 - e. The students’ ability to get the detail information of descriptive text.



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D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assumes that the better using NHT technique in teaching English especially in reading comprehension is the better achievement will be. Furthermore, the better implementation of NHT technique in reading subject is, the better students' reading comprehension in descriptive text will be.

2. Hypotheses

Based on the assumption above, hypotheses for this research can be formulated as follows:

- a. H_0 : There is no significant difference of the students' reading comprehension taught by using NHT Technique at the tenth grade of SMA Negeri 1 Tambang.
 H_a : There is a significant difference of the students' reading comprehension taught by using NHT Technique at the tenth grade of SMA Negeri 1 Tambang.
- b. H_0 : There is no significant difference of the students' reading comprehension without being taught by using NHT Technique at the tenth grade of SMA Negeri 1 Tambang.
 H_a : There is a significant difference of the students' reading

comprehension without being taught by using NHT Technique at the tenth grade of SMA Negeri 1 Tambang.

c. **Ho** : There is no significant difference between taught and without being taught by using NHT technique on students' reading comprehension at the tenth grade of SMA Negeri 1 Tambang.

Ha : There is a significant difference between taught and without being taught by using NHT technique on students' reading comprehension at the tenth grade of SMA Negeri 1 Tambang.

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