THE INFLUENCE OF USING NUMBER HEAD TOGETHER TECHNIQUE TOWARDS STUDENTS' READING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMPN 01 CUKUH BALAK

(A Thesis)

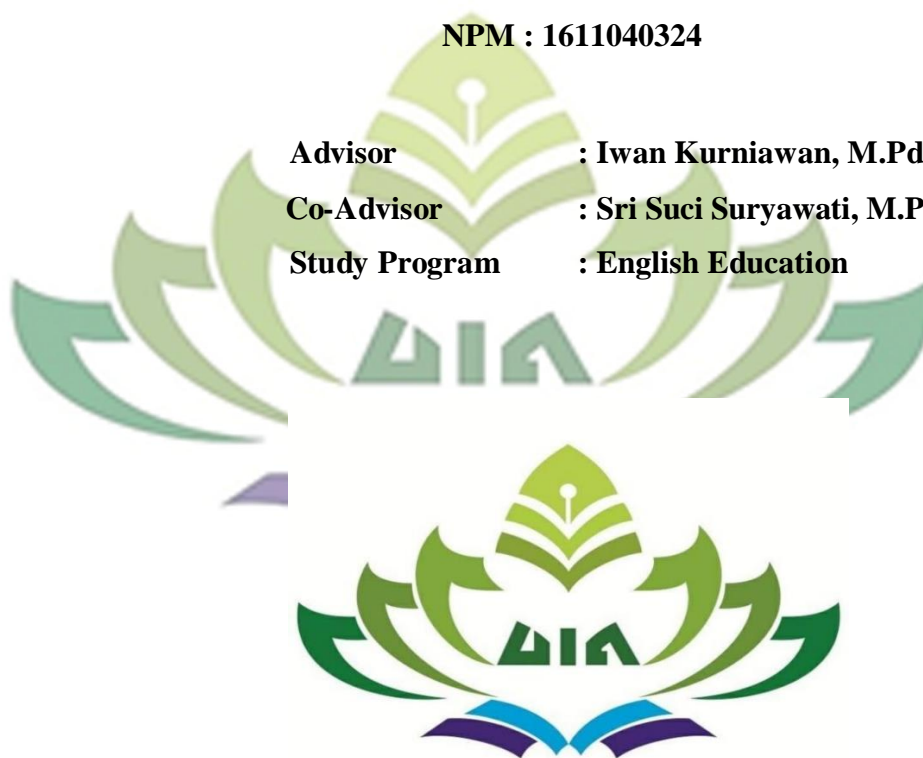Submitted As a Partial Fulfillment of Requirements of S-1 Degree

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ABSTRACT

THE INFLUENCE OF USING NUMBER HEAD TOGETHER TECHNIQUE TOWARDS STUDENTS' READING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 1CUKUH BALAK IN THE ACADEMIC YEAR OF 2021/2022

By:
ARI RIZAL GUNAWAN

Reading is a beneficial activity because students not only get information from the text but also can increase their English ability indirectly. This research is aimed to find out whether there was a significant influence of using Numbered Head Together Technique towards Students' reading Ability in Descriptive Text at the First Semester of the eighth grade of SMPN 1 Cukuh Balak in the academic year of 2021/2022.

The research methodology was experimental research design. The students of the eighth grade of SMPN 1 Cukuh Balak as a population with the sample group class determined VIII B. It was selected using the cluster random sampling technique. Hence, the researcher used multiple-choice reading tests as instruments to collect the data. The tests were for pre-test and post-test. After collecting the data, the researcher used SPSS to analyze the data.

From the data analysis, the result from the independent sample t-test of Sig. (2-tailed) was 0.000 and $\alpha = 0.05$. It means that Sig (Pvalue) $< \alpha = 0.05$ and Ha is accepted. It proved that there was a significant influence of using Number Head Together Technique towards students' reading ability in descriptive text at the first semester of the eighth grade of SMPN 1 Cukuh Balak in the academic year of 2021/2022.

Keywords: *Descriptive Text, Number Head Together Technique, Pre Experimental Design, Reading Ability.*

DECLARATION

Hereby, I State This Thesis Entitled "THE INFLUENCE OF USING NUMBERED HEAD TOGETHER (NHT) TECHNIQUE TOWARDS STUDENTS' READING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMPN 1 CUKUH BALAK IN THE ACADEMIC YEAR 2021/2022" is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.
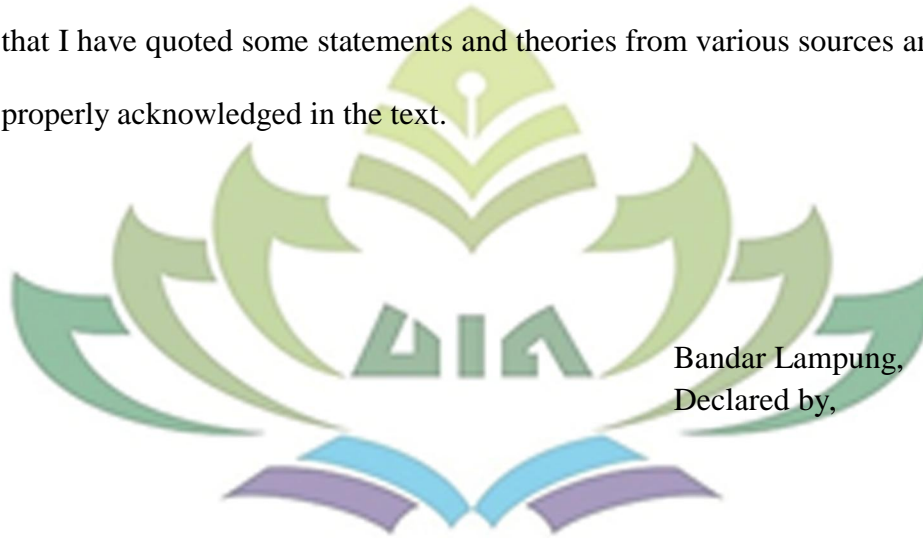
Bandar Lampung,
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APPROVAL

Title : **THE INFLUENCE OF USING NUMBER HEAD TOGETHER TECHNIQUE TOWARDS STUDENT'S READING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMPN 1 CUKUH BALAK IN THE ACADEMIC YEAR 2021/2022**

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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING NUMBER HEAD TOGETHER TECHNIQUE TOWARDS STUDENT'S READING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMPN 1 CUKUH BALAK IN THE ACADEMIC YEAR 2021/2022** , by: **Ari Rizal Gunawan, NPM: 1611040324, Study Program: English Education** was tested and defended in the examination session held on: Wednesday, April 20th 2022.

Board of Examiners:

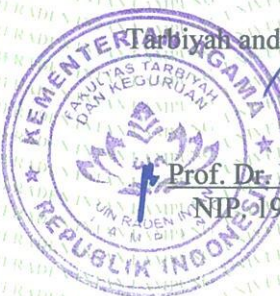|		
The Chairperson	: Dr. Melinda Roza, M.Pd	(............)
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The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
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MOTTO

<div dir="rtl">

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا ۙ⑤اِنَّ مَعَ الْعُسْرِ يُسْرًا ۗ⑥ فَاِذَا
فَرَغْتَ فَانْصَبْ ⑦

</div>

For indeed, with hardship will be ease. Indeed, with hardship will be ease. So when you have finished (your duties), then stand up (for worship).

(Qs. Al-Insyirah: 5-7) [1]

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[1] *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Insyirah: 94, p.596.

DEDICATION

From the bottom of my heart, this thesis is lovingly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.

2. My beloved parents: Mr.Khuzairin and Mrs.Fauziah who always pray for my life and success, give the good advice and motivation for me to study hard until now.

3. My beloved sisters and brothers: Farid S.E, Irwan Nardo, Elviza, Patriati Agustina, Marlina, Tri Wahuni S.E and Irhadi Yamin S.Pd who always give me spirit and suggestion for my success.

4. My beloved friends who always support me to finish this thesis.

5. My beloved Almamater State Islamic University of Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Ari Rizal Gunawan. He was born on April 02, 1997. He is the child of Mr. Khuzairin and Mrs. Fauziah. He has sisters and brothers whose names are: Farid S.E, Irwan Nardo, Elviza, Patriati Agustina, Marlina, Tri Wahuni S.E, and Irhadi Yamin S.Pd

He began study at SD Negeri 2 Putihdoh in 2003 and he graduated in 2009. In the same year, he continued his study at SMP N 1 Cukuh Balak and graduated in 2012. After that, he continued to study at SMA Negeri 14 Bandar Lampung in 2013 and graduated in 2016. After graduating from senior high school in 2016 he continued study in Raden Intan State Islamic University Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.
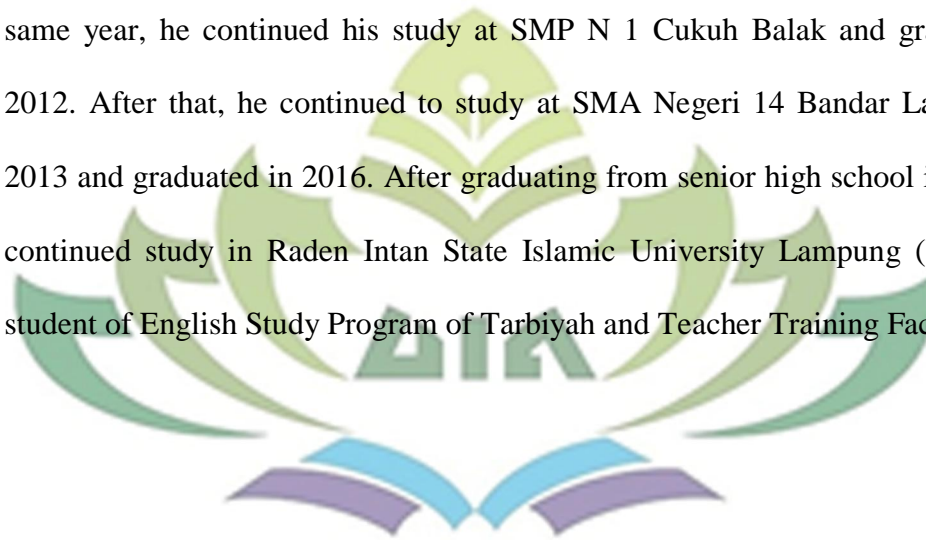
ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty God, the Most Merciful, and the most Beneficent, for His blessing so that the researcher can finish this thesis. Sholawat is to our prophet Muhammad SAW, with his family and followers. The thesis entitled "The Influence of Using Numbered Head Together Technique towards Students' Reading Ability in Descriptive Text at the Eighth Grade of SMPN 1 Cukuh Balak" is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, Raden Intan State Islamic University Lampung.

The researcher would like sincerely thank to the following people for their idea, times, guidance, support, and many valuable things from various sides:

1. Prof, Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

2. Dr. Moh. Muhassin, M.Hum, the Chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung.

3. Iwan Kurniawan, M.Pd as the advisor for his guidance, helps, and countless times is given to the researcher to finish this thesis.

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

The Researcher,

Ari Rizal Gunawan
NPM. 1611040324

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CHAPTER I
INTRODUCTION

A **Background of the Research**

Reading is a receptive skill for success in English teaching and learning process. Reading is one of the important and crucial skills to be mastered by students among other English skills like listening, speaking, and reading. In reading, the readers try to understand what the writer means by interpreting what they read. Candlin says that "Reading is the ability to draw meaning from the printed page and interpret this information appropriately"[2]. In another word, reading is beneficial activity because students not only get information from the text but also can increase their English ability indirectly.

