

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of three parts. There are previous study, theoretical review, and theoretical framework. In the theoretical review discusses about three parts, there are the concepts of teaching reading, numbered heads together technique, and narrative text.

#### 2.1 Previous Study

There are so many studies that already done by researchers in reading narrative text by using Numbered Head Together technique. So that, the researcher choses four previous studies which are closer to the topic. The first study was conducted by Riyawati (2017). Her researcher is entitled *“The Effectiveness of Numbered Heads Together to Teach Reading Comprehension for the eighth grade students of Mts. Ma arif Andong in Academic year 2016/2017*). It could be concluded that students in experimental research has higher achievement that students in control class. The result of the t-test in post-test showed that t obtained was higher than t table ( $2.355 > 2.000$ ) for level significance of 0.05 (5%). It meant there was differences in post test score between experimental class and control class, the average score of post-test in experimental class was 69.51 and control class was 64.23.

The second study was conducted by Astuti (2014). Her research was entitled *“The Effectiveness of Numbered Heads Together technique (NHT) on Student’s Reading Ability (A Quasi-experimental Study at the Second Grade of SMPN 2 Tangerang Selatan”*. This study was based on the importance of

reading text at SMPN 2 Tangerang Selatan. The researcher conducted experimental research. The technique used in this study was quantitative technique in the design of quasi experimental study. The sampling technique used in this study was purposive sampling. The technique was to improve student's reading ability on descriptive text. The result of this research showed that using numbered heads together technique was effective in improving students' reading ability in descriptive text. It could be seen from mean of post-test in experimental class (68.33) was higher than controlled class (64.48). Mean of gained score in experimental class (13.58) was higher than controlled class (5.38). The data was analyzed by using T-test formula. The result of calculation showed that in the significance degree of 5%, the value of  $t\text{-test}(t_o) > t\text{-table}(t_t)$  ( $2.48 > 1.99$ ).

The third study was conducted by Handayani (2016). Her researcher was entitled "*The Effectiveness of Using Numbered Heads Together (NHT) to increase students reading Comprehension of Seventh Grade at Mts Aswaja Tunggangri*". In this study the researcher applied Numbered Heads Together (NHT). Her researcher was conducted by using qualitative approach with one group pre-test and post-test. This technique was effective to teach reading for Junior High School. Her result showed that the student's score in reading before they were taught using Numbered Head Together (NHT) was 58.86. While the students' score after they were taught using Numbered Head Together (NHT) was 77.04. The  $t$ count was 7.286 and at the significant level of 0.05 the score of  $t$ table was 1.721. It meant that the score of  $t$ -test is higher

than score of  $t_{table}$ . Thus, it could be conclude that Numbered Head Together (NHT) was effective to teach reading for Junior High School, especially at seventh grade.

The fourth study was conducted by Hanggoro (2017). He design of the research used in Quasi-Experimental Design with Pretestposttest and control Group. In collecting data, the reseacher used a test with multiple choice types. He used data then analyzed by using t test formula to analyze the experiment and control group. The population in this research was the eight grade students of MTsN Filial Pulutan Nogosari Boyolali. The research used t test, normality test, and homogeneity test to check both groups have the same ability, homogeneity, and normal distribution or not. Then, after analyzing the pre test data the researcher found that both groups were homogenous and in normal distribution. It could be seen that the  $\chi^2$  (0.429) was lower than  $\chi^2_t$  at the level of significant ( $\alpha$ ) 5% = 3.841. So  $\chi^2 < 3.841$  and the data were homogeneous. The result of t test computation showed that  $t > t_{table}$  ( $7.495 > 2.000$ ) for level significance 0.05, so  $H_0$  was not accepted. Moreover, the alternative hypothesis ( $H_a$ ) was accepted while Null Hypothesis ( $H_0$ ) was rejected. It meant there was difference reading ability between experiment and control class. It meant the result was: There was a significant difference in students' reading ability between the students taught using Numbered Heads Together and those taught using Direct Instruction. The students taught using Numbered Heads Together (78.813) had higher scores than those taught using Direct Instruction (69.406). It could be

concluded that students in experimental research had higher achievement than students in control class.

Based on some previous studies above, there are some differences and also similarities. The differences are the place of research, the sample, the time, and the type of text and for the similarities are the same of technique that used by researchers and the skill of reading. While, the researcher wants to explore more about the effectiveness of using Number heads together in reading comprehension of narrative text in the school which has chosen where it has not used this technique before in teaching reading.

