



**IMPROVING STUDENTS' READING COMPREHENSION
BY USING NUMBERED HEADS TOGETHER (NHT) TECHNIQUE
AT GRADE VIII SMPN 6 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute Islamic Studies Padangsidempuan as a
partial fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd) in English*

Written By :

SISCA FITRIANI RAMBE

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**ENGLISH EDUCATIONAL DEPARTEMENT
TARBIYAH AND TEACHING TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Assalamu 'alaikum wr. wb.

After reading, studying, and giving advice for necessary revision the thesis belongs to SISCA FITRIANI RAMBE, entitled "Improving Students' Reading Comprehension By Using Numbered Heads Together (NHT) Technique At Grade VIII SMPN 6 PADANGSIDIMPUAN". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

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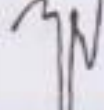
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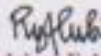


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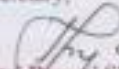
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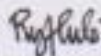
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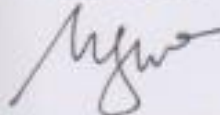
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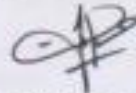
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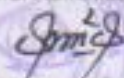
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ABSTRACT

This research was talking about improving students' reading comprehension by using numbered heads together (NHT) technique at grade VIII SMPN 6 Padangsidimpuan. Most of students had low achievement in reading narrative text comprehension, students had lack of reading and students did not have motivation, and students did not have suitable technique for reading. The problems were influenced by internal and external factor such as identifying character, setting, problem, coda, and identifying vocabulary in context motivation, disturbance, asking permission, and sleeping in the classroom. This research purposed to investigate whether using numbered heads together technique at a SMPN 6 Padangsidimpuan could improve the competence of the students in reading comprehension in English.

The method used in this research was classroom action research and two cycles, by implementing the Kemmis Design which consisted of identification problem and do the four steps. Those were planning, observing, acting, and reflecting. Moreover, to solve the reading problems the researcher applied Numbered Heads Together (NHT) Technique. Moreover, the participants of this research were the class of VIII-I consisted of 27 students also there was collaboration with an English teacher. Meanwhile, the data was derived among from reading tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first cycle was 65.55 (37.03%) and second test in second cycle was 80.55 (92.50%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on the observation notes stated that students got improvement and the students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that by using Numbered Heads Together (NHT) Technique improve students reading comprehension. Then, the hypothesis stated is accepted that Numbered Heads together can improve students reading comprehension.

Key word: *Improving, Reading Comprehension, and Numbered Heads Together Technique*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Considering the importance of English, the government of Indonesia has decided that English is the first foreign language and put it in the school curriculum. It becomes a compulsory subject, which is taught from the Junior High School up to the University to teach four skills: Listening, Speaking, Reading and Writing. Speaking and writing involve language production and are often referred to as productive skills. On the other hand, listening and reading involve receiving messages and are often referred to as receptive skills.

Knowing the fact that English is used in larger and sciences are also informed mostly in the form of printed text and using English, people need to have ability to read well. Nunan states that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (word, clauses and sentences).² Reading is now an important way to access information, so reading is very important in real life. Although today is a modern era. Where modern means of communication such as telephone and television exists, the printed page has not been replaced yet. Reading means opening a wider window to the outside world.

²David Nunan, *Practical English Language Teaching*, (New York: MC. Grow Hill, 1998), p. 33

Reading can develop the mind. Understanding the written word is one of way to grow the ability of mind. A cognitive activity consists of some abilities, such as knowing, applying, analyzing, synthesizing, and evaluating. Furthermore, reading increases creative and critical thinking. Students must remember that being an active reader means being a critical reader. Poor readers often have low opinions of themselves and their ability. They can perform poorly in other subjects because they cannot read and understand the material. We need reading for building the good ideas in the mind.

According to Kurikulum Tingkat Satuan Pendidikan (KTSP), the base the implementation of English teaching in Junior High School is in the informational literacy level, the students are expected to achieve this level in order to prepare to the higher level of education. In KTSP, the aims of English subject matter for Junior High School are: Improving communication ability to the information level, having awareness to the nature and the importance of English to improve competitive ability in global society, and improving learner's understanding of the relationship between language and culture. Besides, KTSP also mentions the scopes of the English subject matter. They are the ability to use four skills in order to achieve the informational level ability, the productive ability to understand and create kinds of texts, and the supportive ability to support in using the language in real life. With different levels of skills in reading

comprehension, it is useful to fulfill students need in understanding material.

Students should have reading comprehension ability to build a good understanding of an English text. To attract students' attention in teaching reading is a hard job for a teacher. For this reason, every effort is made to build wholesome attitudes in children, to give them sense of belonging and feeling of being accepted and respected, and to provide many successful experiences. Become better readers, students need to be aware of how they read and what they could do to improve comprehension. Therefore, the use of appropriate techniques in teaching learning process that relate to the learners is necessary to be considered.

Unfortunately, Indonesia Junior High School students still of difficulties in understanding the content of English text that they read. There were so many factors causing the low reading ability of the students. It is caused by internal factor (from the students themselves) and external factors such as, the teacher and teaching techniques used by the teacher.

In class VIII SMP N 6 Padangsidempuan, the researcher found that students' reading comprehension was low. This was indicated by students' difficulties, especially in understanding word meaning, recognizing sentence meaning, identifying specific information, finding detailed information, inferring communicative purpose of the text, from the classroom situation, the researcher found some indicators dealing with the low level of the students' reading comprehension of the text. The

indicators were: the students were noisy during English teaching learning process in the classroom the students tended to be passive learner, the students were not willing to speak in English in the classroom. Moreover, the students also paid little attention toward the teacher's explanation during teaching learning activity and they were lazy to do homework.

The researcher noticed that the way the teacher taught reading was not encouraging to be active. The teacher was not clear enough in explaining. Sometimes, the teacher spoke quickly, and the techniques the teacher used was boring. During the lesson, the teacher just read the written text without knowing whether the students got the information or not. Besides, the teacher of grade VIII in SMP N 6 Padangsidimpuan never used study groups or pairs in teaching the techniques the teacher used in delivering the material. It made students have lack of reading interest and reading motivation. They hoped that learning English especially in reading comprehension session become interesting, enjoyable, and useful. Therefore, the teacher should find out appropriate ways in teaching reading.

Based on explanation above, the researcher proposes to use Numbered Heads Together (NHT) technique in teaching reading comprehension at grade VIII SMP N 6 Padangsidimpuan. Numbered Heads Together (NHT) is a can be created. In cooperative learning, there are five key elements, namely positive independence, face to face

primitive interaction, individual accountability, social skill, and group processing.

According to Merina Yuli Astuti the objectives of this study is to find out an empirical data, to see whether or not *numbered heads together technique* effective in improving students' reading ability in descriptive text. This study was held in January 2014 at SMPN 2 Tangerang Selatan. The method in this study was quantitative method in the design of quasi experimental study. The sampling technique used in this study was purposive sampling. the subject of this study is the second year students and the samples are VIII.1 as experiment class and VIII.2 as controlled class. Instrument that used in this study is reading test consist of pre-test and posttest.

The result of this research shows that using numbered heads together technique is effective in improving students' reading ability in descriptive text. It can be seen from mean of post-test in experimental class (68.33) is higher than controlled class (64.48). Also, mean of gained score in experimental class (13.58) is higher than controlled class (5.38). The data analyzed by using T-test formula. The result of calculation showed that in the significance degree of 5%, the value of t-test (t_o) > t-table (t_t) ($2.48 > 1.99$). Therefore, it proves that alternative hypothesis (H_a) which states there is a significant progress in using numbered heads technique in improving students' reading ability in descriptive text, is accepted.

Finally, this research is written by researcher to add and complete the kind of researchers before. The researcher wants to solve reading problem in text can be improving at grade VIII SMPN 6 Padangsidimpuan trough Numbered Heads Together Technique. The technique is suitable to improve reading.

B. Focus of the Problem

Based on identification above, the researcher focused to solve students' reading comprehension problems it will be solved by using NHT technique, especially at VIII-1 on the first semester in SMP N 6 Padangsidimpuan 2016-2017 academic year.

C. Formulation of the Problem

There is formulation of the problem in this research, such as: "To what extent can the Numbered Heads Together NHT technique improve students' reading comprehension of middle school students?"

D. Purpose of the Research

Based on the formulations of the problem above, the purpose of this researcher is to investigate whether using the NHT cooperative learning technique at a middle school in SMP N 6 Padangsidimpuan could improve the competence of the students in reading comprehension in English.

E. Significance of the Research

The result of this research will be useful to some categories below:

1. English teacher as information to increase knowledge especially about the improving of Numbered Heads Together (NHT) technique at grade VIII of SMP N 6 Padangsidimpuan.
2. Headmaster of the school, to motivation the English teacher in teaching English.
3. Other researcher as information and contribution to do the relevance research.

F. Definition of Key Terms

There are some key terms that used that used in this research:

1. Improving

Improving is a verb that has made something or becomes better.³ So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work a different way with a great quality and correctly.

2. Students

Students are a person who is studying at a school, college and university. It is a person who is studying at a university or college.⁴ He adds “students’ means: anyone who studies or who is devoted to the acquisition of knowledge”.⁵ so based on those

³A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York, Oxford University Press, 2007), p. 682

⁴*Ibid*,p. 1344

⁵*Ibid*, p. 1525

definitions above, the researcher concludes that the student is a person who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

3. Reading Comprehension

Reading is a receptive skill, it is transactional between a reader and writer, reading is an interactive process between a reader and the text, the process of cognition, interpretation and perception of a written and printed material. So, it can be said that reading is an interactive process that happened human minds to reconstruct the meaning or to get information for what they have read by activating their eye and intelligence. While comprehension is the ability to understand written and spoken language. So, reading comprehension is the ability to understand information that presented in written form.

4. Numbered Heads Together (NHT)

Numbered Heads Together Technique is a group discussion that give a opportunity to student for reciprocate and share ideas then consider a exact rejoinder.

G. Indicator of Action

The type of this research is Classroom Action Research (CAR). Action means the activities that have been done. The researcher made the teaching program, lesson plan and also strategy that use to teach reading

comprehension to the students, in the end, of the actions that have been done. In this research, the researcher collaborated with teacher to become a team work who work together to solve the students' problem in improving reading comprehension used the numbered heads together.

There were some text had been taught in the classroom. In the first cycle, the text will be discussed by the students with using numbered heads together technique. The students read the text and students make discuss for answer the questions based on the text. The second cycle, the teacher asked the students to rewrite the text briefly based on their opinion without looking the text..

Finally, the researcher would give to test to find out reading comprehension of the students to read a text with using numbered heads together technique at grade VIII SMP N 6 Padangsidempuan. Then, researcher would use observation and interview for relating the research. It would be an important element to valid the research. It means that it would carry supporting in this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. Theoretical Description

Learning needs for explaining the concepts that will support the learning. Some of concepts are very important in the research.

1. The Nature of Reading Comprehension

a. The Defenition of Reading Comprehension

1) The Defenition of Reading

Reading is an interaction between the reader and the author where the prior knowledge such as knowledge of content, structure, and vocabulary. It enables thereader to make meaning from the text. Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.¹ In order word, reading is a complex process in which the recognition and comprehension of written symbols are impacted by the perceptual skills, the word an analysis skills, the experience, language background, the mind set and the Reader.²

¹Carolie T. Linse, Serius editor: David Nunan, *Practical English Language Teaching: Young Learners*, (New York: Mc Graw Hill Company, inc, 2005), p. 69

²Albert J. Harris, *How to Increase Reading Ability*, (New York: David Mckay Company, 1969), p. 3.