Although reading is one of the ways to increase knowledge and to practice language, many students who still did not understand the English text are affected by the way of teaching reading. Reading also has a positive effect on students' vocabulary knowledge, their spelling, and on their reading. In other words, reading is a beneficial activity because students do not only get the information from the text but also can increase their English ability indirectly. Teaching reading is related to the other language skills and language components such as vocabulary and grammar but in teaching reading the main focus is how to make students understand the text. Allah the Almighty states in Holy Qur'an, Al- Isra' (107) :

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[2] Candlin, Christopher N and David R. Hall.,*Teaching and Researching Reading,(* Boston: Pearson education, 2002).p 11

قُلْ ءَامِنُوا بِهِۦٓ أَوْ لَا تُؤْمِنُوٓا ۚ إِنَّ ٱلَّذِينَ أُوتُوا ٱلْعِلْمَ مِن قَبْلِهِۦٓ إِذَا يُتْلَىٰ عَلَيْهِمْ يَخِرُّونَ لِلْأَذْقَانِ سُجَّدًا ۩

Believe in him or do not have to believe (it is the same to Allah). Indeed, people who are given prior knowledge when the Qur'an is recited to them, they fall on their faces while prostrating".[3]

From the Qur'an verse above, Allah said that reading is the source of all aspects of knowledge and it is the basics of the world of education. Because of reading we can know all of what we do not know before. Besides, reading is a way to get information and knowledge.

In learning reading, cooperative learning contributes to high levels of motivation is in the pro-academic attitudes that it fosters among group members. The students in cooperative-learning groups felt more strongly than other students that their group-mates wanted them to come to school every day and work hard in class. Cooperative meaning is a strategy that is now widely recognized as one of the most promising practices in the field of education. Several types of cooperative learning are Jigsaw, Number Head Together (NHT), Think-Pair-Share and Picture, and Audio Lingual Method. Each type has its advantages and disadvantages. Numbered Head Together (NHT) is one of cooperative learning models as an alternative to traditional teaching. Numbered Head Together was firstly designed by Spenser Kagen as an alternative to the traditional classroom structure. Numbered Head Together

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[3] H. Ahmad Tohaputra, *Al bayan: Al-Qur'an dan Terjemahnya Transliterasi Arab-Latin Model Perbaris*, (Semarang: Asy Syifa Press, 2001),p. 1630

(NHT) involves more students analyzing materials in a lesson and checking their understanding the content of the materials.

Based on preliminary research, many students still do not pay attention to the teacher in front of the class. Although, the facilities of reading are support properly. According to them, it is difficult to learn reading, because the teaching technique used by the teacher could not make the student's ability good enough. It can be seen from the result of observation in the teaching learning process the whole of the eighth grade of SMPN 1 Cukuh Balak with the English teacher at the school. Most students in eighth grade of SMPN 01 Cukuh Balak got difficulties understanding the text because their ability in reading is low. From interview with English teachers' of SMPN 1 Cukuh Balak, Mrs. Juu'al Vyana, S.Pd. she said that "the students are very difficult to understand the reading material especially in text". She used translation technique to teach students. In fact, many students do not pass the minimum standard (KKM) and have difficulties in reading. The researcher also had interviewed the students who felt bored the teacher's technique to teach the students doesn't interesting. And based on the interview the students did not enjoy the teaching technique so they felt lazy to read the text, especially in descriptive text. The scores can be seen from the value of reading students in descriptive text. The scores were displayed in table below:

Table 1
Students' Reading Ability score at the Eighth grade of SMPN 1 Cukuh
Balak Tanggamus Lampung in Academic Year of 2021/2022

No	Class	Students' Score		Number of Students
		<70	>70	
1	VIII A	20	8	28
2	VIII B	18	10	28
3	VIII C	16	12	28
Total		54	30	84
Percentage		63,5%	36,5%	100%

Source : SMPN 01Cukuh Balak Tanggamus, Lampung in the academic year of 2021/2022.[4]

After doing preliminary research, the success of the teaching learning process depends on several factors. And the most important things in the act actualization and learning processes are the teacher and learner. The teacher should be able to choose the appropriate technique of teaching English for students. The class atmosphere must be planned so that students get the opportunity to interact with each other.

Based on Table 1, there were 30 students of 83 students who passed the test based on criteria of minimum mastery (KKM), and 54 students failed. In this case, the students' score of KKM in SMPN 1 Cukuh Balak Tanggamus is 70 and many students got the score under 70. It means that more than 50% of students do not pass the criteria minimum mastery. From those kinds of problems, the researcher assumed that most of the students were still difficult to learn English, especially in reading descriptive text. It means that the English teacher must find some ways how to make students' ability than

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[4] Document of SMPN 1 Cukuh Balak Tanggamus, Result of Preliminary research on March, 21th August 2020

before.

From the background of the research above, the researcher would like to propose to change the teacher technique in teaching learning in the class. The researcher chooses a fun technique in reading especially in descriptive text. The technique is Numbered Heads Together Technique. It is one of cooperative learning with syntax: directing, creating heterogeneous group and each students is given a number.[5] The goal of NHT technique is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the student goal. Cooperative technique does not take place in vacuum not all groups are cooperative groups.

From the explanation above, it assumes that numbered head together technique is appropriate to be used in teaching learning English activity in reading skill in descriptive text of students. After reading some previous research by Rima Rahmania entitled "The Effectiveness of using Numbered Head Together Technique (NHT) in teaching Reading comprehension" this research aims at finding out the effectiveness of using numbered heads together in teaching reading comprehension at the first grade students of SMKN 1 Hu'u in academic year 2015/2016. This research is an Experimental study that quasi experimental design with non-equivalent control group design. It found that the significance value of t-test > than t-table. It was found that t-table 2.042 at the confidence level 0.05 (95%) and 2.750 at the

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[5] Ngalimun, Strategi dan Model Pembelajaran, (Banjarmasin: Aswaja Pressindo, 2012),p.169

confidence level 0.01 (99%). After the writer compared that score of t-test is 4.40 > than t-table 2.042 at the confidence level of 0.05 (95%) and 4.40 > than t-table is 2.750 at the confidence level 0.01 (99%). And the degree of freedom (df) is n-2=38 from 120 students as the sample of this research. After analyzed the data obtained, the writer concluded that the use of numbered heads together technique is effective in reading comprehensif.[6]

The second research was conduct by Nur Afni Abadi entitled: "The influence of learning model number head together method (MNHT), on students' writing skill achievement.[7] This research was in the form of Pre-experiment. The result of this study indicated that there were differences between pre-test and post-test. It was proven by the results of the students mean score. The students mean score in pre-test were 45.51 and 54.13 at the post test. It means the improvement of the students' mean score was 8.62. the score in post test was higher than the pre-test scores. It showed that there was a significant differences between from students' reading score on pre-test and post-test. The result of paired sample test indicate that the t-test (2.819) was higher that the t-table (2.048). in this research, the researcher found there was significant differences from the use of NHT technique in learning. This technique was able to improve students critical thinking. Then it can be concluded that the NHT technique has proven to be an effective technique for increasing reading comprehension.

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[6] Rahmania, *The Effectiveness of using Numbered Head Together Technique (NHT) in teaching Reading comprehension.* Vol 3, No 1.2015

[7] Nur Afni Abadi, *The influence of learning model number head together method (MNHT), on students' writing skill achievement*, 2018.

The last study conducted by Seken (2013) under the title "The effect of Numbered Head Together and question Answer Relationship Techniques on Students' Reading Comprehension: a comparative study. The objectives of the study were to investigate whether there is a significant effect of numbered head together and question answer relationship technique on students' reading comprehension. This research was conducted at the eighth grade students of MTs Birrul Walidain NW Rensing in the school year of 2012-2013. The sample was obtained by cluster random sampling technique. The total number of samples was 66 students, divided into three groups; NHT, QAR, and conventional technique groups. In conclusion, NHT is likely higher in effectiveness than the other techniques in improving reading comprehension.

Regarding to the previous studies mentioned above, the similarity between the recent research and the previous studies was finding out the effectiveness of using numbered heads together. On the other hand, the first previous study used reading comprehension at the first grade students of SMKN 1 Hu'u and also used an Experimental study that quasi experimental design with non-equivalent control group design. Meanwhile, this study used pre experimental design in eighth grade. The second previous study has different in variabel which the previous study used skill writing to find out effectiveness of using numbered head together. Meanwhile, this research used reading skill of descriptive text not writing.

Then, the difference of the third previous study was focused on reading comprehension of narrative text. Meanwhile this research used variabel of reading descriptive text. In short, the novelty of this research can be seen of the variable which used reading descriptive text and used pre exprerimental design in eighth grade.

Based on explanation above, this research what apply the technique in SMPN 1 Cukuh Balak, therefore in this proposed research entitled "The Influence of Using Numbered Head Together Technique Towards Students' Reading Ability In Descriptive Text at the Eighth Grade Students of SMPN 1 Cukuh Balak Tanggamus Lampung in the Academic Year 2021/2022".

B. Identification of the Research

Based on the background of the problem above, the researcher identified the problem as follows:

1. The reading ability of students is still low.

2. The teaching technique used by teacher was still less enjoyable for the students.

3. The students feel bored when they read descriptive text.

C. Limitation of the Research

In this research, the researcher focused on the influence of using numbered head together technique towards students' reading ability in descriptive text at eighth grade of SMPN 1 Cukuh Balak in the academic year of 2021/2022.

D. The formulation of the problem

In this research, the formulation of the problem is: Is there any significant influence of using numbered head together technique towards students' reading ability in descriptive text at the eighth grade of SMPN 01 Cukuh Balak in the academic year of 2021/2022?

E. The objective of the Research

Based on the formulation of the problem, the objective of the research is to know whether there is any significant Influence of using numbered head together technique towards students' reading ability in descriptive text at the eighth grade of SMPN 01 Cukuh Balak in the academic year of 2021/2022.

F. Significance of the Research

The researcher expects that the result of this research were:

1. Theoretically

For the theoretical contribution, the result of this research expected to support the previous theories about number head together Technique to reading ability, especially descriptive text reading ability.

2. Practically

For the practically contribution, these are the benefits that can improve for the students and teacher:

a. For the students

The students know their strengths and weaknesses in reading and encourage them to improve their reading ability.

b. For the teacher

The teacher gets valuable information or alternative technique that can be applied as a good way to comprehend and learn about the text in teaching reading especially in the descriptive text.

c. For the school

The researcher expected to motivate the school to enhance the quality of the study English.

G. Scope of the Research

The scope of the research as follows:

1. Research Subject

The research subject was the students at the first semester of the eighth grade of SMPN 01 Cukuh Balak Tanggamus Lampung.

2. Research Object

The object of this research was the use of the Numbered Heads Together technique towards students' reading ability in descriptive text.

3. Research Time

The research was conducted at the first semester of the eighth grade of SMPN 01 Cukuh Balak Tanggamus Lampung in the Academic year 2021/2022.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theory

  a. Concept of Reading

Reading is one of the crucial skills to be mastered by students among other English skills like listening, speaking, and reading. This skill is as important as the other language skills, but it is assumed that through reading skills students will be able to learn the other skills more conveniently because all of the skills involved reading activities. When reading, the readers do not sit there as passive receivers of the text, but they also draw on their knowledge of the words and of language to help them guess what the text will say next. Reading ability is the capability of the readers in understanding the meaning of the text. Also, they must be able in understanding and apply the reading technique to adjust with the text and their reading purpose is to find the unfamiliar vocabulary in dictionary, they must be able to read text in scanning technique but if their purpose is to seek the general idea of the text, they must be able to read the text in skimming technique.

It is also supported by Anderson and Nunan who say that reading is the ability of readers combine information from a text and their background knowledge to build meaning.[8] Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to

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[8] Anderson and David Nunan, *Practical English Language Teaching Reading,* (New York: Mc GrawHill Companies, Inc. 2008) p. 2-3

work out the significance of these messages. Grabe stated that reading is the process of receiving and interpreting information encoded in language via medium of print. From the statement above the researcher concluded that reading is the ways to increase interpretation of significant printed symbols.[9] It means the reading process is the activity to get information based on receiving and interpreting information encoded in language via medium of print.

According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean. It means that reading is a crucial in reading text activities. The readers also need to understand what they read, and what the word mean. It can make readers easier to get main ideas from the text and their reading activity will be success. According to Nunan, reading is a process of reconstructing meaning rather than decoding form and the reader only resort to decode if other means fail. He also says that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Most people do silent reading.

b. **Types of Reading**

There are four types of reading as below:

1) Perceptive Reading

Perceptive readings involve attending to the components of larger stretcher of discourse: letter, word, punctuation and other graphemes'

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[9] William Grabe, *Reading In A Second Language,* (New York: Cambridge University Press, 2009), p. 14

symbols.Bottom-up processing is implied.

2) Selective reading

This is largely an activity of assessment formats. In order to certain one's reading recognition of lexical grammatical of discourse features of language within a very short.

3) Interactive Reading

Interactive reading types are stretches of language of several paragraph to one pages or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.

4) Extensive Reading

Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour.

Based on the types of statements above, there were four types of reading consist of perceptive reading, selective reading, interactive reading, and selective reading. Each types has different usage for analyze the reading text.

c. **Purposes of Reading**

In reading activity, teacher and learners catch the material in the process of direct communication. It means that on purpose of reading has been fulfilled. In completely, The There are six purposes according to Grabe, they are as follows:

a. Reading to get information.

The first purpose of reading is the reader can understand the simple information that contain in the text. They are facts, data, etc.

b. Reading to skim quickly

One of the purposes of reading is reading to skim quickly. The readers can analysis the information of the text that is useful for the reader to get a general idea of meaning and to find specific information, for instance figures or name, place, date, etc.

c. Reading to learn from text

The third purpose is the reader can know content of text easily. It can make the reader can improve their ability to develop a theory with their background knowledge with text.

d. Reading to integrate information

The relative significance of accompaniment is needed to read the combine information. A common learning situation involves readers integrating information from several texts about one particular topic. More generally, when reading a new text on a topic about which he or she has already read in the past, the reader may recruit information from an earlier text to help understand the current text.

e. Reading to write

When the reader read the text, it makes the reader think about something, then, the reader can write what they are thinking about. Thus, reading to write means that the reader will develop reading skill by reading and analyzing different types of text.

f. Reading to critique text

The reader can combine the data by reading critique text. In this case, the reader must have the ability of read fluently; it is useful for the process of reading.[10]

In short, before actually beginning to read, it is important to know the purpose of reading that is why the reading is being done. Knowing the purpose greatly enhances the effectiveness of the reading. Also, knowledge of the purpose of reading can help one adopt a style of reading best suited for the purpose.

d. Concept of Reading Ability

Reading is one of the skills in English. Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that the students have the potential to do something. Reading abilty is skill of communicaton between the reader and the writer to get knowledge and information. According to Oakhil, reading ability will be developed best in association with reading, listening, and speaking.[11] One of kind of reading ability is reading comprehension. Willis stated that Comprehension is defined as international thinking during which meaning is constructed through interactions between text and reader. Its can concluded that comprehension is important process in reading for understanding to get information. By comprehending the text, the reader can get an information

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[10] *ibid*, p. 117

[11] Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding And Teaching reading Comprehension* (New York: Routledge, 2015),p.1

an add the knowledge.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to Brown, there are 8 aspects in reading comprehension test: main idea, expression/idiom/phrase in context, inference (implied detail), grammatical features (reference), detail (scanning for specifically stated detail), excluding fact not written, supporting idea, and vocabulary in context.[12] It means that more detail the reader can identified the text, its good if the riders can identify main idea, expression/idiom/phrase in context.

In teaching reading, teacher must know specification of reading comprehension. According to Brown, specification in reading comprehension as follows:

1. Main idea (topic)

Main idea is basically the most important though about the topic according to Alexander et.al, main idea is what author wants to you to know and understand about the topic.[13] It means that main idea refers to the important the content or to get information that tells more about the overall idea of paragraph or section of a text.

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[12] H. Doughlas Brown, *Language Assesment Principles and Classroom Practice,* (Second Ed), p.206

[13] Lisa Zimer Hatch, Scott Hatch, Amy Hackney Blackwell, *LSAT for Dummies*, (London: Wiley publisher, 2004),p.27

2. Phrases in content

   The question of expression/ phrase in context is a common word or phrase with culturally understood meaning that differs from what its composite words' denotations would suggest.[14] In other word, a passage may have multi meaning word and special.

3. Inference (implied detail)

   According to Hatch, inference questions ask you about information that is implied by the passage rather than directly stated. In other words, inference question is guessing something that is not directly stated in the text.

4. Grammatical feature

   According to Dummer, reference is a relation that obtains between expression and what speakers use expression to talk about. It means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to link to another object.

5. Detail (scanning for a specifically stated detail)

   In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details. In other word the reader must read comprehend in order to get the point from the text.

6. Excluding fact not written (unstated details)

   Excluding fact not written question ask you the information in the text

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[14] English language idiom, http:en.wikipedia.org/wiki/English-language.idiom.accesed on Monday 23th November 2020 , 9.30 pm

thatis not explains directly.

7. Supporting idea

   Supporting idea underscore the writer's main idea by providing clarification of its meaning or evidence to corroborate. It means supporting idea clarifies the topic sentence or main idea of written passage.

8. Vocabulary content[15]

   Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that, vocabulary in context question is a question than asks reader to determine the meaning of vocabulary.

It means that specification of reading comprehension must be applied in the process of teaching reading. Reading comprehension is not only understanding content of the text also knowing main idea in the text. Based on the explanation above, the researcher concluded that reading comprehension is the way or process of someone to understand and analyzes the text. To increase reading comprehension the reader must know and understand the point of the content to get the appropriate and efficient strategy. The students should have ability to identify main idea, expression/ idiom/ phrase in context, inference, grammatical features, detail, excluding fact not written, supporting idea and vocabulary of the text.

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[15] H Doughlas Brown, *Language Assessment : principles and Classroom practice* (New York: Longman, 2003).p. 206

e. Concept of Text

a. Definition of Text

According to Siahaam, a text is a meaningful linguistic unit in a context. A text is a both a spoken text and written text.[16] A text is not only ideas that conveyed in form of written but also ideas or information delivered orally. Furthermore Anderson said that a text is when these words are putting together to communicate a meaning, a piece a text is created. There are two main categories of text-literary and factual.[17] Text is arranging of words to be a sentence in order to deliver a massage or information.

From the explanation above, it can be conclude that text is a contains expressions that have structure, content, purpose, which are conveyed in written form. The text also has several different types and meanings in its delivery. Therefore the structure of the text varies depending on the type of text itself.

b. Type of Text

Gerot and Wignel classify the genre into 13 types. They are:

1) Spoof

Spoof is a text to retell an event with a humorous twist.

2) Recount

Recount is a text to retell events for the purpose of information orentertaining.

3) Report

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[16] Sanggam Siahaan, *Generic Text Structure* (Yogyakarta:Graha Ilmu, 2008).p.1

[17] Mark Anderson, Kathy Anderson, *text Types in English* (Australia:Macmillan,1997),p.17

Report is a text to describe the way things are with reference to arrange of natural, man make and social phenomena in our environment.

4) Analytical exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

5) News Item

News item is text to inform readers, listeners or viewers about events ofthe day which are considered newsworthy or important.

6) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a text to amuse, entertain and to deal with actual orvicarious experience in different ways.

8) Procedure

Procedure is a text to describe how something is accomplished through asequence of actions or steps.

9) Descriptive

Descriptive text is a text to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener

that something should or should not be the case.

11) Explanation

Explanation is a text to explain the process involved in the formation or workings of natural or socio-cultural phenomena.

12) Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13) Reviews

Reviews text is a text to critique an art work or event for public audience.[18]

Based on the statements above, we can conclude that there were 13 types of text : Spoof, Recount, Analytical Exposition, News Items, Anecdote,Procedure, Descriptive, Hortatory exposition, Explanation, Discussion, Reviews. But, in this research used a descriptive text for the research.

f. Concept of Descriptive Text

There are many kinds of text in English every text has different in definition, social function, language features, and generic structure, in this casethe researcher will focus on descriptive text.

a. Definition of Descriptive Text

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[18] Linda Gerot, Peter Wignell, *Making Sense of functual Grammar,* (Sydney: GerdStabler, 1994).p.192-220

Descriptive text is as painting pictures with words.[19] According to Siahaan, text is a meaningful linguistic unit which can be word, or a sentence, or paragraph, or even the one which is bigger than a paragraph.[18] In other words that text is some sentences and the readers can get information. It means descriptive text is a painting a pictures in the form of words or sentences.

According to Anderson, descriptive text describe particular person, place, or things.[20] It means that descriptive text is design specially for draw or print about a person, a place or thing to the word or sentence form. They also stated descriptive text to tell about subject by describing its feature without personal opinion.

b. Generic Structure

The generic structure of descriptive text consists of identification and description.

1. Identification is the part where writers of descriptive text identifies phenomenon to be described.

2. The description describe parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense.[21]

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[19] Rini Asrial, *Teaching Reading Descriptive Text by Combining Brainstorming and Ychart Strategies at Junior High School.*p.*6*

[20] Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008).p.3

[20] Anderson, M and K Anderson, *Text Types in English,* (New York: Mcmillan. 2003), p. 26

[21] Achmad Doddy, Ahmad Sugeng Effendi, *Developing English Competency for Grade X senior High School* (SMA/MA), (Pusat Perbukuan Departemen Pendidikan Nasional, 2008),p.117

a. Grammatical Patterns

In this context, grammatical patterns mean the pattern of the grammatical often used in certain kind of the text. The grammatical patterns commonly used in descriptive text are:

1. Using attributive and identifying process.

   (Her name is Dina. She is 7 years old)

2. Relational process.

   (My mum is really cool. She has long black hair)

3. Using specific noun.

   (a very beautiful scenery, a sweet young lady, very thick fur)

4. Using figurative language.

   (John is as white as chalk)

5. Using simple present tense.(This car is new).[22]

   There is example of descriptive text:

Identification	Miss April is my English teacher in kindergarten and she teaches myclass for a whole year

[22] Deasy Yunita Siregar, *Students' Ability in Reading Descriptive Text for first students of Siyasah in the Syariah and law Faculty*, Journal of Language, Literature and Education Program Studi Pendidikan Bahasa Inggris FITK UIN SU Medan Vol. XII, No. 12, 2017. P.5 retrieved on 7th november 2020

Description	Miss April wears square glasses and always cuts her hair short. She's very tall and very skinny. She says she does not like her skinny body but does not know how to an weight either. She loves wearing sneakers to schools, always wears polo shirt ad pair of black pants. She has not married yet and does not' any children on her own. She says that's why she teaches kindergarten, so that she can be near a lot of kids.
	She is very smart and very fun teacher. She teaches us a lot of things from animals to house equipment. She loves to ply with us, teaches us new words, how to spell the words that we just learn, and sometimes she brings her ukulele to the class and singing us children song, such as Itsy Bitsy Spider, Twinkle-Twinkle Little star and If You're Happy song

Based on the explanation above, the researcher can concluded that descriptive text is a text that description of people, objects, or event using appropriate details. And effective description will contain sufficient and varied elaboration of detail to communicate a sense of subject being described. Details used are usually theory and selected to describe what the writer sees, smell, touches and tastes.

g. Approach, Method, and Technique

A number of ways of conceptualizing approaches and methods in language teaching has been made various attempts have also been made to explore more systemically the relationship between theory and practice within a method. In the fifties and sixties, for example language teaching represented a unified body of theory and practice. It was clearly linked in its theoretical foundation to linguistics and psychology. Language teachers in eighties, however, had a considerable array of theories and methods to choose from. Based on the statement by Edward as an American applied linguist, three levels of conceptualization and organization, which are termed as approach, method, and technique.

In general of methodology, people talk about approaches, methods, technique, and procedure, all of which go in other practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the condition which will promote successful language learning.[23] It means that approach is the way to acquire knowledge so that it can make the condition that successful in language learning. According to Brown, approach theoretically well-informed positions and belief about the nature of language learning and the applicability of both to pedagogical setting.[24] Harmer states that people use the term approach to refer the theories about the nature of language

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[23] Jeremy Harmer, *How to Teach Reading,* (New York: Longman, 2004), p.78

[24] H. Doughlas Brown, *Teaching by Principles and Interactive approcah to language pedagogy*, fourth Edition (New York: Longman, 2001),p.16

and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.[25] It means that approach describes how the people get the knowledge to achieve the successful in language learning. The example of teaching approaches are Teacher-Centered, Student- Centered, Constructivist Approach, inquiry-Based Learning, Cognitive Code Learning, Communicative Approach, etc.

The method is partial realization of an approach. The orginators of a methodhave arrived at decision about types of activity, roles of teachers and learners. The kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare. It means that method it some of activity in the learning process with the material of syllabus organization as part of their standard fare. The example of methods are CLL (Community Language Learning), Suggestopedia, The Silent Way, and Natural Approach.

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in teaching and learning in the classroom.[26] Brown states that a technique also commonly referred to by other terms, any of wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.[27] It means that technique is the activity took place in learning process. Technique must be consistent

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[25] Jeremy Harmer, *The Practice of Language Teaching,* Fourth Edition (London: Longman, 1999),p.62

[26] Ag. Bambang Setyadi, *Teaching English as foreign Language*. Op. Cit. P.62

[27] H.Doughlas Brown. *Teaching by Principles an Interactive approach to Language Pedagogy,* Op. Cit, p.16

with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expressions, the teacher just repeat the right one. For the example of the Techniques are Cooperative Learning, Flipped Classroom, Task-Based method, Self-Learning, etc.

Based on the statement above we can make a differential between them (approach, method, and technique). The first is approach. Approach suggest as common way of viewing problems or object of study. In learning, the selected approach will be guide in choosing other learning components, especially strategy and learning methods. Learning strategies are ways a teacher will select and use to present learning materials to make it easier for learners to receive and understand the learning materials, so the competence goals. And learning results can be well accomplished. Then method are common way convey the lessons to learn or practice learned theories in order to achieve goals. Thus methods relate in a way that enables learners to gain ease in learning the material presented by the teacher. The selection of methods by teacher in learning is essential, for precision in choosing methods is highly likely to create conductive and pleasant conditions so that the learning activities can take place effectively and efficiently so that learners can achieve the desired results of learning. Thus, the method is a particularly desirable component of the component of the condition during the course of learning activities. A learning activity is not always a guarantee that the learners will be able to learn. This indicates that as good as teacher may be at designed or designing a learning program, it cannot

advance the optimum expectation of competence, when it is not backed up by appropriate selection and method use. The last is technique, technique is often linked to learning method. Technique is the path, instrument, or medium used by teachers to direct learners' activities towards goals they want to achieve.

h. Teaching by Using Media

Media is every tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting. This part describes definition of teaching media, function of teaching media, and kinds of teaching media.

a. Definition of Teaching by Using Media

Generally, teaching media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals.

In Bahasa, *medium* means "*between* or *interval*". The meaning of media is aimed at something that delivers information (massage) between message sender and receiver.

Meanwhile, media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also

convey visual and verbal information. In addition, teaching media is all physical form that can convey message and can stimulate students to learn.[28]

b. Kinds of Teaching Media

As we know that teaching media is all tools/aids that may be used by teacher and learner to attain certain education objectives. Then the teaching media can be divided into some classification:

1. *Graphic Media:* any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.

2. *Display Media:* a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg board

3. *Three Dimensional Media:* A the medium that has 3D shape. For example, models, objects, specimens, puppets.

4. *Projected Media:* a kind of media that need projector to show the messages. For example, slides, filmstrips, transparencies, films, videotapes, gramophones, records.

5. *Audio Media:* media that just can be heard. Such as, radio, audio cassettes, gramophones, records.

6. *Video Media:* this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.

7. *Activity Media:* media that can act some activity. For example, field trips, dramatization, demonstration, and role-playing.

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[28] https://www.merriam-webster.com/dictionary/media

Moreover, for this research, the researcher will use flashcard as a media for teaching the students to support the technique. Flashcard is a card bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One side can have a question and an answer on the other side. Flashcards are widely used as a learning drill to aid memorization.

i. The General concept of Number Head Together (NHT) Technique

a. Definition of Number Head Together (NHT)

Number head together is one of the techniques that can be used to improve the students' skill in reading, speaking, listening, reading and pronunciation, and in this research numbered head together is implemented to the students to improve the students reading ability. Involving all students in teaching and learning process is one way to make the students understand and comprehend more about what is being taught. It is in line with a technique developed by Spencer Kagan known as Number Head Together (NHT) techniques to convey the idea that each student had a number and that all the students on the team put their heads together to come up with their best answer.[29] According to Reiss, Number Head Together(NHT) is a structured strategy that promotes students participation by allowing small group discussion before anyone is required to respond.[30]According to Kagan Number Head Together is kind of cooperative learning as it includes teams

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[29] Spencer Kagan & Miguel Kagan, *Cooperative learning Reading Activities (*San Clemente: kaganPublishing, 2009),p. 6.20

[30] Jodi Reiss, *content Strategies for English language Learners.* Second Edition (United States: Pearson Education, Inc, 2012),p. 92

and individual accountability that lead to cooperative interaction among students.[31] In this technique, the students work in groups and they think together to discuss the answer with other membersof their groups.

Moreover, Slavin stated that Numbered Head Together (NHT) is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be.[32] In heads together, the students in groups put their heads together to find the answer of the questions given.

Due to the Explanation from the experts above, the researcher is interest to find out the influence of using Numbered Head Together technique on students' reading ability in descriptive text.

b. The Use of Numbered Head Together (NHT) in Teaching Reading Descriptive Text.

Reading is an active process that consist of recognition and comprehension skill. "comprehension may be regarded as relating aspects of the world around us including what we read to the knowledge, intention, and expectation we already have in our head". It means that reading comprehension is the process or important activity to recognize and comprehend what we read.

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[31] Spencer Kagan & Miguel Kagan, *Cooperative learning Reading Activities (*San Clemente: kaganPublishing,2009),p.6.21

[32] Slavin, Robert E, Cooperative Learning Theory research, and Practice (Massachusetts: Allyn and Bacon, 1995).p132

In teaching learning process, the teacher had an important role and must know the students' characteristics because each of the students in the class had different characters. When the teacher let the students read the text, most of them could read. Nevertheless, when the teacher asked them to tell about the passage of the text, they were confused and some of them said that they did not understand what the text was about. Besides that, some students could categorize as active students, but some of them could be categorized as passive students. For the passive student, sometimes they did not what to ask question to the teacher even if they did not understand the materials. As the result, they forgot about the material as soon as possible and they could not improve their knowledge. The students also get difficulties answering the questions related to the text and difficulty finding out the main idea of the text. Even the teacher had to translate the text to make them understand the passage clearly. Therefore, based on the problem which has been stated, the researcher implemented Numbered Head Together (NHT) as an enjoyable technique to improve students' reading comprehension.

According to Kagan Number Head Together is kind of cooperative learning as it includes teams and individual accountability that lead to cooperative interaction among students. It means that with NHT technique the students are interacting each other and they work together in the team or group. When they work in group, they get opportunities in the learning activities and thinking process actively.

c. Procedures of Numbered Head Together (NHT)

According to Kagan, the steps in the Numbered Head Together (NHT) learning method are as follows:

1. Students are divided into groups, each group gets a number

2. Teacher prepares questions or problem to ask teams

3. Teacher poses a problem and gives think time (example: "how are rainbows formed? and think about your best answer)

4. Students privately write their answer

5. Students stand up and "put their heads together," showing answer, discussing, and teaching each other.

6. Students sit down when everyone knows the answer or has something to share.

7. Teacher calls a number.Students with that number answer simultaneously.[33]

Promote students participation here means all students may have the same chances to speak up in the classroom during teaching and learning process. It can conclude that teaching learning using Number Head Together (NHT) technique can give all students to possibility or chance to speak up their opinion in the class.

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[33] Spencer Kagan & Miguel Kagan, *Cooperative learning Reading Activities (*San Clemente: kaganPublishing, 2009),p 6.30

d. Advantages of Numbered Head Together

Below are the advantages of numbered head together, they are as follows:

1. Numbered Heads Together can encourage positive interdependence because the members become intellectually and socially active to participate and contribute to arrive at the correct answer and to help each member to be ableto explain the answer.

2. Individual accountability is also emphasized because everyone needs to be ready to represent the team and to help the others to be ready.

3. Simultaneous interactions are enhanced because once the members will join their heads together.

4. Equal participation since all the members have the chance to be called as the teacher call the numbers (1,2,3,4) at random using a number wheel or any other device that can be improvised by the teacher.

    Based on the explanation above, Number head Together is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to problem or question asked by teacher.

e. Disadvantages of Numbered Head Together (NHT)

Numbered head together also have some weaknesses or limitations that deserve tobe considered, namely:

1. The smart student will tend to dominate so that it can make the weak studentshave interior and passive attitude.

2. The discussion process can go smoothly if there are students just simply

copy the work smart students without having adequate understanding.

j. Translation Technique

a. Definition of Translation Technique

Translation has always a role in language teaching. Translation is a general term referring to the transfer of through and ideas from one language (source of language) whether the language in written or spoken forms. According to Garrow. Translation is changing a communication (a word, phrase, and sentence) to other terms or other form (verbal or symbolic) or to another level abstraction (simple or more complex). Concerning the description above, this research infers that translation i the giving of the closest meaning or natural equivalent of the words, phrase and sentence of one language (source language) into another language whether in spoken or written forms. It is also know that translation can be regarded as one of the techniques applied to teach reading ability. Translation techniques belong to the traditional ways of teaching English this technique considers that the main procedure of teaching language is translation.

Garrow underlines the definition above saying that in translation techniques, concept are built in the pupils mind from bites and pieces and from specific, and this condition, the students will passively understand.[34] From the explanation above, translation technique can make the students trouble to understand the text by translate by word form one language to

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[34] Garrow, *The Learning Game Strategies for Secondary* teacher, Ohio Charles e: Merril publishing company. 1972

another language.

b. Procedure of Teaching Reading Through Translation technique

The procedures of translation technique in class activities as follows:

1. The teacher explains about technique in learning reading.

2. The teacher mentions material and explains about translation.

3. The teacher distributes the text to the students and allow them to understand the materials by read translated by looking up dictionary.

4. Last, the teacher asks the students to express about the problem in comprehending materials briefly. After the students understood, the teacher gives the students exercise and the ends class.

c. Advantages and Disadvantages of Translation Technique

There are some and advantages and disadvantages of using translation technique as follows:[35]

1. Advantages of Translation Technique

  a. Helps the students to have a better understanding of the meaning of abstract words and complicated sentences.

  b. Make the students more easily to understand the text by translate word byword from one language to another languages.

2.   Disadvantages of Translation Technique

  a. Lack of originality. We do think it will be lack of originality as we

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[35] Albany,   Advantages   and   Disavantages   of   tranlation,http://tccl.ri.albany.edu/knilt/index.php/unit3what-is-the-advandtage-of-using-translation-as-a-teaching-resourch/,Accesed on Agustus, 17th 2021

tend to change the words, thus the meaning of the text itself is marginally or slightly different.

b. Take time to interpret, it does take time to learn research and finally translate the whole text.

c. Students feel boring.

d. Student not interactive in learning process.

B. Frame of Thinking

Reading is more important to be mastered by students than other English skills. When reading, the readers do not sit there as passive receivers of the text, but they also draw on their own knowledge of the world and language to help them guess what the text will say next. Although reading is one of ways to increase knowledge and to practice language, many students who still did not understand the English text in the form of the text. Then, the students' problem in understanding reading text is affecting by the way of teaching reading. It is because every single academic activity at school involves reading. However, learning reading is not an easy task for students. One of the influential causes is the technique used by English teachers in teaching reading.

In learning reading, cooperative learning contributes to high levels of motivation is in the pro-academic attitudes that it fosters among groups felt more strongly than other students that their group-mates wanted them to come to school every day and work hard in class. Number Head Together (NHT) technique is one of cooperative learning models that as alternative to the traditional teaching. Number Head Together (NHT) technique involve more

students analyze materials in a lesson and check their understanding to the content the materials about.

Based on the explanation above, the researcher was interested in finding out the use of Numbered Head Together (NHT) technique on students' reading abilityin descriptive text.

C. Hypothesis

Based on the frame of thinking, the researcher proposed hypotheses as follows:

H_a: There is a significant influence of using Numbered Heads Together towards reading ability in descriptive Text at the SMP N 01 Cukuh Balak, Tanggamus.

H_o: There is no significant influence of using Numbered Heads Together towards reading ability in descriptive Text at the SMP N 01 Cukuh Balak, Tanggamus

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