## **2.2 Theoretical Review**

### **2.2.1 Definition of Reading**

Reading is one of important skills in English because it can improve students such as grammatical role that can be used in writing. According to, Hapsari, Sudarson & Bunau (2014:2) reading is also one of the languages learning activity. Reading skill is one of important to students. Harmer (2007:99) states that reading is useful for language acquisition, the more students read, the better they get at it. However, many students have difficulties in comprehend the reading text. Without reading the students cannot get information.

Hamra (2010:31), says reading is a language process and communication that is a process which gives opportunity to readers to interact and communicate with different ideas. It means that reading is an interactive process in which readers construct a meaningful representation

of a text using effective reading strategies. While, in effective reading can be a significant skill and can increase speed in reading. Reading always occurs in context, that is what read is a part of a broader situation or an extended text. Text here refers to a complete piece of language which is related to a particular context.

### **2.2.2 The Purpose of Reading**

Reading is important for people especially the students'. Specifically, the students' activities that good readers engage in to achieve comprehension. They can improve insight and get information. For instance, they read a journal, textbook, an article, etc. W.Grabe & Stoller (2016:31) argues there are some purpose of reading as follows:

#### **a. Reading to search for simple information**

For reading to search information, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases.

#### **b. Reading to learn from texts**

Reading is to learn important in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

#### **c. Reading to integrate information.**

Reading is to integrate information about the relative importance of mutually supporting, complementary or conflicting information.

#### **d. Reading for General comprehension.**

Reading for general comprehension is the level of understanding of the text. Good readers have to comprehend meaning of the words.

#### **2.2.3 Reading Comprehension**

According to, Habibullah (2012:222) says reading comprehension is to understand the content of the English. To be good readers, students should be able to comprehend the content they read better because the act of reading cannot be separated from comprehension. Without comprehension, reading is a frustrating, pointless exercise in word call. The students cannot achieve their academic success without insight comprehending what the text they read. According to Karen et.al in Klingner et. al (2007:2), “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”.

Comprehending the text is the main problem for the students in the learning process. It makes students feel bored and frustrated in reading text because they feel difficult to get the point of what they read. But in fact, reading text cannot be avoided by students. To increase students' enthusiasm, the teachers must give the students reading text that agree with they level. Buzan (2006:72) argues that comprehension is the linking together of all parts of the information

being read with all other appropriate information. When we read, we read for variety of purposes. People read the texts to get some information, without read people do not comprehend the text. Comprehension is very important in reading, because it can enlarge their knowledge, without comprehension reading the students can be confused. Comprehension is the level of understanding text. The text should be comprehended, and the activity in which comprehension is a part.

Reading comprehension is process comprehend of a text/message. This understanding comes after the reader read to know that means, and increase the knowledge. Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluently readers (Grabe and Stoller, 2002:29).

## **2.2 Number Heads Together Technique**

### **2.2.1 Definition of Numbered Heads Together Technique**

There are some various models of grouping strategies in cooperative learning such as snowball throwing strategy, and Numbered Heads Together strategy. According to Slavin, in Adhini (2017:34) state that Numbered head Together (NHT) is basically a variant of group discussion, this must only one student represents the group, but not informing the group in advance who its representative will be. Based on

the explanation, Numbered Heads Together strategy is chosen in this research proposal because the concept of this strategy promotes individual and group accountability. The group consists of 4 until 5 students. This strategy gives some benefits for reviewing and integrating subject matter.

Students work together to find the answer or information and ensure that each member knows the answer well. It is because no one knows which number will be called after direct instruction of the learning material. The group supports for each member and provides opportunities for practicing and discussing the content of material. Numbered Heads Together is also beneficial to increase the students' motivation in reading. This strategy was developed by Kagan in 1989. It is developed from cooperative learning strategy which comes from constructivism theory. This strategy also makes students cooperate better and cultivate their habit of sharing information and ideas.

Based on the statements above, the researcher conducts the Numbered Head Together technique to be applied in teaching learning especially reading skill. This technique helps the students reading that can learn effectively and mutual attitude of cooperative with other friends.

### **2.2.2 The Procedure of Numbered Heads Together Technique**

Kagan (2009:3) states that there are some steps in teaching process by using Numbered Heads Together (NHT) strategy. They are;

- a) The students are grouped of four and give a number from one to four.

- b) The teacher posts the materials (issues, question, or story problem to solve) that will be discussed.
- c) Students in each group write their ideas and discuss with their group to choose the right answer and make sure everyone in their group understands and can give an answer or solution.
- d) The teacher asks the question and call out the number randomly. For example number one.
- e) The students who have number one raise their hands.
- f) The student answers for his or her team.
- g) The other students can give additional information or some suggestion related to the students' answer.
- h) The teacher continues to the next question. There are some modified rules in calling students.