Reading is an interaction between reader and writer. It means that transferring symbol on the text from writer brain to reader brain.

2) Definition of Comprehension

Comprehension is the power to understand language (written and spoken).⁵ It means that comprehension will construct the language to take meaning by connecting the information with the readers' background knowledge. So, comprehension is the ability to construct the meaning in the written language as a media to find the information in order can answer the question.

3) Definition of Reading Comprehension

Meaning, learning, and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks of reading, reading comprehension is the "sine qua non of reading". Knowing how to read word has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world

⁵A.S. Hornby, *Op. Cit.*, p

knowledge, and fluency.⁶ It means that reading comprehension is the important key for reading. it is impossible we read just knowing the meaning of the words without comprehend the text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material . the third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.⁷ So, reading comprehension must be focus on the linguistic structure of the text, use the meta cognitive while reading, and take the vocabulary as the keyword from the content based on the background knowledge.

Based on the third explanation above, it can be concluded that reading comprehension is most important in the final. It can be conclude that reading is the most important in the final. It can be seen from the exercise

⁶Janette K. Klingner,et.al., *Teaching Reading Comprehension to Students With Learning Difficulties*, (US: The Guilford Press, 2007),p. 2

⁷Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*, (USA: ASCD, 2003),P. 90

which related with that reader has read. Reading without comprehension is useless. However, we read but do not know what else in the text. It means that we do not take comprehension.

4) **The Purpose of Reading**

The main goals of reading are to get and find information include content and meaning of the text based on the purpose.⁸ Tarigan stated there are some goals of reading such as:

- a) Reading is for identifying important information.
- b) Reading is for main ideas.
- c) Reading is for finding the specific information.
- d) Reading is for underlining the important information
- e) Reading is to classify the difficult word.
- f) Reading is to evaluate.
- g) Reading is to compare or contrast.

In this research, the purpose of reading is identifying important information, finding specific information, and to evaluate reading. It have talked above that comprehension is ability to construct the language to take the information from the text.

⁸Henry Guntur Tarigan, *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 9

According to Jeremy Harmer, there are several purpose of reading. He said that the purpose of reading is different in the way. It saw what kind of the text will be read. Next, there are the purpose or the reason for reading:⁹

- 1) Instrument: a large amount of the reading takes place because it will help us to achieve some clear aim. Thus, for example, we read the road sign so that we know where to go. We read the instruction on the ticket because we need to know how to operate it.
- 2) Pleasureable: the people read magazine or spend hours buried in the Sunday paper, other go to poetry readings, read illustrated cartoon or photo-story.
- 3) For General Understanding: good reader is able to take in a stream of discourse and understand the gist of it without worrying too much about the details. Reading for such 'general' comprehension means not stopping for every word, not analyzing everything that the writer includes the text. It can use skimming.
- 4) For specific information: in contrast to reading for gist, we frequently go to written text because we want specific detail. Reading in this skill is frequently referred to as scanning.
- 5) For detail information: sometimes we read in order to understand everything we are reading in detail. This is usually the case with written instruction or direction, or with the description of scientific procedures, it happens when someone gives us the address and telephone number and we write down all the detail.
- 6) Interpreting text: reader is able to see beyond the literal meaning of word on the passage, using a variety of clues to understand what writer implying. Successful interpreting in this kind depends to a large extent on share schemata.

Finally, the purpose or reason for reading should be

influenced how and what for readers read a piece of

⁹Jeremy Harmer, *The Practice of English Language Teaching (Third Edition Completely Revises and update)*, (England: Longman, 2003), p. 200-202

material. Different situations require different goal. For example, readers may not need to recall every fact when leisurely read an article in the newspaper, but they need a high level of comprehension when reading a contract that we plan to sign. When reading course assignment their purpose may vary as well. They might read a psychology assignment very closely in preparation for an objective exam. Comprehension can range from the careful, close attention to a very brief, quick reading for only main idea.

5) Kinds of Reading

Most researchers like to make difference between extensive and intensive reading. Whereas the former suggest reading at extensive often for pleasure and in a leisurely way, the intensive reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal. There are 2 kinds of reading that will be explained below:

a. Extensive Reading

Extensive reading is the best possible way for students to develop automatic—that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading

programmer is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be for pleasure-the main of this activity.¹⁰ Extensive reading is for leisure reading.

The reading activity like survey reading and skimming, are sometimes grouped together and called *extensive reading*. The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because the material itself is highly redundant-as is the case for example with newspaper reports.¹¹ Students read on several ways like just read the first sentence on each paragraphs, find the main idea, and read the conclusion.

b. Intensive Reading

Intensive reading used to gain a deep understanding of the text, which is important for reader. Intensive reading is usually accompanied by study activity. It refers to detail focus on the contraction of reading which takes place usually (but not always) in

¹⁰*Ibid.*, p. 204

¹¹Geffrey Broughton, *Teaching English as a Foreign Language* (Second Edition), (USA: Routledge, 1980), p. 92

classroom. The students look at extract for magazine, poem, internet website, and so on.¹² The remaining two kinds of reading activity such as content study reading and linguistic study reading are also often grouped together and called *intensive reading*. Once again the term indicates that it is not the nature of the skills involved that is most interest but the results, in this case a deep and through understanding. The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.¹³ Intensive reading needs the deep comprehending on the text.

Based on the both of kinds of reading, researcher concludes that the different between extensive and intensive reading is about meaning and structure of the text. Extensive reading has the goal for pleasure. It is just looking the specific information on the text. It means that reader take the meaning from the text. It is frequently take place for develop students' language. In order side,

¹²*Ibid.*, p. 213

¹³Geoffrey Broughton, *Teaching English.....*, p. 93

intensive reading should take the grammatical and structural. It needs for knowing the intonation, vocabulary, stressing for gaining the deep understanding of the text.

6) Levels of Reading comprehension

Reading comprehension does not only know what text is about, but reading comprehension demands the students to have deep understanding about all of the text. Moreover, the comprehension of text involves the knowledge of vocabulary, structure, and also situation or condition in which language used.

Smith in Wayne Otto states that there are four levels of comprehension:¹⁴

1. Literal comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skills, and one that requires little thinking or reasoning.

2. Interpretation

Definitely involves thinking skill and readers requires to identify ideas and meaning that are not stated in the written text within the interpretive level, the form of language in a literature, so, it is easy to understand content and to differ between origin language and literary language, the reader may make generalization determine clause and effect, identify motives, find relationship, predict ending, and make comparison.

3. Critical Reading

When individuals read critically they evaluate what they read, that is way, they examine critically through of the writer, which have been identified

¹⁴Wayne Otto, et. al., *How to Teaching Reading*, (Philippines: Addison-Wesley Publishing Company, 1979), p. 152-153.

through the two lower levels of comprehension and judge their validity of worth.

4. Creative Reading

Creative reading going beyond what the author has written applying ideas from the text to new situation and recombining the author ideas to form new concept or to expend add ones, through creative reading the reader creates something new idea, the solution to a problem, and a new way of looking at something from the ideas gleaned from the text.

Based on explanation above, it can be conclude that there are four levels of comprehension, they are literal comprehension, interpretation comprehension, and critical reading and the last is creative thinking.

7) Principles for Teaching Reading

There are some principles for teaching reading as below:

a. Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background includes all of the experiences that reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be

activated by setting goals, asking questions, making predictions, teaching text structure, and so on.¹⁵ So, background knowledge is very important to support reading comprehension. Background knowledge decides the comprehending on reading. If students are reading on unfamiliar topic, it may need to begin the reading process by building up background knowledge.

b. Build a strong vocabulary base

According to David Nunan, vocabulary is important for successful in reading. He decided that the basic vocabulary should be explicitly taught.¹⁶ Teacher must know what vocabularies will be needed to know by students.

c. Teach for comprehension

In many instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching reader how to comprehend. Monitoring comprehension is essential to successful reading.¹⁷ So, teacher should have

¹⁵ David Nunan, *Practical English Language Teaching*, (New York: MC. Grow Hill, 2003), p. 74

¹⁶ *Ibid.*,

¹⁷ *Ibid.*,

monitored students on reading a text by using a testing to know it.

d. Work on increasing reading rate

The teacher must work towards finding a balance between assisting students to improve students' rate and developing reading comprehension skills.

e. Teach reading strategy

Teacher uses the suitable technique in reading classes to get students become more aware of reading comprehension.

f. Encourage readers to transform strategies into skill

According to Kawai in David Nunan book, an important distinction can be made between strategies and skill.¹⁸ Guessing the meaning of unknown vocabulary from context can be listed as both a strategy and a skill in reading text.

g. Build assessment and evaluation into your teaching

Assessment and evaluation is taken based on the learning. It should relate between evaluation and text.

¹⁸*Ibid.*, p. 77

- h. Strive for continuous improvement as a reading teaching

Teacher must keep spirit and never give up improving a quality of individual for success in reading. A power motivation is needed for reading.

8) **Reading Evaluation**

Evaluation is most important to measure reading. It will find the comprehension from what have been read. For knowing the reading comprehension, it can use a test. To know how the NHT can improve students' reading comprehension on text, it will need an instrument that used in testing.

After researcher gives the learning to the students by using NHT, it is important to know how their ability about the learning in text. Students' create the NHT that related with the text. Then, it will consist of 20 questions based on some the texts.

Table 1
Indicator of Reading Evaluation

No	Indicator of Reading Evaluating
1	Identifying character
2	Identifying setting
3	Identifying problem
4	Identifying coda
5	Identifying vocabulary in the context

There are several tests to measure for testing reading comprehension. It can be Multiple Choice Question, Short Answer Question, Cloze, Selective Deletion Gap Filling, C-Tests, Cloze Elide, Information Transfer, Conclusion. But, for this time multiple choice is one of testing method for knowing reading comprehension. Because of multiple choice is a test for researching just one the right answer. It needs comprehending to choose one of them.

A multiple choice test item is usually set out in such as a way that the candidates is required to select the answer from a number of given options, only one of which is correct. The marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer; agreement has already been reached as to the correct answer for each item. Selection and setting

items are however, subjective processes and the decision about which is the correct answer is a matter of subjective judgment on the part of the item writer.¹⁹ Students should be careful to decide the best answer.

According to researcher, multiple – choice test is the good choosing because it will make students easy for applying their comprehension. It is the simple way for making. Next, researcher will be easy to check and evaluate the answer because comprehending can be taken questions by using multiple – choice.

2. Numbered Heads Together (NHT)

a. Cooperative Learning

1) The Concept of Cooperative Learning

Cooperative learning is part of group of teaching / learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. Cooperative learning is a very formal way of structuring activities in a learning environment that includes specific

¹⁹Cryril J. Weir, *Communicative Language Testing*, (UK: Printice Hall, 1990), p. 43

elements intended to increase the potential for rich and deep learning by the participants.²⁰

Social psychological research on cooperative dates back to the 1920s. But research on specific application of cooperative learning to the classroom did not begin until the early 1970s. At that time, four independent groups of researchers began to develop and research cooperative learning technique in the classroom setting. At present, researcher all over the world are studying practical application of cooperative learning principles, some of the most extensively researched and widely used cooperative learning methods are introduced as follow:

- a) Students Team Learning
- b) Student Teams – Achievement divisions (STAD)
- c) Teams – Games – Tournament (TGT)
- d) Jigsaw
- e) Team Accelerated Instruction
- f) Cooperative Integrated Reading and Composition (CIRC)

Another cooperative Learning Method:

- a) Spontaneous Group Discussion
- b) Numbered Heads Together (NHT)
- c) Team Product
- d) Cooperative Review
- e) Think – Pair – Share²¹

Based on above explanation, it can be concluded that

cooperative learning is a learning method that engage some

²⁰Alice Macpherson. *Cooperative Learning Group Activities for College Courses* (Kwantlen University College, 2007), p. 1

²¹Robert E. Slavin. *Cooperative Learning Theory, Research and Practice*, (America: Allyn & Bacon, 1995)

students for working in a group then they can create cooperation in learning for achieving the goal of learning.

2) Basic Elements of Cooperative Learning

David W. Johnson, Roger T. Johnson, Edythe, J. Halubec and others identify five basic elements of cooperative learning, they are:

a. Positive independence (*Interavtion through Activity*)

Learners help, assist, encourage, and support each others' efforts to learn.

a. Individual Accountability

The performance of each individual learner is assessed and the result given back to the group and the individual.

b. Group processing (*interaction through reflection*)

c. At the end of their working period the groups process their functioning by answering two questions:

What did each member do that was helpful for the group? And what can each member do to make the group work better?

d. Skilled Interpersonal Communication

Skilled communication is necessary for effective group functioning. Learners must have and use, the needed leadership, decision making, trust-building,

effective communication, and conflict-management skills.

- e. Face – to – face Oromotive Interactions
(*independence through structure*)

Learners believe that they are linked together; they cannot succeed unless the other members of the group succeed (and visa versa).

The relationship of a healthy cooperation has partly of the fifth basic element below in any case. The elements are also be effect in the relationship like: peer tutoring, partner learning, peer mediation, adult, work group, family and another the relationship of cooperative.²²

Based on above explanation, the researcher can conclude that there are some the basic elements that make cooperative learning is more productive than as competitive learning and individual.

3) The principles of Cooperative Learning

There are three principles of cooperative learning that to be approach, it can be assumed for improving the process and result of student learning. They are:

- a. Active studying

²²Alice Macpherson. *Cooperative Learning Group*....., p. 3

Active studying is showed by intellectual and high emotional in process learning. It is not just the activity of physical. Student is given an opportunity for discussing suggest a opinion and ideas and student is also freed to look at the source of information learning.

b. Constructing approach

Constructing approach in cooperative learning can push student to develop their knowledge together in a group. They are pushed for finding and reconstructing a material that being learner through discussion and observation. Students can interpret in together what they find. So, the learning material are built together and it is not as transfer from lecturer. In short, students is push for building the meaning of their experience until comprehension of phenomenon that being learned is to be rise.

c. Cooperative approach

Cooperative approach push and give a opportunity to student for competent in communication. It mean that students are pushed to explain a opinion or ideas clearly, listen other and receive it exactly. Student can also guide and competent in managing controversy is

to be problem solving situation critic an idea not personal.²³

Based on above explanation, the researcher conclude that cooperative learning does not discuss a material only but also the cooperative learning has the principles in learning strategy that to be approach for rising the result of students' learning.

b. Numbered Heads Together (NHT)

Numbered Heads Together (NHT) technique is found by Russ Frank. Then it is developed by Spencer Kagan. Russ Frank is a teacher at chaparral Middle School in Diamond Bar, California was teaching a grammar lesson.²⁴ According to Hamdani, Numbered Heads Together (NHT) Technique is “Teknik belajar dengan cara setiap siswa diberi nomor dan dibuat suatu kelompok kemudian secara acak guru memanggil nomor dari siswa”.²⁵

According to Miftahul Huda, Numbered Heads Together is “ a variety of group discussion”.²⁶ It is mean that NHT is kind of cooperative learning but each procedure of group discussion is different. Number Heads Together is basically a variant of group discussion, the twist is having only one student represent the group but not informing the group in advance whom its representative will

²³Masitoh and Laksmi Dewi, *Strategy Pembelajaran* (Jakarta: Direktorat Jendral Pendidikan Islam Departemen Agama RI, 2009), P. 235

²⁴*Ibid.*, p. 242

²⁵Hamdany. *Strategy Belajar Mengajar* (Bandung: CV Pustaka Setian, 2011), p. 89

²⁶Miftahul Huda. *Op. Cit.*, p. 130

be. That twist insures total involvement of all the students. Russ Frank's technique is an excellent way to add individual accountability to a group discussion. This technique also can use in all subject and for all level in school.

From above explanation, the researcher conclude that Numbered Heads Together Technique is a group discussion that give a opportunity to student for reciprocate and share ideas then consider a exact rejoinder. In additional, this technique also push student for improving a spirit in their cooperation. Number Heads Together Technique is also one of teaching method that derived from a cooperative learning. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit, especially, when this strategy is used.

c. The Purpose of NHT Technique

There are someof the purpose of (NHT) that should be know by teacher before do this technique. They are:

1. Processing information
2. Communication
3. Developing thinking
4. Review of material
5. Checking prior knowledge.²⁷

²⁷Arianto. Numbered Heads Together. Online (Sabtu, 09-2016).
http://www.eazhull.org.uk/nic/numbered_heads.htm.

So, the researcher can conclude that the purpose of NHT is to get more information or ideas that can make to be reading by students. Then students can also train their communication for expressing ideas and a material what will be learned.

d. Procedures of NHT Technique

There are the steps in NHT technique according to many experts. First, Indrawati stated as follow:

1. Students are divided in group, each student get number in each group.
2. Teacher gives a task and each group work it.
3. Each group discuss the right answer and each member must get work and know the answer. Teacher calls one of student with number that called must report their cooperation result.
4. Ask the reaction from another then teacher show another number.
5. Conclusion.²⁸

Second, the steps in Numbered Heads Together (NHT) technique according Spencer Kagan stated as below:

1. Students are divided. Each student in each group get number.
2. Assignment is given to each student by virtue of number. Like student is number one having task to read the question correctly and collect the data that relation with solution of problem. The

²⁸Awaliahafizah. Model Cooperative Learning Tipe Numbered Heads Together. Online (10-09-2016). <http://awaliahafizahlog.edu.com/2012/06/normal-0-false-false-false-en-us-x-none.html>.

student is number three make a note and report the result of grouping work.

3. Teacher can also make cooperative between students. Student can order out from their group and join together to some students that the same numbered of another group. In this opportunity, student that have the same task can do cooperation for matching the result of grouping work.²⁹

Based from above explanation, students are divided to some group and each group is given numbered head. Next in each group do discussing for answering a problem or for doing an activity. From the result of activity, teacher calls the number of group as random that should answer the question or represent the activity. On occasion if this case, each group member is demanded to do cooperation because of answering or presenting from agency of group will generalize ability and value of group.

3. Conventional technique in teaching

a. Definition of Conventional

Conventional or traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instruction and decision maker they regard students as having

²⁹Masitoh and Laksmi Dewi. *Op. Cit.*, P. 243

‘knowledge holes’ that need to be filled with information.³⁰

According to Hudson that “conventional teaching is a method that used by the teachers based on mutual agreement in a school.³¹ Then conventional teaching is also the teaching or the way that usually by the teachers to teach the text to students.³² in addition, it uses traditional way in teaching and learning process. In short the traditional teacher views that it is the teacher that causes learning to occur.

b. The classification of conventional teaching

As we know that there are many kinds of teaching method that can be applied by teacher. One of the teaching methods is conventional or traditional method. Conventional method can be divided in some kinds. They are: lecturer method, project method, cethesize method, discuss method, lecture discussion, problem solving method, homework, recitation method, demonstration and experiment method, role play method, and so on.³³

c. The principles of conventional teaching

There are some principles of teaching conventional that to be approach, it can be applied in teaching process. They are:

³⁰Belias Dimitros. 2013. *Traditional Teaching Method*. (Online). Vol. 9. No. 28. (<http://olam.Ed.asu.edu/epaa/.diakses> 11 September 2016)

³¹Hudson. *The Meaning of Conventional Teaching*. (Online). (<http://www.conventional-strategy/topic/54372-strategy>), retrieved on September 11, 2016

³²Jhon Deriden. *Conventional Teaching*. (Online). (<http://www.britannia.com/EBchecked/topic/421797/nuclear-strategy/52993/conventional-strategy>), retrieved on September 12, 2016)

³³Syaiful Bahri Djamarah. *Strategy Belajar-Mengajar*.(Jakarta: PT. Asdi Mahasatya, 2006), p. 205

- 1) There is not theory that formulated to discuss the learning activity in traditional education system
- 2) Motivation is based of punishment, reward or prize and rivalry
- 3) Study with memorizing and save the information without inscription
- 4) The behavioral psychology has the clear significant
- 5) The cognitive psychology does not give the significant
- 6) In general, the learning process in traditional education symtem is not generated by the certain theory
- 7) The learning dominant is teacher center.³⁴

d. The steps of conventional teaching

There are some steps in conventional technique as follow:

- 1) Teacher gives an apperception to students and give a motivation to students about the material
- 2) Teacher give a mutation
- 3) Teacher explains the material in verbal
- 4) Teacher gives the examples
- 5) Teacher gives an opportunity to students for asking and answering the question
- 6) Teacher gives an assignment to students that appropriate with material and the example of question

³⁴Adnan UNM. PendidikanTraditional, (Online), (<https://www.scribd.com/doc/45067367/PENDIDIKAN-TRADITIONAL#scribd>). Retrieve on September 14 2016

- 7) Teacher confirm the assignment that had worked by students
- 8) Teacher guide students to conclude the point of material.³⁵

After explaining some examples, teacher is given an opportunity to students for making a summary and generalization about the main problems in formula, rule or general principles. Then, teacher gives ideas to students' idea that organized as completing, correction and stressing. In other hand, teacher also gives a conclusion and formula clearly.

From above explanation, the conventional teaching technique is traditional technique that often applied by teacher. The one of conventional teachings is lecturer technique which a teaching style that is used for conveying information about some subject. Thereby, it can be understood that lecturer method is the step of learning presentation that done by teacher with talking or explanting in direct.

J. Review of the Related Findings

Many researchers are talking about Reading comprehension. It used the kind of strategy and technique. The researcher will help students to improve their reading achievement.

First, Panji Irawan, had done research in Colomadu Karanganyar writes the title: "Improving students' Reading Comprehension Using Numbered Heads Together (NHT) Technique. The research had done at grade SMA Negeri Comadu Karanganyar. He has done action research in

³⁵Rofa Yulia Azhar. *Metode Ceramah Dalam Pembelajaran* (Metode Konvensional). (Online). ([gttp://www.rofayuliaazhar.com/2012/06/metode-ceramah-dalam-pembelajaran.html](http://www.rofayuliaazhar.com/2012/06/metode-ceramah-dalam-pembelajaran.html)).retrieve September 14 2016

the class XI IPA 3 it has found some problems in the reading comprehension. Some student's difficulties in reading comprehension. The boys tended to be lazy and less motivated. However, there were some boys who were diligent and motivated in the learning activity. Usually the good ones diligent, active, motivated, serious and interested to know further about the material. The weak students tended to be passive, lack of motivation, not serious, noise and disturbed the other students. To solve the problem, researcher had done the action by doing group working with used numbered. From the research finding and the data analysis on the two steps. First, he did the pre-research observation and then he conducted the action research. In this research, the implementation was held in two cycles. During the process of the research, the researcher noticed that cycle one was conducted through stages of planning, implementation, observation, reflection and revising plan. Cycle two was conducted through stages of planning, implementation, observation, reflection of observation result and final reflection too.³⁶

The second, study is conducted by Afrilia. This research used experimental study. The result of t-test analysis on the students' reading comprehension achievement test scores that the statistical value of the t-test was higher than that of the value of t-table with significant level of 5% ($2.78 > 1.99$). It means that the use of NHT technique was 12.7% more

³⁶Panji Irawan, "Improving Students' Reading Comprehension using Numbered Heads Together, (<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=rja&uact=8&ved=0ahUKEwjoiJ698vSAhXBo5QKHd0OCUYQFggyMAM&URL>), (Colomadu: Karanganyar, 2012), p.63

effective in teaching reading comprehension than without applying NHT technique that was lecturing technique.³⁷

The third, Merina Yuli Astuti³⁸ the objectives of this study is to find out an empirical data, to see whether or not *numbered heads together technique* effective in improving students' reading ability in descriptive text. This study was held in January 2014 at SMPN 2 Tangerang Selatan. The method in this study was quantitative method in the design of quasi experimental study. The sampling technique used in this study was purposive sampling. the subject of this study is the second year students and the samples are VIII.1 as experiment class and VIII.2 as controlled class. Instrument that used in this study is reading test consist of pre-test and posttest.

The result of this research shows that using numbered heads together technique is effective in improving students' reading ability in descriptive text. It can be seen from mean of post-test in experimental class (68.33) is higher than controlled class (64.48). Also, mean of gained score in experimental class (13.58) is higher than controlled class (5.38). The data analyzed by using T-test formula. The result of calculation showed that in the significance degree of 5%, the value of t-test (t_o) > t-table (t_t) ($2.48 > 1.99$). Therefore, it proves that alternative hypothesis (H_a) which states

³⁷Afrilia, "The Effect of Numbered Heads Together on Reading Comprehension Achievement", (<http://eprints.walisongo.ac.id/5067/1/11341050.pdf>), (Islamic University of Bondowoso, 2012), p.40

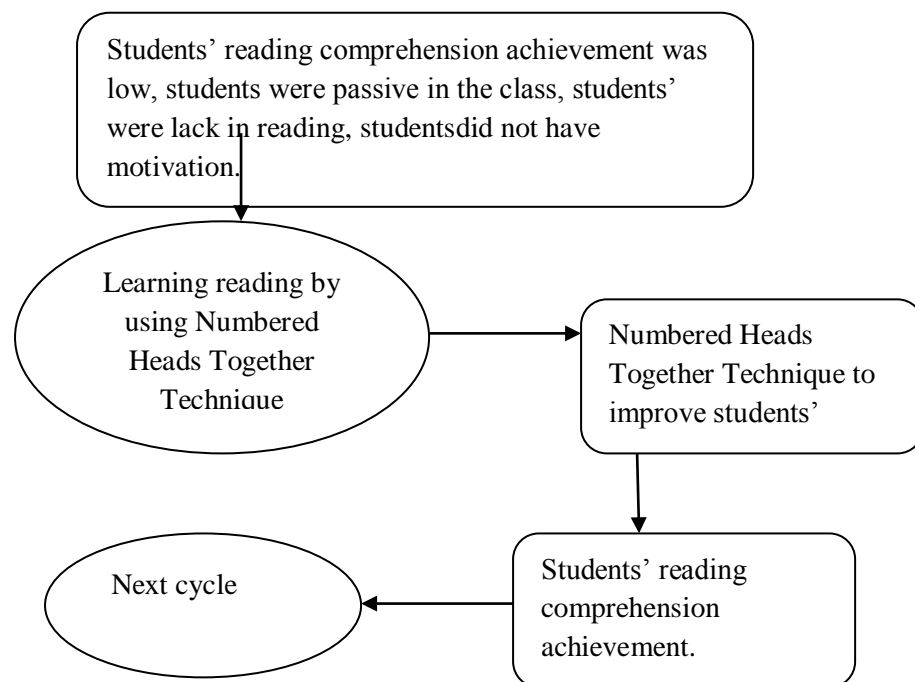
³⁸Merina Yuli Astuti, "The Effectiveness of Numbered Heads Together Technique (NHT) on Students Reading Ability", (<http://reponsitory.uinjkt.ac.id/dspace/bitstream/123456789/2443/1/.pdf>), (Jakarta: Syarif Hidayatullah University, 2014), p.7

there is a significant progress in using numbered heads technique in improving students' reading ability in descriptive text, is accepted.

Finally, this research is written by researcher to add and complete the kind of researchers before. The researcher wants to solve reading problem in text can be improving at grade VIII SMPN 6 Padangsidempuan trough Numbered Heads Together Technique. The technique is suitable to improve reading.

K. The Conceptual Framework

Every subject has some problems that will be solved. Reading also has the problem especially on reading comprehension at grade VIII SMPN 6 Padangsidempuan. It can be seen from the source data said that reading score is low. The researcher describes the conceptual framework as follow:



L. Hypothesis of the Action

The hypothesis of this research is stated that: “Numbered heads Together Technique can improve students’ reading comprehension at Grade VIII SMPN 6 Padangsidempuan”.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Location and Schedule of the Research

Researcher did the research in SMP N 6 Padangsidempuan. It is located in Jalan Kenanga No. 66 Padangsidempuan. This research was done in VIII-1. Researcher did research starting from august 2016 up to finish.

2. Research Design

Research is an attractive way to build evidence based on explanation for events and phenomena. The research conducted with class action research. Researcher did action research to improve students students reading comprehension trough numbered heads together. Design is a plan and a process. It is personalized road map that we create to adress the questions and curiosities we have about our teaching.¹ Action research involved designing our teaching with our students. We took an active part in designing our teaching and our relantionship with students to plan and develop a material. Action is an activity that changes a human situation by initiating something new. Action research is the research would be done because of according to John Elliot, action research starts with a feeling-a sense of frustration, or better yet of

¹Mary Louise Holly at al., *Action Research for Teacher Second Edition*, (Merrill Prentice Hall: Colombus Ohio, 2005), p. 129

Creative possibilities for action, and the pronounced commitment to “do it differently”, to bring one’s practice in line with one’s values and aspiration.

The research will be described as picture below:

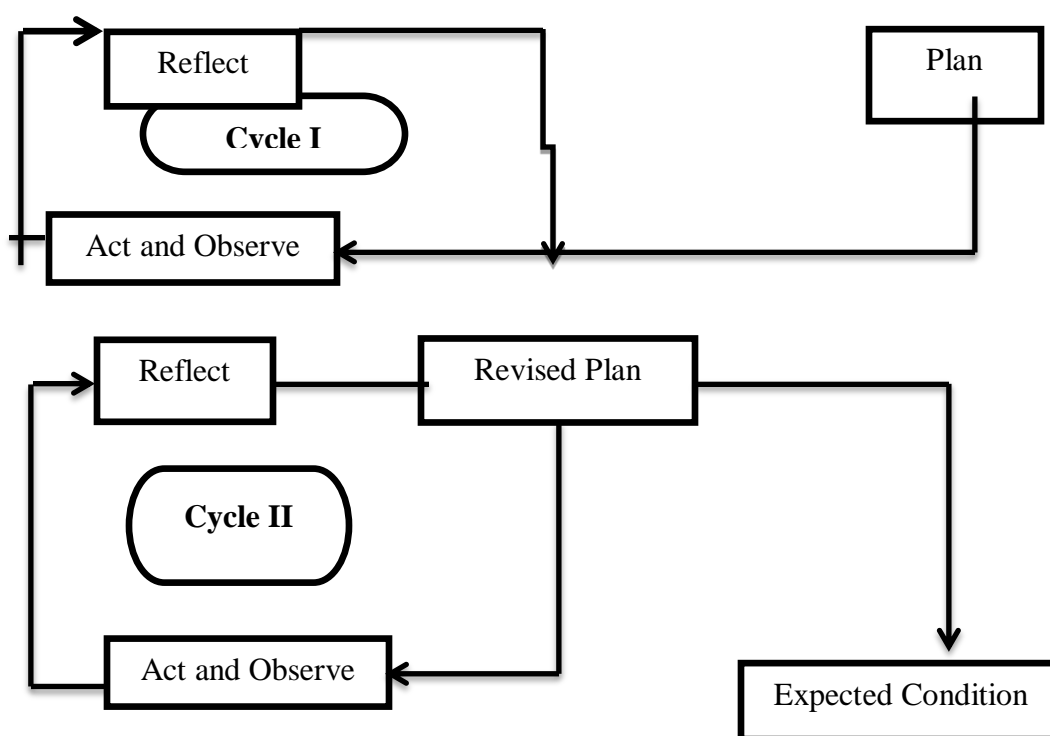


Figure 1: Action Research Spiral by Kemmis³

3. Participant

The participants are 27 students. It conducted at grade VIII on the VIII-1 in the first semester 2016 – 2017 academic years SMP N 6

³Anna Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 9

Padangsidempuan. Research would be done collaborating with the teacher, at grade VIII SMP N 6 Padangsidempuan.

4. Instruments of Collecting Data

Instrument of collecting data are the tools that used to collect research data. Class action research used the instruments such as test, observation, and interview.

a. Test

Test is used to know the ability of students where it is sequence of question or practice that will be used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group. As Brown defines “test as a method of measuring a person’s ability; knowledge or performance in a given domain”.⁴ In short, this research the form of test was multiple choice test. The test consisted of 20 items by 5 indicators for reading comprehension. Each items got value 1. The indicator and score could be seen in the following table:

Table. 2
Indicators of Reading Comprehension

No	Indicators	Items	Score	Mean score
1	Able to identify character	4	4 items X 5 score	20
2	Able to identifying setting	4		20
3	Able to identifying problem	4		20
4	Able to identifying coda	4		20
5	Able in analyzing vocabulary in context	4		20
Total		20		100

⁴ H. Douglas Brown, *Language Assessment*, (San Fransisco, Longman, 2004), p. 3

b. Observation

The other instrument to get the data in this research was observation where it needed to get information about phenomenon that occurs in learning – teaching process, by doing observation and recording toward visible phenomenon systematically. There are 3 instruments that could be used in observation. It would be observed by using check list, anecdotal record, and rating scale.⁵ Researcher would observe the research by using check list and anecdotal record. Check list was used to observe the students based on the researcher question. It had been arranged by researcher. Next, anecdotal record is a record is a note to write rare events such as a student who had never asked question, but directly ask a question.

Sum up, the indicators for the observation in this research whether it's for teachers' or students' activities, they are:

⁵Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta, Prenada Media Group, 2011), p. 93

Table. 3
Indicators of Observation

Indicators	
Teachers' activities	Students' activities
A. Opening <ol style="list-style-type: none"> 1. Doing the apperception 2. Giving the motivation 3. Explaining the purpose of the learning outcome 4. Explaining the steps teaching-learning reading process by using NHT technique 	<ol style="list-style-type: none"> 1) Students are noisy 2) Students who move to another chair 3) Students who ask permission 4) Students are absent 5) Students do not finish all the task 6) Students do not collect the task appropriate the time
B. Implementation of Learning Material <ol style="list-style-type: none"> 1. Connecting learning material to the students' experience by using NHT 2. Explaining reading material by using NHT technique 3. Giving the suitable example in reading material 4. Motivating all students to participate in teaching process and sets down its result on paper that is provided 	
C. Evaluation <ol style="list-style-type: none"> 1. Asking the students to do test and researcher looks after the students during the test time 2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan 	

<p>D. Closing</p> <ol style="list-style-type: none"> 1. Making the conclusion based on reading material 2. Asking the students about reading material 3. Giving the motivation to the students in order to apply NHT technique in reading comprehension 4. Giving the information about reading material in next meeting 	
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c. Interview

In third instruments were interview where it was a technique of collecting the data by using oral communication or a media to be certain. It could correct the data or information that got after doing test, conducted the strategy and the others activity. The data where had gotten could be larger. The interviewer could explain the confusing case during doing interview. But, the weakness was there will be influence of situation or condition in interview process.

According to Hornby states “interview is to talk somebody and ask his/her questions at a formal meeting to find out if he / she is suitable for job or study”.⁶The researcher asked the English teacher, students and the other information that interlocked with this research to get the supporting data.

⁶A.S. Hornby, *Oxford Advanced Learned Dictionary 7th Edition*, (New York: Oxford Univesity Press,2005), p. 788

Researcher questioned about what students problem and why it was difficult for comprehending the material. It interviews the problem based on the indicator by using numbered heads together to comprehend narrative text. There are five problems in reading narrative text.

- a) Identifying character
- b) Identifying setting
- c) Identifying problem
- d) Identifying coda
- e) Identifying vocabulary in the context

5. Procedures of the Classroom Action Research

This action research followed the model that was developed by Kemmis and Robin in outrun. It was a famous representation of the action research “Spiral” that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

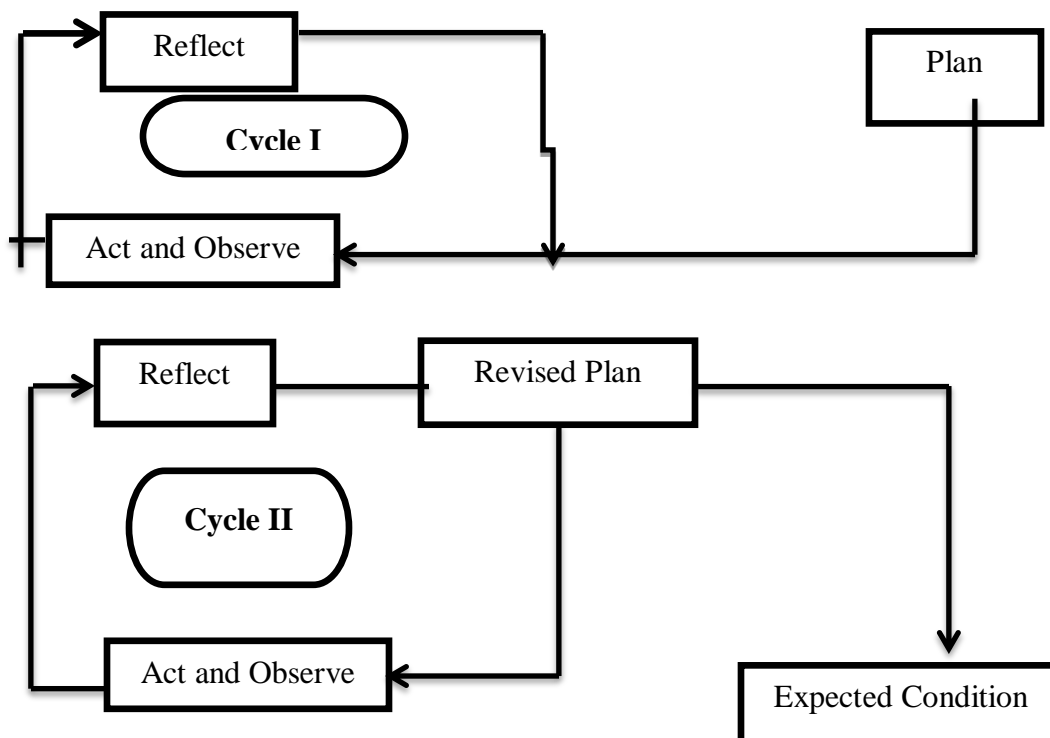


Figure 1: Action Research Spiral⁷

Researcher applied two cycles. Every cycle consisted of 80 minutes. Every meeting consisted of four steps of classroom action research (CAR) such as planning, action, observation and reflection. Here, the explanation of activities in teaching reading comprehension on narrative text by using numbered heads together (NHT) technique at grade VIII. The researcher conducted in the VIII-1 class SMPN 6 Padangsidempuan.

a. Cycle 1

⁷Ortrun Zuber-Skerrit, *New Direction in Action Research*, (London: The Fakmer Press, 1996), p.14

1. Planning

- a) Preparing lesson plan as guidance for teaching
- b) Preparing the topic to do numbered heads together technique along with first test reading narrative text to be given to the students
- c) Made the instrument as a tool to see the students' reading achievement
- d) Discussing how interview technique to be done in teaching learning activity.
- e) Preparing all material that would be needed in teaching learning process, such as lesson plan and value criteria.

2. Action

- a) Telling the purpose of learning
- b) Explaining the aim of the research and NHT to students
- c) Using NHT to students learning process such as:
 - 1) Explained NHT technique, and divided students in group, each students get number in each group.
 - 2) Showing the text would be discussing using NHT start from the title and each paragraph of the text.
 - 3) Discussed the text using NHT technique, each group discusses the right answer and each member must get work and know the answer.

- d) Giving limited discussions time for students is 25 minutes to making answered
- e) Monitoring every step that had been planning
- f) Monitoring every step that had been planning
- g) Monitoring time allocation with the all activity was done
- h) Preparing the solution if had the problem when the allocation was done
- i) Collecting the groups discussing result

3. Observation

- a) Discussion with the English teacher to observation planning
- b) Monitoring to NHT was done
- c) Making note every activity and the different when the NHT using learning process was done
- d) Discussion with the English teacher about the weakness or finding activity during observation was done.

4. Reflection

- a) Analyzing the finding during the observation was done
- b) Analyzing the weakness and the teacher progressthat using NHT determined the follow up activity
- c) Reflection of NHT
- d) Reflecting on the students learning activity
- e) Reflecting on the teacher learning activity

- f) Evaluating or interpreted the data gotten from the class and made any decisions for next meeting.

b. Cycle 2

1. Planning

- a) Arranging lesson plan
- b) Determining the lesson material
- c) Designing procedures of teaching
- d) Preparing the instrument for students, teacher and observer.

2. Action

- a) Eliminating find problems in cycle 1 by motivating, encouraging, controlling and managing the class
- b) Rearranging the classroom arrangement
- c) Dividing the students in group
- d) Organizing the group of students to each groups base on new arrangement
- e) Doing learning process using NHT technique below:
 - 1. Giving the NHT worksheet to each group
 - 2. Giving the text would be discussed to each group
- f) Explaining that the students; making prediction must be better than cycle 1
- g) Each group read the result of their task loudly and other group gave comment about it

h) Collecting the student's discussing result

3. Observation

a) Monitoring the teaching learning by using NHT in teaching learning

b) Discussing the problem in the process learning and giving solution

4. Reflection

a) Analyzing the weakness and the teacher progress when NHT was done determine the next activity planning

b) Reflecting of teaching activity and students learning result that using NHT

c) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle.

6. Technique of Analyzing Data

In this research, the technique for analyzing data used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding of the larger meaning of the data. The qualitative data is used to analyze from the observation sheet. And then, quantitative analysis to analyze the score of students in every their worksheet by using reading comprehension text.

To know the means of students' score for each cycle, the researcher applied the following formula, as:

$$X = \frac{\sum^X}{N} \times 100\%$$

Explanation:

X : The mean of the students

\sum^X : The total score

N : The number of the students

The percentage of the students' achievement in reading through numbered heads together was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : The percentage of the students

R : The number of students

T : The total number of students.

After calculating and scoring students' answer sheets then, their score were consulted the classification quality on the table. In SMPN 6 Padangsidempuan, there are the categories of standard of value, as follow below:⁸

⁸The Categories Of Standard of Value in SMPN 6 Padangsidempuan

Table.4
The Categories of Standard of Value

Criteria	Score
Excellent	100
Very good	90
Good	80
Average	70
Poor	≤60

The other technique as qualitative data used for describing the situation during the teaching process. In analyzing qualitative data, the researcher followed the technique that developed by Gay and Airasian which consist of five steps as follows.

a. Data managing

In this step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and to check for completeness, and to start analyzing the data.

b. Reading

In this step concerns with reading the data recorded in the field notes, transcription of the interview data and observation sheets in order to get a explanation of the data.

c. Description

In this step is devoted to address the issue on what happen in the field based on the collected data.

d. Classifying

In this step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

e. Interpreting

In this step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and pattern⁹.

In short, these steps are very useful for analyzing data accurately; the researcher will be easier to get the data after doing these steps one by one. The relationship among the data pieces, categories and pattern give the researcher pictures to show the result of the research.

⁹L. R. Gay and Peter Airasia, *Educational Research, Competences for Analysis and Application*, (New ersey: Prentice-Hall, Inc,2000), p. 240-249

CHAPTER IV

RESULT OF THE RESEARCH

A. The Result Research

After the research had done the research in SMP N6 Padangsidimpuan, now the researcher describe how the research was run. It discussed about the way to improve students' reading comprehension by using numbered heads together at grade VIII SMP N6 Padangsidimpuan. In the following below it would be described about the data description, the influencing factors of students' reading comprehension in narrative text, the comparative result of the action, the discussion of the research findings and threats of the research.

The data description in this research described about all of things that have been found in the class when the researcher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on the instrument: observation, test and interview. The researcher described that in cycle I and cycle II.

1. First Cycle

The cycle I was conducted for two meetings, they were the first and second meeting. It carried out on 17th of January and 18th of January 2017. Every meeting was done for 2 x 40 minutes. It means that the time allocation was 160 minutes. It caused 4 x 40 minutes. The topic for cycle I was "The Prince and His Best Friend".

Along time, the researcher would explain the learning process activities of improving students' reading comprehension in narrative text in cycle I, as follow:

a. Planning

In this step, the researcher designed lesson plan, determined material, and prepared instrument for observation note sheet to the collaborator, indicator of reading scores, and students' evaluation.

b. Action

The researcher administrated this cycle in two meetings. It seemed too short because one meeting consists of 80 minutes. The description of action is a follow:

1) First Meeting (17th of January, 2017)

The first meeting was conducted on Tuesday 17th of January, 2017. In the beginning of the lesson, the researcher as the teacher, greeted the students and checked the students' attendance. The researcher tried to make a good condition in the class by telling to the students that the day's activities would be reading lesson through numbered heads together (NHT) technique.

Firstly, the teacher came into the class together with Mrs. Rahmawati Hasibuan. S.Pd as English teacher, the researcher started the teaching and learning by greeting, ordering students

to pray together, and checking the students' attendant. After that, the researcher gave students' and teacher observation note sheet to the collaborator, the collaborator introduced the researcher to the students and the researcher introduced herself to the students in the first meeting. The researcher divided students into four groups consisting of seven students for each group. In each group, there must be students who have high score, average score and low score. The researcher gave each group number (number 1-7). The researcher asked the students to sit with their groups.

Secondly, the researcher explained to the students about some skill in reading comprehension (character, setting, problem, coda, and vocabulary in context). Next, teacher was modeling. Third, teacher gave times to students for practice reading narrative text, she asked the students to read the text silently. Having finished conducting the first meeting, the researcher asked the students whether they had difficulty or not. And then she summed up the topic of today's lesson together with the students in order to review the students' understanding in reading narrative text. When the researcher found that the students had understood the lesson the lesson, she closed the lesson by saying goodbye and see you next week. In the first

meeting the researcher did not take the students' score because the researcher only wanted to try practicing numbered heads together before doing test.

2) Second Meeting (18th of January, 2017)

The second meeting was conducted on Wednesday, 18th of January, 2017. The researcher opened the lesson by greeting and checking the students' attendance.

The researcher asked them to sit with their group and read the text silently. First, the researcher gave them worksheet to do the first test and explained what they should do. The students were asked to read a narrative text about title in the worksheet. They were allowed to open the dictionaries. After all students understood what they had to do, they started to discuss and doing together.

c. Observation

In this step, during teaching and learning process the collaborator observed all activities whether the teacher's or students' activities. Based on the indicator list of teacher in teaching learning process, the teacher's activities were described as follow:

Teacher's physic appearance when the first time came to the class, the teacher wore long dress, brown shoes and black shoes. It means the teacher got a dress neatly. The students could not look the

teacher from all sides because she often stood up in the back classroom. Had a loud voice and audible but often pausing when the students going permission.

Teacher's learning material: teacher explained reading material by using numbered heads together (NHT) technique and giving the suitable example in reading material provided. Most students were confused because it was not clear even repeated it for two times. Here, the teacher seemed very nervous. In explain material, the teacher used tool around the class. If students asked something, the teacher answered it until the students understood about it.

Teacher's evaluation: teacher asked the students to do test and researcher looks after the students during the test time. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.

Teacher's closing: the teacher making the conclusion based on reading material, asking the students about reading material. Then, the teacher gives the motivation to the students in order to apply numbered heads together (NHT) technique in reading comprehension.

d. Reflection

In cycle I, teacher gave first test. The test was about the indicators. They are character, setting, problem, coda and vocabulary in context in their test. After teacher collected the test, teacher would

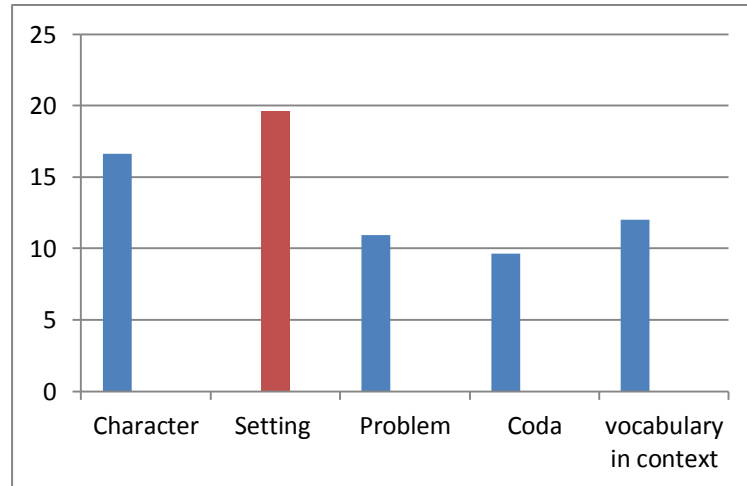
evaluate it. In fact, the result unsatisfied because students' reading comprehension on narrative text was still low. The result of the test in cycle I can be seen in the table below:

Table 5
Students' Reading Score in Cycle 1

Criteria of Reading	Total Score	Mean Score	Percentage
Character	395	16.62	37.03%
Setting	530	19.62	
Problem	295	10.92	
Coda	260	9.62	
Vocabulary	350	12.96	
Total	1830	67.77	

Based on the table above has shown the result of students' reading comprehension in narrative text. From 27 students in the class, there are some levels score of them; the students' achievement in reading narrative text comprehension was low in cycle I. There were only ten students who passed the KKM (80). Then, the mean score was 67.77 and the percentage of students' score was 37.03% (See Appendix VII). 3 students got 50 score, 8students got score 55, 3 students got score 60, 3 students got score 65, 1 student got score 70, and 10 students got score 80. Finally, this score showed that the students' learning process in cycle 1 not shown improvement. Therefore, the researcher had to continue it into cycle II.

Next, the table above could be seen in the following chart:



2. Second Cycle

The cycle II was conducted for two cycle meeting; they were the first and second meeting. It carried out on 23th of January and 24th of January 2017. Every meeting was done 2 x 40 minutes. It means that the time allocation was 160 minutes. It caused 4 x 40 minutes. The topic for cycle II was “The Legend of MalinKundang”. The steps of cycle II were the same as cycle I but the researcher had new challenge to mad the learning process got improvement and the better that cycle I.

Below, the researcher would explain the explain the learning process activities of improving students’ reading comprehension in cycle II:

a. Planning

Based on the reflection in the previous cycle, there was some problems which occur when numbered heads together (NHT) technique

was applied in learning process. Related to this, the researcher had rearranged the lesson plan with the new material. The material was talking about “the Legend of MalinKundang”. Then, the researcher prepared instruments for observation note sheet to the collaborator, indicator of reading score, and students’ evaluation.

b. Action

The researcher administrated this cycle in two meetings. It seemed too short because one meeting consists 80 minutes. The description of action is a follows:

1) Third Meeting

in the third meeting, the teacher opened the class was same as usual, greeting, praying together, checking students’ attendant list, and teacher asked the students to sit with their group. The researcher then distributed the text of “the Legend of Malin Kundang”. The teacher asked the students to read the text silently. After then, the teacher asked the students to do the task based on indicator reading. teacher told the students that they had to have member number in each group. Each time the researcher gave questions; all groups had to discuss it. Each member should be ready when the teacher called the group and the member to answer the teacher’s question.

2) Fourth Meeting

The researcher asked them to discuss it about narrative text.

First, the researcher gave them worksheet to do the first test and explained what they should do. The students were asked to reading comprehension on narrative text about the title in the worksheet. They were allowed to open the dictionaries and discuss it together. After all students discuss it the teacher called the member with number in their head.

c. Observation

In this step, there was an improvement of students in learning process. Some students who were not ready to study in cycle I they had been ready to study. Based on the observation note sheet, the teacher's activity in teaching learning process would be described as follow:

Teacher's physic appearance when the first time came to the class, the teacher wore batik uniform, brown shoes and blue shoes. It means the teacher got a dress neatly. The students could look the teacher from all sides because she stood up facing to the students. Having aloud voice and dibble because the teacher taught the learning energetically and enthusiastically.

Teacher's Learning Material: the teacher explaining the steps teaching learning reading process by using numbered heads together (NHT) technique and connects learning material to the students'

experience by using numbered heads together (NHT) technique. And then, the teacher explained reading material by using numbered heads together and giving the suitable example in reading material.

Teacher's evaluation: teacher explained reading material and asking the students to do test and researcher looks after the students during the test time. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.

d. Reflection

Based on the observation sheet, the teacher could explain the material better than previous cycles even though there were some indicators that had not been applied well. Numbered heads together (NHT) technique was able to improve students' comprehension in reading narrative text. It encouraged the students to read and facilitated them in learning reading. It made students feel at ease and understand in reading narrative text.

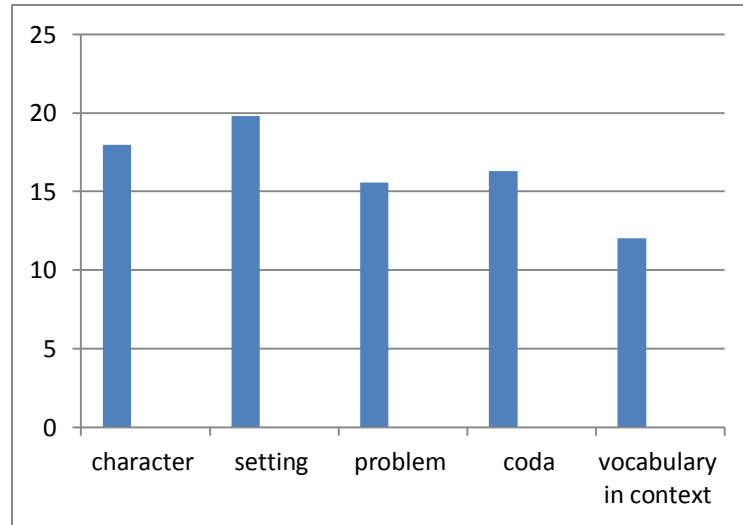
After doing the test, the researcher had known the result of the test. Actually, the result did improve in the second cycle. Most of students were able to identify character, setting, problem, coda and vocabulary in context. The score of students' reading comprehension on narrative text would be seen below:

Table 6
Students' Reading Score in Cycle 2

Criteria of Reading	Total Score	Mean Score	Percentage
Character	485	17.96	92.59%
Setting	535	19.81	
Problem	420	15.55	
Coda	440	16.29	
Vocabulary	325	12.03	
Total	2205	81.66	

Based on the table 4 above, it could be conclude that there were 1 student got 50 score, 1 student got 70 score, 14 students got 80 score, and 11 students got 85 score. Then, from 27 students in the class VIII-1, just 2 did not pass the Minimum Mastery Criterion (KKM). They were 1 student that got 50 score and 1 student got 70 score. It means that were 25 students passed the test well. By numbered heads together, the students' narrative text comprehension achievement in class VIII-1 improved significantly.

Next, the table above could be seen in the following chart:



3. The Comparative Result of the Action

The teacher compared the test result on reading comprehension on narrative text between cycles I cycle II. Teacher used quantitative in analyzing and comparing the data. It would analyze the data based on the score to decide the improvement of students' reading comprehension achievement. The formula would calculate students' reading comprehension by using numbered heads together (NHT) technique. it identified character, setting, problem, coda and vocabulary in context in the text. Firstly, teacher calculated the students' mean score of the test. Secondly, teacher calculated the percentage of students' improvement in the cycle I and cycle II.

In the cycle I, most of students were less in unidentified character, setting, problem, coda and vocabulary in context in the based on the

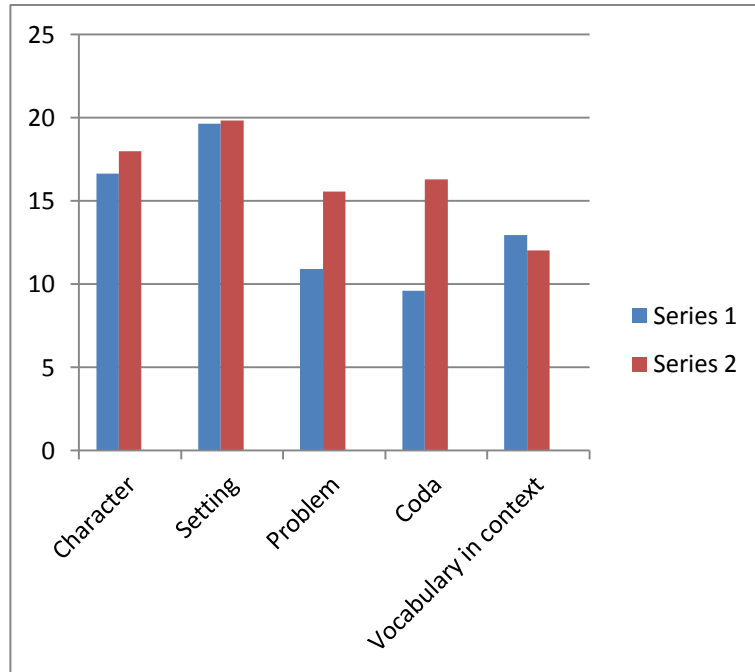
narrative text. It could be seen from their score. The researcher would compare the achievement of the students' reading comprehension in cycle I and cycle II as following table:

Table 7
Comparison of Students' Achievement in Reading Comprehension
in Cycle 1 and Cycle 2

Cycle I		Cycle II		Percentage	
Total	Mean Score	Total	Mean Score	Cycle I	Cycle II
1830	67.77	2205	81.66	37.07%	92.59%

Based on the table above, the students' score got improvement. The mean score in cycle 1 was 67.77 and it had gotten improvement becoming 81.66. Then, the percentage in cycle 1 37.03% and it had gotten improvement becoming 92.59%.

Next, the table above could be seen in the following chart:



Based on the chart 1 above, it can be concluded that the researcher hypothesis was accepted. Numbered heads together technique could improve students' reading comprehension at grade VIII SMP N6 Padangsidempuan.

There is the calculation of the students' reading narrative text comprehension. It will show the improvement from first cycle to second cycle

Table 8
The Students' Reading Score of First Test and Second Test

No	STUDENTS' INITIAL	GRADE		STATE
		CYCLE 1	CYCLE 2	
1	A1	50	50	Constant
2	A2	70	80	Improved
3	A3	80	80	Constant
4	A4	55	80	Improved
5	A5	65	85	Improved
6	A6	55	80	Improved
7	A7	80	85	Improved
8	A8	55	80	Improved
9	A9	55	85	Improved
10	A10	60	80	Improved
11	A11	80	80	Constant
12	A12	55	85	Improved
13	A13	55	85	Improved
14	A14	80	85	Improved
15	A15	60	85	Improved
16	A16	55	85	Improved
17	A17	80	85	Improved
18	A18	65	85	Improved

19	A19	60	80	Improved
20	A20	80	80	Constant
21	A21	80	85	Improved
22	A22	50	80	Improved
23	A23	80	80	Constant
24	A24	80	80	Constant
25	A25	80	80	Constant
26	A26	55	80	Improved
27	A27	50	70	Improved
	Mean: $X = \frac{\sum X}{N} \times 100\%$	65.55	37.03%	
	Percentage : $P = \frac{R}{T} \times 100\%$	80.55	92.59%	

Finally, the numbered heads together technique could improve students' reading narrative text comprehension in the VIII-1 class. The students interested to read narrative text. Then, it made students focus and active in the class. Students became interested to find out character, setting, problem, coda and vocabulary in the context in the narrative text. It could be concluded from the significant improvement of score of students.

It was 65.55 (37.03%) in the first cycle and 80.55 (92.59%) in the second cycle. It means that there improvement for mean score and the percentages of students who passed the KKM.

4. Influence Factors of Students' reading Text by Using Numbered Heads Together

There are two factors could influence reading narrative text. They are internal factor and external factor. It would be explained below.

1. Internal Factors

Internal factors came from the indicators of reading comprehension directly. Researcher would identify students' problem based on the indicators. So, researcher used the indicators as the internal factor in this research. Researcher and co-teacher found that students had problem on each indicator such a identifying character, setting, problem, coda and vocabulary in the context on the narrative text.

a. Character

There are 4 items of question about in reading test. In cycle 1, there are 27 students in the class. There are 7 of them answered questions correctly. 9 of them answered 3 questions correctly. 12 students answered 2 questions correctly. The average of them in this indicator was 16.62

Researcher and co-teacher had found some problems of students to identify about character on the story because they did not know what the character was. Second, they did not know the meaning of the text due to their lack of vocabulary mastery on the story. So, they were misunderstanding to identify character on the story in narrative text.

Based on the interview, A3, A6, A10, A15 and A27 said their difficulties in identifying character on the story which caused by their understanding. They said that character was the list of name of actors only. Then, they wrote it on the numbered heads together.

Next, A1, A4, A5, A12, A13, A16, A22 admitted their lack in identifying character was caused by their lack of vocabulary. They did not know the translating of the sentence on page. Then, they did not know the meaning of the question that researcher gave to them.

For solving the concerning problem, there were some actions conducted by the researcher in second cycle. Therefore, researcher should give the solutions for the students' problems in identifying character. Researcher explained again about character. Researcher asked students to identify the character on the text. Researcher motivated students to analyze the character was not only the name but also the characteristics of the name (actor). Students must

analyze the name of actors on the text and match them to the character on the text. Then, researcher gave the description of the question about the character. Researcher asked students to bring dictionary by their selves in the second cycle. Finally, researcher said that if students found the part of the numbered heads together. It would make the good numbered heads together and could answer the test.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items of identifying character in the reading test of cycle 2. From 27 students in the classroom, 14 of them answered all questions correctly; 13 of them answered 3 questions correctly; 1 of them answered 2 questions correctly. In could be seen from the mean score of cycle 1 and cycle 2. In cycle 1 the mean score of students in character aspect was 16.62 and cycle 2 the mean score of students was 17.96

b. Setting

There are 4 items of question about identifying setting in reading test. In cycle 1, there are 27 students in the class. There are 23 of them answered questions correctly; 4 of them answered 3 questions correctly; 1 of them answered 2 questions correctly. The average of them in this indicator was 19.62

Researcher and co-teacher had found some problems of students to identify the setting on the story (narrative text). First, they misunderstood to identify about setting on the story because they did not know what the setting was. Second, they thought that setting always on the first paragraph.

Based on the interview, A2, A18, A19, and A25 said that their difficulties in identifying setting on the story which caused by their understanding. They said that setting was the characteristics of place based on the story.

The other students, A9, A17, and A23 admitted their lack in identifying character was caused by their lack of understanding about setting. They said that setting was same as the rule in the story because they found the meaning in the dictionary. Then, they thought that setting was on the first paragraph generally. So, they read the first paragraph.

From the problem of students in identifying setting on the text, it could be concluded that there were misunderstanding about what setting was. For solving the concerning problem, there were some actions conducted by the researcher in second cycle. Therefore, researcher should give the solutions for the students' problem in identifying setting. Researcher explained again about setting. Researcher asked students to identify the setting on the

text. Researcher gave the picture that related with the story about setting. Researcher created the vacant NHT but it was using picture. It meant that researcher want to open their background knowledge about the story. Then, researcher clarified that finding setting was not only on the first paragraph but also in the other paragraphs.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items of identifying setting question in the reading test of the cycle 2. From 27 students in the classroom, 22 students answered all the items correctly; 15 of them answered 3 items correctly. In could be seen from the mean score of cycle 1 and cycle 2. In cycle 1 the mean score of students in setting aspect was 19.62 and cycle 2 the mean score of students was 19.81.

c. Problem

There are 4 questions for identifying problem. Researcher found that 1 student could answer them correctly; 6 students could answer 3 questions correctly; 14 students could answer 2 questions correctly; and 6 students could answer 1 question correctly. The average of them to answer this indicator was 10.92

There were 10 students who could not identify problem. They were A1, A4, A9, A10, A12, A16, A18, A26 and A27. Based on

the interview (saturation data), the students did not know to find the important event in the text. They could not know to analyze the problem based on the text. So, the researcher advised students to read all about the text. They did not read the text clearly. After reading the text, students could identify the problem. They should conclude the rising event on the story. Researcher gave the example of problem on the other story.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items of identifying problem question in reading test of cycle 2. From 27 students in the classroom, 5 students could answer all questions correctly; 19 students could answer 3 questions correctly; 3 students could answer 2 questions correctly; and 1 student could answer 1 question correctly. It could be seen from the mean score of cycle 1 and cycle 2. In cycle 1 the mean score of students in setting aspect was 10.92 and cycle 2 the mean score of students was 15.55

d. Coda

There are 4 item questions about identifying coda. From 27 students in the classroom, 1 of them answered correctly; 7 of them answered 3 questions correctly; 9 of them answered 2 questions

correctly; 11 of them answered 1 question correctly. Their average was 9.62

There were 18 students who could not identify coda on the story. They were A1, A3, A4, A5, A6, A8, A9, A10, A12, A13, A15, A16, A17, A18, A24, A25, A6, and A27. Based on the interview, they said that coda was come from problem. A1, A4, A8, A9, A10, A12, A16, and A27, said that they said that coda was come from the problem. So, they had difficulties to identify the coda from the story. A18 and A22 said that they knew the coda. But, it was in Indonesian. They could not translate into English.

As solutions, researcher asked students to bring dictionary by their selves. Dictionary would help students to translate what had in their mind about coda from Indonesian into English. Then, researcher asked students to read again about problem that had been found by them. Next, they thought about the moral value from learning.

As a result, students' achievement in this indicator was improved. Like what was made in the cycle 1 test, there are 4 items of identifying problem question in reading test of cycle 2. From 27 students in the classroom, 8 students could answer all questions correctly; 17 students could answer 3 questions correctly; 2 students could answer 2 questions correctly; 1 student could

answer 1 question correctly. It could be seen from the mean score of cycle 1 and cycle 2. In cycle 1 the mean score of students in setting aspect was 9.62 and cycle 2 the mean score of students was 16.29.

e. Vocabulary on the Context

There are 4 items questions about identifying coda. From 27 students in the classroom, 8 of them answered correctly; 5 of them answered 3 questions correctly; 8 of them answered 2 questions correctly; 7 of them answered 1 question correctly. Their average was 12.96.

They were A2, A3, A9, A13, A15, A22, and A26 students who had problem in the identifying vocabulary in the context. Based on the interview (saturation data), the students did not master the pronoun. So, they were difficult to identify the vocabulary in the context. Therefore, researcher gave the keyword for easy finding vocabulary on the context. It could be seen from the mean score of cycle 1 and cycle 2. In cycle 1 the mean score of students in setting aspect was 12.03 and cycle 2 the mean score of students was 12.96. So, students would improve it in the second cycle. The average of them in this indicator was 12.96 it was improved.

The explanation above would be explained briefly on the table below:

Table 9
Problems of Internal Factors in the Cycle

No	Internal Factor	Problems	Solution
1.	Character	a. The students wrote without identified the characteristic of actor on the story. b. The students did not know the meaning of the question	a. Gave explanation that the character was not only come from name but also characteristics the actor on the text. b. Gave the description of the question based on the indicator.
2.	Setting	a. The students did not understand about setting was	a. Gave explanation what about setting was gave the picture.
3.	Problem	a. The students did not read text clearly.	a. Gave the motivation to students in order they read the text clearly
4.	Coda	a. They were difficult about coda. b. They know the coda but did not know to translate into English.	a. Gave the example more about coda. b. Gave the motivation about coda, coda would be found if students could

			identify the problem before. c. Asked students to bring dictionary by their selves.
5.	Vocabulary in the context	a. The students did not master about pronoun.	a. Gave the key about vocabulary in the context. Gave the explanation more about pronoun.

Based on the problem above, students needed solution to solve their problem. It could be conclude that students had some problem for identifying character, setting, problem, coda, and vocabulary on the context. Therefore, researcher should make the improvement in learning process in the second cycle.

2. External Factors

a. Motivation

Firstly, motivation did influent students' reading narrative text. Motivation was the one of external factors in the first cycle. There were 27 students who had motivation when learning process. However, there were 10 students who had not motivation in reading comprehension. It was caused by the factor that they did not interest to English lesson. Furthermore, they did not know to read narrative

text because they did not understand English. Then, the students were seen passive in the class. It caused by the class was in the last schedule. To make it clear, researcher motivated students to open their mind because NHT was useful to be job. Next, the class was not suitable for learning because the class was not clean. So, researcher and co-teacher asked students to clean the class before learning process. It was the way how to solve problem of students. Then, the students were seen active in the class. It caused by the class was in the first schedule. Next, the class was suitable for learning because the class was clean.

b. Disturbance

Secondly, the disturbance would annoy the learning process. It would annoy students' focusing for reading narrative text comprehension. The students who made disturbance in the class were also the one of external factors in students' reading comprehension. There were there students who made disturbance in the class. So, the class was noisy. It had made the others students did not focus to read narrative text..based on the interview, they said that they saw their friend could answer the question. They want to ask the answer but their friend did not give the answer. It made the class was noisy. A15 said that he made disturbance for funny,

the researcher motivated them to be not doing. The researcher asked them to follow the rule of NHT and to be calm in the classroom.

c. Asking Permission

Thirdly, asking permission annoyed the teacher and other students. When the teacher explained NHT, there are some students that often asking permission. So, it annoyed teacher's explanation and students' focusing. The students who often ask permission were the external factors in students' reading narrative text. There were 4 students who often asking permission. Based on the interview, they said that they want to clean their face and hand because the classroom was hot. So, to solve the problem, researcher gave the reword to students who never asking permission to the bathroom. The reword would be given after the class was finished. Finally there were not students who asked permission in the cycle 2.

d. Sleeping

Fourthly, sleeping in the class would make students did not know teacher's explanation about NHT. The students who slept in the class were also the one of external factors in students' narrative text comprehension. They were four students who slept when learning process was happened. Based on the interview, A10 said he did not sleep in the night well. Then, 24 and A27 said that the time was good to sleep in the time. After that, A2 said that he had

the family problem. So, to solve the problem, researcher should use the projector for showing the picture about NHT in the second cycle. Then, researcher motivated the students to focus in the class. They were four students who slept when learning process was happened. They did not sleep again in the classroom. They saw the projector and discuss with their friend.

Here, the brief explanation about the external factors in first cycle. There are the problems and the solutions too. There were some external factors that influenced students' reading text narrative comprehension in the class VIII-1 SMP N6 Padangsidempuan.

Table 10
Problem and Solution of External

No	External Factor	Problems	Solution
1.	Motivation	a. Most of students lack of motivation in learning reading comprehension. b. The class was not clean well.	a. Motivated them to have passion or to be active in reading comprehension by using NHT technique. b. Asked students to clean the class before the lesson begin

2.	Disturbance	a. Three students made disturbance because they did not know the answer of question.	a. Ordered them for listening teacher's explanation.
3.	Asking Permission	a. Two students often asked permission to the bathroom.	a. Gave the reword to students who did not ask permission after the lesson was finished.
5.	Sleeping	a. There were 4 students who sleep in the class.	a. Researcher would use projector to show the beautiful voice.

Finally, researcher would improve students' reading narrative text comprehension in the second cycle. Researcher would minimize the students' problem in reading narrative text. The problem in the first cycle could be solved in the second cycle. It could be seen from the external factors that was nothing in the second cycle. Researcher and co-teacher can be seen the changing of students attitude.

B. Discussion

There are three thesis that the researcher used as related findings. Then, the researcher explained it. It caused the one of purpose of this research

is to describe students' achievement in reading comprehension by using numbered heads together technique at grade VIII SMP N6 Padangsidempuan.

First, First, PanjiIrawan, had done research in ColomaduKaranganyar writes the title: "Improving students' Reading Comprehension Using Numbered Heads Together (NHT) Technique. The research had done at grade SMA NegeriComaduKaranganyar. He has done action research in the class XI IPA 3 it has found some problems in the reading comprehension. Some student's difficulties in reading comprehension. The boys tended to be lazy and less motivated. However, there were some boys who were diligent and motivated in the learning activity. Usually the good ones diligent, active, motivated, serious and interested to know further about the material. The weak students tended to be passive, lack of motivation, not serious, noise and disturbed the other students. To solve the problem, researcher had done the action by doing group working with used numbered. From the research finding and the data analysis on the two steps. First, he did the pre-research observation and then he conducted the action research. In this research, the implementation was held in two cycles. During the process of the research, the researcher noticed that cycle one was conducted through stages of planning, implementation, observation, reflection and revising plan. Cycle two was

conducted through stages of planning, implementation, observation, reflection of observation result and final reflection too.¹

The second, study is conducted by Afrilia. This research used experimental study. The result of t-test analysis on the students' reading comprehension achievement test scores that the statistical value of the t-test was higher than that of the value of t-table with significant level of 5% ($2.78 > 1.99$). It means that the use of NHT technique was 12.7% more effective in teaching reading comprehension than without applying NHT technique that was lecturing technique.²

The third, MerinaYuliAstuti³ the objectives of this study is to find out an empirical data, to see whether or not *numbered heads together technique* effective in improving students' reading ability in descriptive text. This study was held in January 2014 at SMPN 2 Tangerang Selatan. The method in this study was quantitative method in the design of quasi experimental study. The sampling technique used in this study was purposive sampling. the subject of this study is the second year students and the samples are VIII.1 as experiment class and VIII.2 as controlled class. Instrument that used in this study is reading test consist of pre-test and posttest.

¹PanjiIrawan, "*Improving Students' Reading Comprehension using Numbered Heads Together Technique*", (at grade XI in the class IPA 3) 2012 Academic Year, (*Unpublished Thesis*), (Colomadu: Karanganyar, 2012), p. 63

²Afrilia, "The Effect of Numbered Heads Together on Reading Comprehension Achievement, (<http://eprints.walisongo.ac.id/5067/1/11341050.pdf>), (Islamic University of Bondowoso, 2012), p.40

³MerinaYuliAstuti, "the Effectiveness of Numbered Heads Together Technique (NHT) on Students Reading Ability", (<http://repository.Uinjkt.ac.id/dspace/bitstream/123456789/2443/1/.pdf>), (Jakarta: SyarifHidayatullah University, 2014), p.7

The result of this research shows that using numbered heads together technique is effective in improving students' reading ability in descriptive text. It can be seen from mean of post-test in experimental class (68.33) is higher than controlled class (64.48). Also, mean of gained score in experimental class (13.58) is higher than controlled class (5.38). The data analyzed by using T-test formula. The result of calculation showed that in the significance degree of 5%, the value of t-test (t_o) > t-table (t_t) ($2.48 > 1.99$). Therefore, it proves that alternative hypothesis (H_a) which states there is a significant progress in using numbered heads technique in improving students' reading ability in descriptive text, is accepted.

Based on related findings above, it can be concluded that reading skill is one of big problem in the some school, and the teachers have been done a research about reading skill by using numbered heads together technique.

In this study, the research also had found that improvement of students' achievement through the title "Improving Students' Reading Comprehension by Using Numbered Heads Together (NHT) Technique at Grade VIII SMP N6 Padangsidempuan". The research design is classroom action research (CAR).

The score of Minimum Master Criterion (KKM) of English lesson was 80. The mean score cycle 1 was 67.77 (37.03%) and cycle 2 was 81.66 (92.59%). So, cycle 2 was bigger than cycle 1 ($81.66\% > 67.77\%$). To look the different of the result could be seen the following table:

Table 11
Comparison of Result in Related Findings

No	The Title of Research	State
1.	PanjiIrawan, "Improving Students' Reading Comprehension Using Numbered Heads Together Technique (A Classroom Action Research in the Eleventh Grade of SMA NegeriColomaduKaranganyar in the Academic Year 2010/2011)	Improved
2.	Afrilia, "The Effect ofNumbered Heads Together Technique on Reading Comprehension Achievement ofThe Eighth Grade Students at SMP Negeri 2 TamananBondowoso in the 2011/2012academic year"	Improved
3.	Seken, "The Effect ofNumbered Head Together and Question Answer Relationship Techniques onStudents' Reading Comprehension: A Comparative Study.	Improved
4.	SiscaFitrianiRambe, "Improving Students' Reading Comprehension by Using Numbered Heads Together (NHT)Technique at Grade VIII SMP N6 Padangsidimpuan	Improved

Based on the table above, NHT was very helpful the students for critical thinking. It means that, the students can be made prediction of the text by looked and read the title and the text, and it made the students easier got information of text. It could be seen from the data analyze and percentage that they were increase or improve students' reading comprehension through NHT. This was due to the improvement efforts in each cycle.

Finally, the researcher findings of this research was students' reading comprehension by using NHT can improve. It can be seen from the data analyze was increase of each cycle that had been gotten.

C. The Threats of The Research

There were some aspects that could threat for this research. The threatening came from the problem of students. Researcher were lazy to create numbered heads together, it was caused by their lack to take the information from the text. Then, students did not know the meaning of the text. So, they did not answer the test seriously. It made noisy and disturbed others. Beside it, the threatening also came from the indicator. Researcher did not make the specific part of character, setting, problem, and coda based on the story.

Next, numbered heads together technique has not used in the classroom before. Researcher should explain more about learning material. It made longer time. Some students slept in the classroom.

Numbered Heads Together (NHT) technique could organize information from short-term memory up to long-term memory. So, students

could remember the information from the text. Students had motivation because students would discuss with their friend. By applying numbered heads together technique, students would be more interactive with the text on page. Numbered heads together technique could improve students' reading narrative text comprehension in VIII-1 SMP N6 Padangsidempuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the classroom action research, it could be concluded that numbered heads together (NHT) technique improved students' reading comprehension at grade VIII-1 SMPN 6 Padangsidempuan. It based on the students' reading comprehension, the mean score in which was in first cycle and second cycle, like motivation, disturbance, asking permission to the bathroom, and sleeping in the classroom. Therefore, the hypothesis in the research could be accepted. The learning, the value and the condition in reading comprehension by using numbered heads together technique has shown the good improvement in class VIII-1 SMPN 6 Padangsidempuan.

B. The Suggestion

Based on explanation of the conclusion, it had been described numbered heads together technique improved students' reading comprehension in English, and the implication of the result goes to English teacher of Junior School. Moreover, the English teacher can apply numbered heads together technique in teaching and learning process in the classroom. By PQ4R strategy, the students will be more active organize. The information in their mind like identifying character, setting, coda, and vocabulary in the context based on the narrative text. Therefore, numbered heads together technique with all the steps can improve students' reading comprehension be better than before. The result

of this research showed that using numbered heads together technique improved students' reading comprehension, especially at grade VIII SMPN 6 Padangsidempuan.

The suggestions are special for the teachers, students and other researchers. The suggestion will be explained as follow:

- a. Numbered Head Together (NHT) technique is activities that can create students' interest and decrease tension in difficulty curriculum areas especially in subject reading comprehension. It also can be used as an alternative technique of English teaching in reading narrative text comprehension.
- b. For the teacher, it is very wise to use numbered heads together technique in teaching reading narrative text comprehension because the technique can make the students more active in organizing the information in their mind like identifying character, setting, problem, coda and vocabulary in the context.
- c. For the students, it is hoped that by using numbered heads together technique the students more interested in studying English especially reading narrative text comprehension, because NHT technique provides free time to improve the students' reading comprehension . It also can give deep concentration for the students when they are reading a narrative text.

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12 Januari 2017

Yth. Kepala SMP N 6 Padangsidimpuan
Kabupaten Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

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adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Reading Comprehension by Using Numbered Heads Together (NHT) Technique at Grade VIII SMP Negeri 6 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
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**PEMERINTAH KOTA PADANGSIDIMPUAN
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Jalan Kencana No. 66 Padangsidempuan Telpom 106341 22556

SURAT KETERANGAN

Nomor : 424 / 05 / SMP.N.6/2017

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Negeri 6 Padangsidempuan menerangkan bahwa :

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Adalah benar telah mengadakan penelitian dengan Judul "Improving Students' Reading Comprehension by Using Numbered Heads Together (NHT) Technique at Grade VIII SMP Negeri 6 Padangsidempuan" Sesuai dengan surat Wakil Dekan Bidang Akademik Institut Agama Islam Negeri Padangsidempuan Fakultas Tarbiyah dan Ilmu Keguruan dengan Nomor : B-47/In.14/E.4c/TL.00/01/2017.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Padangsidempuan, 24 Januari 2017

Kepala SMP Negeri 6 Padangsidempuan



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