### 2.2.3 Numbered Heads Together in Teaching Reading

There are the procedures of Numbered Heads Together technique from Arends (2012:371) that states as follow:

#### a) Step 1: Numbering

In this step, the teacher divides students into three to five teams and gives them a number. So, each student on the team has different number between 1 until.

#### b) .Step 2: Questioning

Then, the teacher asks students a question. Questions can vary and they can be very specific and in question form, such as “How many

states in the Union?” or they can be directives, such as “Make sure everyone knows the capitals of the states that border on the Pacific Ocean”.

**c) Step 3: Head Together**

After that, students put their head together to figure out and make sure everyone knows the answer.

**d) Step 4: Answering**

The teacher calls a number and students from each group with that number raise their hands and provide answers to the whole class.

**2.3 Narrative Text**

**2.3.1 Definition of Narrative Text**

Narrative text is a type of text in the form of imaginary stories, real story, or fairy story in the past. Gamble and Yates (2002:20) state that narrative text related a sequence of event. In Neuman. et. al. (2000:136) says that narrative text tells a story about learning experience for or by children, sometimes the part of a narrative is written at different times, but their purpose is to make more visible to other change and growth in a child’s knowledge, skills and disposition. Meanwhile, Mislain (2015:3) notes narrative text is text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the readers. The purpose of the narrative text is to entertain the readers about the story (legends, fables, fairy tales, etc) and take some moral values.

### 2.3.2 Generic Structure of Narrative text

Generic structure is the way which elements of a text are arranged to match its purpose. Sudarwati and Grace (2007:37) argue the generic structure of narrative text into four elements as follow:

#### 1) Orientation

The introduction or orientation of the form is where the researcher or narrator explains what is the story about, who the actors in the story, and where the story happen.

#### 2) Complication

In this part, it is the climax of the narrative text. The middle of the story. Complication are the description of real life and tell the readers that every issues or problem can be solve.

#### 3) Resolution

After that problems can be solve it appears to be no solution, but sometimes the complication after he or she presents the resolution of the problem. Resolution is the ending of the story.

#### 4) Re-orientations

In the last part, re-orientation is optional of generic structure of narrative. It is usually in ending of story or closure of events.

### 2.3.3 Language Features of Narrative text

There are some languages features that usually found in a narrative text according to, Knapp & Watkins (2005:221):

1. Focus on specific and usually individualize participants, for general example: *Cinderella, Snow White, Alice in the Wonderland, etc.*
2. Use adverb of time, for example: *a pretty princess who live in the palace.*
3. Use action verb, for example: *sleep, walk, say and etc.*
4. Use time words (simple past tense), for example: *once upon a time, two days ago etc*
5. Using saying verbs which sign to pronounce something. For example: *said, told, promised, etc.*

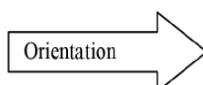
#### 2.3.4 Characteristic of Narrative text

There are three characteristics of narrative text according to, Meyers (2005:46) they are:

1. It tells us about story of event or events.
2. The event usually arranges in chronological order-that is, in the order in which they occurred in time.
3. The narrator wishes to make, or some impression, he or she wishes to convey to the reader. Therefore, the details of narrative text are carefully selected for purpose.

#### 2.3.5 The Example

##### *A WOLF IN SLEEP CLOTHING*



There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased

him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to get close to the sheep. It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

Complication

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger every day. Now he looked like the biggest sheep on earth.

Resolution

One day the shepherd was planning to hold a party. He would invite many relative and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily

the shepherd slaughtered him, chopped him, and them cooked him for the big party.

*Adapted: Sahid, Budianto, Sudarso and Suyitno.*

*(2013). Smartbook, Semarang: Primagama.*

## **2.4 Theoretical Framework**

Reading is very important thing in our life, especially for students. Reading needs to be developed like the other skills, such as listening, writing, and speaking skills. But in fact, most of the students are still lazy and do not enthusiasm to read text in reading. On the other hand, doing reading activities is not so easy, because absolutely we will get difficulty how to understand the text. Now, in this era the technology grows up so fast, we can search everything we want. It means that, with the technology we as a readers in this research especially for the teachers, can help the students problem's with bring them a new method at class by reference used the technology. Therefore, the researcher concludes that the research is to find out whether using Numbered heads together technique can help to improve students' active in reading comprehension. There are some references of the previous research that gives positive effect to the students' reading comprehension development. Numbered heads together is a strategy that helps teachers in the class for teaching English, especially in reading.

The Picture of theoretical framework can be seen as follows:

