CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefor, language has a central role in students' social and emotional development. It can support them in learning all subject matters.

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign languagein Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia.

In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills Harmer (2003: 6).

Reading is one of the important skills that are needed by the students in getting information based what they have already read. It is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences and the language community which is culturally and socially situated.

Grellet(1981: 8) mentioned that reading as the process of understanding a writtentext, means extracting the required information from it as efficiently as possible. It also supported by Bernhardt (1991: 6) in Suparman (2007:13) that quoted reading is considered as an intrapersonal

problem-solving task that take places within the brain knowledge structure. It meant that, people read and tried to understand and got a lot of information based on what they were reading.

In addition, Rubin (1993:196) assumed that the reading skills that are usually found in the interpretation are as follow: (1) determining word meaning from the context, (2) finding main idea, (3) reading between the lines or drawing inference, (4) drawing conclusion, (5) making generalization, (6) Recognizing cause and effect reasoning, (7) Recognizing.

The researcher proposed NHT technique and PR technique. Numbered Heads Together technique was derived from the work Kagan and introduced this model in 1992. Numbered Heads Together is one of the cooperative learning strategies that hold each student accountable for learning the material. Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. It means that NHT will give chance to students to express their idea and compare the best answer.   Meanwhile,

According to Markstein (1982:6) Predictive Reading Technique is a reading technique by using illustrative material (photograph, map and graph) and the title. In Predictive Reading, the students have discussed: What they think the subject is, What the picture tell them about the subject, and How they fell about subject, taking care to examine in detail their past experience or knowledge of the subject. The students would predict the material when they didnot understand the material well. From the statement above, it could be inferred that the students did prediction in every time they learned something. In this case, prediction could make the students more comprehend the material well through the pictures. The researcher concerned to find out whether there is any significant difference of student's reading comprehension achievement before and after being taught through NHT technique and PR technique.

Based on the writers' in teaching practice program (PPL) in Senior High School, the writer found that there are problem in students' reading comprehension in reading narrative text. The teacher said that some students are successful in comprehending the text like narrative text, but the others still have some problems in comprehending the texts especially in getting the main idea and find the specific information from the text. As the results, the students' achievement could not reach the standard score in the school. In addition, their problems are also related to some factors such as, identifying the main idea of the passage which has unfamiliar vocabulary. Moreover, the students also tended to be passive and the teacher is the centered, and they do not focus during in the learning process. When the teachers give the students' some question and asked them to give the answer directly, they could not answer or gave the respons quickly. According the researcher observation during the learning process of reading, the students read the whole paragraph words by words, and then finally they got difficulties in transferring the information from the text quickly. So, the researcher wants to used the numbered heads together

and predictive reading technique and compare the two techniques in teaching reading. Those techniques might overcome the students' problems in comprehending the reading text quickly because it helped the students in comprehending the reading text by predicting the content before they read the whole text. In this research, the researcher focused on narrative text because narrative text is one of reading texts that the students still get difficulties to comprehend the text, especially for getting main idea, getting specific information from the text quickly.

Based on the background above, the writer is interested to compare the two techniques, the first is Numbered Heads Together Technique and the second Predictive Reading Technique. The researcher will know which one of those techniques can help to increase the students' reading comprehension.

When the researcher doing observation at SMK N 1 Medan, the writer used instrument test. The writer found some problems that the students face in reading comprehension of Narrative text' as term in the following table.

Table 1.1**The table ofRubric Score at SMK N 1 MEDAN**

No	Name	R	N	S
1	Citra Rahmadhani	6	10	60
2	Sri Ningsih	8	10	80
3	LegiAnggraini	7	10	70
4	Wahyu	7	10	70
5	SiskaNasution	5	10	50
6	Natalia Azra	8	10	80
7	DheaAnggita	8	10	80
8	Dina Apriliyanti	4	10	40
9	Salshabila	7	10	70
10	Nabila Putri	8	10	80
11	YehezkielGinting	6	10	60
12	PutriRahmadani I	6	10	60
13	Tiara RomauliHutasoit	8	10	80
14	Naomi	4	10	40
16	Nova Suryani	5	10	50
17	SyafaFitriani	7	10	70
18	Angel	4	10	40
19	Mohammad Ridho	7	10	70

20	UciRamadani	9	10	90
21	Juwita	6	10	60
22	Alvi	5	10	50
23	Sindhy Rani	8	10	80
24	Regina	5	10	50
25	Fadillah	8	10	80
26	YulanDamayanti	8	10	80
27	Retno	4	10	40
28	Putri Angelina	8	10	80
29	Ita Sari	8	10	80
30	Safia	6	10	60
31	Rani	7	10	70
32	Safia	9	10	90
33	Yulia Sari	6	10	60
34	Mohammad Agung	6	10	60

$$S = \frac{R}{N} X100$$

Where:

S = Score number of test

R = Number of the correct answer

N= Number of question

From the improving of the student's text, their skill in reading comprehension still lack. From the observation, the writer found 40%of students' score got 40-60 and 60% of students' score got 70-90. The student also did not understand how to reading comprehend.The Title of This Proposal is "**AComparative study of students' reading comrehension achievement between students who are taught through numbered heads together technique and predictive reading technique'' in Eleventh Grade at SMK N 1 Medan"**

1.2 The Problems of the Study

Based on the background of the study,the problem of the study is formulated as the following :

" Which one is better achievement in reading comprehension students who are taught by Numbered Heads Together Technique or who taughtby Predictive Reading Technique?"

1.3 The Objectives of the Study

In relation to the formulation of the problem above, the researcher determinetheobjectives of the research as follow:

"Todetermine which one of the two techniques is better for teachingreading comprehension."

1.4 The Scope of the Study

There are many techniques in gaining better Reading Comprehension achievement, They are Numbered Heads Together Technique and Predictive Reading Technique. Numbered Heads Together have some techniques in Reading Comprehension, they are skimming, scanning, extensive reading and intensive reading technique. Meanwhile, Predictive Reading Technique have some techniques in reading comprehension, they are skimming, scanning and visualizing techniques. The focus analysis in this study is to compare Numbered Heads Together Technique and Predictive Reading Technique.

1.5 The Significances of the Study

The results of this study are expected to be useful for :

1. Theoritically, the results of the research are expected to confirm and clarify the existing theories about the effectiveness of teaching reading through numbered heads together technique and predictive reading technique.

2. Practically, the result of the study are expected to be useful for:

    a. For the English Teachers, to give benefit to the English Teacher as well as the input material for evaluation in improving reading comprehension of students that can positively affect their learning activities in the classroom.

    b. For the Students, enable to comprehend the reading text who are taught through numbered heads together technique and those through predictive reading technique.

    c. Other researcher, to improve her knowledge in reading comprehension and gets more experience on how to teach, handle and organize the students in the classroom.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, it is mentioned the purpose of this study is to know and find out whether there is difference of students reading comprehension achievement between those through Numbered Heads Together Technique and those through Predictive Reading Technique of the eleventh grade students at SMK N 1 Medan. In this chapter the researcher discusses some related theories on reading comprehension, readingprocess, Definition of Numbered Heads Together Technique, Definition of Predictive Reading Technique, Theoritical Assumption.

2.2 Definition of Reading Comprehension

Reading comprehension is an important skills in many different settings especially in educational setting Grabe (2009:5). Students, nowdays, encounter the great demands of reading

activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text.

In addition, Harriosn (2004:3) argues that the importance of reading is not only related to the people thinking capability. This capability will be the basic development determine what kind of person people would be.

Reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice

those, and skills through workbooks or work sheets finally assess whether or not

they use skill successfully.

Reading comprehension can be concluded as the ability to find the stated or unstated writers idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationship between ideas conveyed in a text.

In summary, reading comprehension is important for the students both to develop their knowledge and to develop the way think related to the development of their moral, emotional as well as verbal intelligence.

2.2.1 Reading Process

Spratt (2005:21) define reading as a process of responding to, making sense a text being read and connecting it with readersprior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' prior knowledge will make readers memorize the new

knowledge longer. Therefore, a reading activity is an interaction between readers mind and the text.

In line with Spratt et al, the activity of inteaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers Pang (2003:14).the readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas, there are some processes undergoing in readers mind. Brown (2001:299) stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.

Gregory (2008:109) argues that in bottom-up, the readers recognize from the small unit to the largest one, the readers start to process the word sound as the basis of understanding the larger part. The recognize process starts from the word sound as the small unit of meaning to the largest one. Those are the knowledge of the world and the knowledge of language structure.

Gregory also explains that the top-down process is the inverse of the bottom-up process. In the top-down process, the readers proceed from the general to the particular. The readers use their knowledge of the language structure to recognize the individual words.

Harrison (2004:35) states that the interactive process is a mixture of both bottom-up and top-down processes. In this process, the readers mostly folow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input from the top-down process will be used if it is necessary.

2.2.2 Concept of Reading Comprehension

Klingner, Vaughn and Broadman (2007:8) define reading comprehension as a complex process involving interaction of many components. Those components are readers. Their

background knowledge, their reading strategy, the text their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When inferences appears in those interactions, the readers find difficulties in their reading comprehension.

In addition, Snow (2002:11) defines reading comprehension is slighty different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the activity. Snow includes the capacities, abilities, knowledge, and activity. Snow includes the capacities, abilities, knowledge and experiences of the readers as the part of the reader components. Snow explains the text as any printed and electronic text while for the activity Snow includes the purpose, processes and results of any attitude in reading.

In conclusion, reading comprehension is a brain process involving several components in which those component interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an inference growing between them, there will be difficulties in reading.

2.2.3 Concept of Narrative Text

According Anderson, Mark and Anderson (1997:8) that there are many kinds of text, descriptive, procedure, recount, narrative, and news item. Based on English Curriculum 2006 that had been applied in senior high school in Indonesia, that is KTSP, the students are expected to comprehend the meaning of materials from various texts. One of them is narrative text. Why it is important because the students had to have the ability to look at and get the meaning of wriiten

text, that is called reading comprehension. Because of that, reading is very important to be taught to the students.

Narrative Text is written based on life experience and organized focusing at character oriented. It was built using descriptive familiar language and dialogue. There are some genres of literary text which fit to be classified as the narrative text, namely: (1) Folktale,very old traditional story from a particular place that is originally passed on to people in a spoken from example *Malin Kundang*.(2) Fairy tale. And old story about ,magic things happened intended for amusing and giving lessons, meanings, and moral values example *Cinderella*. (3) Fables is a short stories, especially with animals as characters, which teach a lesson example *The smartest animal*. (4) Myth is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people example *Tangkuban Perahu*.

A narrative text generally consists of the following structure:

1. Orientation is usually introducing the participants and informing the timeandthe place. It is introduction of who/what, when and where. What text talks in general, who involves in the text, when and where it happens.

2. Evaluation retells a stepping back to evaluate the plight. In this part, it tells about the first condition of the character before facing the problem.

3. Complication is usually describing the rising crises which the participants have to do it

4. Resolutionis the phase where the participants solve the problem aroused by the conflict. It doesn't matter whether the participants succeed or fail. The point is the conflict becomes end.

5. Re-orientation indicates optional point. This means that the story not always uses this, and usually, it states the conclussion of the event based on the writer point of view.

Basically. Narrative text often uses language features as follow:

1. Using processes verbs, *for example run away, teach, etc.*

2. Using temporal conjunctions, *for example once upon a time, one day, etc.*

3. Using simple past tense, *for example got angry, said, etc.*

In addition, in order to make the students understand about the content of text, aspects of reading should be emphasized in every stage of generic structure of narrative text. For example, in orientation, where introduces the place and character of the story, the students could find main idea, specific information and reference. Next, complication, the teacher could explore more about the vocabulary. In the last stage, resolution, the teacher could ask the students to infer the story. Therefor. This is the essential relation in teaching reading of narrtaive text.

2.2.4 Factory of Affecting Reading Comprehension

Snow (2002:11) stated that the text, the reader and the activity affect the reading comprehension. The text affects the reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their background knowledge. The activity of reading will affect reading comprehension in the way of how it leads readers to construct the meaning. It involves the purpose of reading and the reading techniques.

According to Klingner, Vaughn and Broadman (2007:6), there are some factors from readers basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, and world knowledge. When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading the life experience about the world. They include knowledge of the world, culture, subject-matter, and linguistic knowledge. Every

reader has different schema and background knowledge. Therefor, the interpretation of the text will vary among the readers.

In brief, there are some factors affecting reading comprehension. Thosefactors are the word knowledge, and the readers ability. Those aspects are varied among the readers so every reader has various stages of comprehension.

2.2.5 Strategies of Reading Comprehension

Zhang (2010:21) states the reading comprehension is a state which isachieved through integration and application of many strategies and skills. Chamot and O'Malley and Bouchard (2005:4) make groups of learning strategies into three categories. Those strategies are cognitive, metacognitive and socio-affective strategies.

Chamot and Kupper in Zhang (2010:21) and Bouchard (2005:5) state that the cognitive process is a strategy in which the readers manipulate the text to achieve comprehension. Bouchard (2005:6) adds that the manipulates can be in the form of mentally learning process and also physically learning process.

According to Chamot and Kupper in Zhang (2010:22), metacognitive strategy is a strategy in which the readers think about their learning, monitor the task and evaluate the state of achievement. Bouchard (2005:7) adds the characteristics of metacognitive strategy. The activity of thinking about their learning process is characterized by a process of choosing the way of thinking and including the problem-solving strategy according to the situation. The activity of planning the learning process is characterized by determining the purpose of reading the text. Beside that, monitoring the learning task can be characterized through checking comprehension through self questioning and evaluating the achievement is through self correction if the comprehension fails.

Bouchard (2005:8) defines socio-affective strategies as strategies in which the readers need another parties to support them in comprehending the text. The example of these strategies are cooperative learning and clarification through asking questions.

In short, reading comprehension can be achieved with the support of reading strategies used. The strategies can be devided into three major groups based on its model of thinking. Those groups are cognitive, metacognitive and socio-affective strategies.

2.2.6 Teaching Reading at Senior High School

Senior High School students or teenagers are categorized into adolescents. In this period, teenagers like to spend their time for hanging around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in teaching reading if the teacher can engage them.

Teaching reading to adolescents is different from teaching reading to children because adolescents have wider knowledge than children. Therefore, in teaching reading in senior high school, a teacher must choose some methods which are related to the topic and curriculum.

A teacher should be able to choose effective methods of teaching reading to expose every particular materialsince all methods have their advantages and disadvantages. Harmer (2001:5) states that "a teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model". Thus, a teacher should be able act in different ways, not only as a teacher, but also as a guide, controller, even as a model. The teacher lets the students do what they should to do. In this case, students are the central of the class.

Brown (2001:8) suggests that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. The teacher as facilitator should give the facility to the learners in learning process. The teacher must select the teaching

material related to the learners' need, and arrange them from the simple to the complex item. Therefore, in teaching reading process, the teacher has to pay attention to the learners' personalities or individual differences, because students have different abilities and points of view, background and experience.

There must be some varieties in classroom, such as variety of activity and variety of organization. Teacher should have good combination so that the teaching and process is not monotonous. As a result, during the teaching-learning process, the teacher should sometimes let the learners work individually, sometimes in pairs, and sometimes in groups.

From the elaboration, teaching English especially teaching reading needs relevant methods. Ateacher can use one of the methods which can be applied basically in classroom repetition. Furthermore, making groups in teaching learning process can be enjoyable for students.

2.2.7 Concept of Numbered Heads Together and Predictive ReadingTechnique

Rebecca Martino, et al (2015:16) and Ursula (2005) states to fully understand about this technique, the detail explanation of concept of Numbered Heads Together technique and Predictive Reading Technique which contains of definition and types of NHT and PR technique is presented below.

2.3 Definition of Numbered Heads Together Technique

According Robbica Martino, et al (2015:16)Numbered Heads Together is a cooperative learning technique that promotes discussion and both individual and group accountability. In this technique, the students' work in groups and they think together to discuss the answers with the other members of their groups. Numbered Heads Together technique provides an incentive from students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves.

2.3.1 Procedures of Numbered Heads Together Technique

The teacher use four phase structur to asking the question for students in the class, they are:

a. Phase 1: Numbering

In this phase the teacher divide into the some groups consist of 3 to 5 person and each member of groups given number from 1 to 5

b. Phase II: Asking Question

Pose a question or a problem the class and give the groups fifteen minutes oh "Head Together"

c. Phase III: Heads Together

The student put their head together to decide one appropriate answer making sure that every group member know the agreed upon answer.

d. Phase IV: Answering the Question

The teacher calls a number at random and only student with the number respond to the question.

2.3.2 Advantages and Disadvantages of Numbered Heads Together

There are advantages and disadvantages of Numbered Heads Together Technique, they are:

A. The Advantages of Nunbered Heads Together

1. Positive Interdependence

The students are able to learn from each other. They must also work together to

ensure there is one product to their learning. They must check that everyone can understand

and answer the question.

2. Individual Accountability

Students are accountable to each other for sharing ideas. The student may also

be required to share their partner's ideas to another pai or whole group. Every student must be able to give the group respon to the question.

3. Equal Participation

Each student within the group has been an equal opportunity to share. It is possible that one student may try do dominate. The teacher can check this does not happen.

4. Stimulatenous Interaction

High degrees of interaction at any moment all of the student will be actively

engaged in purposeful speaking and listening.

5. Multilevel

This kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given.

B. The Disadvantages of Numbered Heads Together

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

2. The discussion process can go smoothly if there are students just simply copy the work of smart students without having and adequate understanding.

3. If there are homogenous group so it will be unfair for the group contained of weak students.

4. Likelihood that number is called, called again by the teacher, means that not all members of the group called by the teacher.

2.3.3 Implementation of Numbered Heads Together Technique

There are implementation in Numbered Heads Together, they are:

1. Reading

Comprehension question can be posed to groups, and students can work together to find teh answers. Students can be given the task of analyzing one of the characters. They can be asked question such as, "which character traits are stated directly, and which are implied by the author?" and "what information do you get from the character's speech and actions?

2. Writing

Student can evaluate the quality of a piece of writing using a rubric. Have students review the writing as a group and assign scores as a group. Ask them to respond with their scores and rationale using the numbered heads together technique.

3 Math

Numbered Heads Together can be used when solving math problems. Ask questions such as "what are the facts in this problem? "which strategy would be most be appropriate?" and "what solution did your group agree on?"

4.Social Studies

NHT can be used after reading a chapter in a text, or after material ha been presented. Ask clarifying question about the text and have students find and discuss the answer. When groups are ready, review the answer using the technique.

5.Science

NHT can be used in preparation for a test or quiz. Allow time for students to study together in their groups test or quiz. Using the numbered heads together technique, ask question about the material that will be on the test or quiz

2.3.4 Conclusion of Numbered Heads Together

Numbered Heads Together is members of learnimg teams, usaully composed of four individuals, count off: 1,2,3,4. The instructor poses a question, usually factual in nature, be requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the agreed upon answer. The instructor calls a specific number and the team members originally designated that number during the count off respond as group spokenpersons. Because no one knows which number the teacher will call, all teams members have a vested interest in understanding the appropriate response. Again students benefit from the verbalization, and the peer coaching helps both the high and the low achievers. Class time is usually better spent because less time is wasted on inappropriate responses and because all students become actively involved with the material.

2.4 Definition of Predictive Reading Technique

According Judi Moreillon (2007).Predictive are educated guesses about what will happen next based on what is known from reading the text; predictive can also involve readers' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to inter-pret the text. Through these processes, readers find clues or connecting points, make predictive or inferences, and draw conclusions. These conclusions or interpretations are a critical part of reading comprehension. Readers who make predictive and inferences before, during, and after they read are actively engaged in the meaning-making process.

2.4.1 Concept of Predictive Reading Technique

According to Smith (1999: 4) prediction helps the reader to activate their awerenessof the subject, and focus on their passage. In implementing the predictive reading technique, the teacher

asks the student to apply their background knowledge (student's experience) and help them to predict the text in order to comprehend and to interpret contextual meaning beyond the passage. In addition, Forsten, Grant, and Hollas(2003:19) say that prediction helps the readers connect what you know with what they are reading. Just as a detective looks for clues to solve mystery, you can find clues in a text about upcoming events before you read the whole passage.

Meanwhile, Markstein (1982:6) states that predictive technique is a technique by using illustrative material (photograph, map, and graph) and the title.

In predictive technique, the students discusses about:

1. What they think the subject is. The students are asking to predict the topic of the text based on the prior knowledge after the teacher shows the picture. This part can prepare the students for what they are going to read by providing clues to meaning.

2. What the picture tells them about the subject. By using picture, the students are encouraging to draw the content of the text om their mind to assist reading comprehension.

3. How they feel about the subject, taking care to examine in detail their past exprience or knowledge of the subject. By using the extra clues, elicit more details, the students can predict the content of the text effectively.

The statement above tells us that predictive reading is a technique in reading in which the reader is asked to apply his/her background knowledge as well by using the illustrative material. Moreover, Cowan (2010:19) says prediction is an educated guess as to what will happen. The readers are guided such kind of question, like "what is going to happen next in the story"., "why did it happen?" before they can

read the whole paragraph, but then they refine, revise, and verify prediction

2.4.2 Procedures of Teaching Reading through Predictive Reading Technique

According to Beers and Howell (2003:6), the steps of teaching readingcomprehension through predictive technique are:

a. Predictive technique is introduced to the students. The teacher and the students are discussed the role/procedures of the teacher and learners in predictive technique.

b. The students are asked to guess the title based on the picture and the teacher writes the correct title on the white board and the students pronounce the title. Discuss the picture by asking the students some question, for example: what

    happen? Who was involved in the story? How did the event happen? And write up responses on the board.

c. The students are asked to guess the content of story based on the picture by using their background knowledge. Then, ask a few more question to help students predict the content of the text by using the extra, clues, to find the main idea and supporting details after the teacher shows the text.

As the illustration:

First step : The students are asked by the teacher " What do you think about the picture?" then also the students are asked to predict the topic of the text based on the prior knowledge after the taecher shows the picture.

Second step : The students are asked by the taecher " What does the picture tells about?" By using the picture, the students encouraged to draw the content of the

text on their mind to assist reading comprehension.

Third step : the students are asked by the taecher "What do you feel about the picture?" Tried out to invite the students ancourage to tell about the picture based

on what they're thinking about the picture, invite another studets to give the

opinion and making discussion about it.

d. The students are distributed the gapped text (incomplete text) and asked to complete the gapped text.

e. The students are asked to read the text in front of the class after the teacher has distribute a complete text.

f. The students are asked to discuss the text with their friend and shared with the teacher about their problem.

g. The students are given the exercises and asked to do that exercise.

2.4.3 Advantages and Disadvantages of Predictive Reading Technique

Markstein (1982:28) states there are some advantages and disadvantages of predictive reading technique:

1. Advantages of Predictive reading technique:

a. Predictive reading motivates the students to use their schemata and background knowledge, they more focus on the main point of their reading text

b. The teaching learning process can be more interesting by using picture and the activities which is use the students schemata or background knowledge to predict the story.

c. By using accompained picture, the students give more attention to the reading text.

d. Predictive technique helps the students to build up their ability to interact with each others and the teaching learning process become more effective.

e. Predictive technique promotes feeling of well being and relaxation during the teaching learning process.

f. It is also encourages the students to be active participants and stimulate teh

g. students to express their idea and learn to respect other opinion.

2. Disadvantages of Predictive reading technique:

a. The teacher is rather difficult to select raeding materials, which are accompanied with suitable pictures.

b. The class will be noisy if the teacher can not handle the class will because the students tend be active during the learning process.

c. Sometimes, the teaching learning activity was still dominated with clever student and others can not be independent.

2.1 Table of Differences of Numbered Heads Together Technique and Predictive Reading Technique

NUMBERED HEADS TOGETHER TECHNIQUE	PREDICTIVE READING TECHNIQUE
1. Numbered Heads Together Technique is one of the cooperative learning strategies that hold each student accountable for learning material. 2. Numbered Heads Together Technique states that the students are grouped in small group and solve the problem cooperatively. 3. Numbered Heads Together Technique makes students able to solve the problem together and each of them had a change to express their idea to find the best answer so the students seemed to be more active in learning. 4. Numbered Heads Together Technique will give a chance to students to express their idea and compare the best answer. 5. Teaching learning process in Numbered Heads Together using seven aspects of reading skill: • Identifying main idea • Finding implied information of the text. • Finding stated detail information • Guessing the meaning of unfamiliar	1. Predictive Reading Technique is a reading technique by using illustrative material (photograph, map and graph) and the title. 2. In Predictive Reading Technique, the students have discussed: what they think the subject, and how they fell about the subject: taking care to examine in detail their pas experience or knowledgeof the subject. 3. The basic of learning is Prediction. The students would predict the material when they didnot understand the material well. 4. Predictive Reading Technique would make the students more comprehend the material well through the pictures. 5. Learning process in Predictive Reading Technique: • Students should read the written text in narrative text and the teacher checks their fluency and pronouncation. • Find main idea • Making inference from a text. • Find the reference word • Knowing the supporting details.

word based on the context • Identifying referents • Identifying the purpose of the text.	

2.5 Previous Research

Theresearcher takes the review of literature from other graduating paper as the principles with this research. First, According to Merina Yuli Astuti (2014) her research title is "*The Effectiveness of Numbered Heads Together Technique on students reading comprehension*". In her research she found the numbered heads together is effective in improving students' reading ability on desciptive text at the second grade of SMPN 2 Tangerang.

 This previous research support the writer's knowledge about how to apply numbered heads together technique to students to improve their skill in reading comprehension. This previous research will be proved in this study by comparing one technique to another.

There are similarities between these studies focus on a text. Second, the instrument of these studies is test and conduct in classroom. Third, both studies have implication for teaching the English Language reading. The differences are: the previous study focused in students english reading desciptive text, whereas this study will focus in reading narrative text. Second, the previous study focused to found the effectiveness in reading ability in descriptive text, while the study focus on comparison the two techniques in reading ability in narrative text.

The Second, According to Dini Kurnia Nursepti (2013), with research title is "*A Comparative Study of Students' Reading Comprehension Achievement Between Those Taught Through Predictive Technique and Those Taught Through Making Inferences Technique at The*
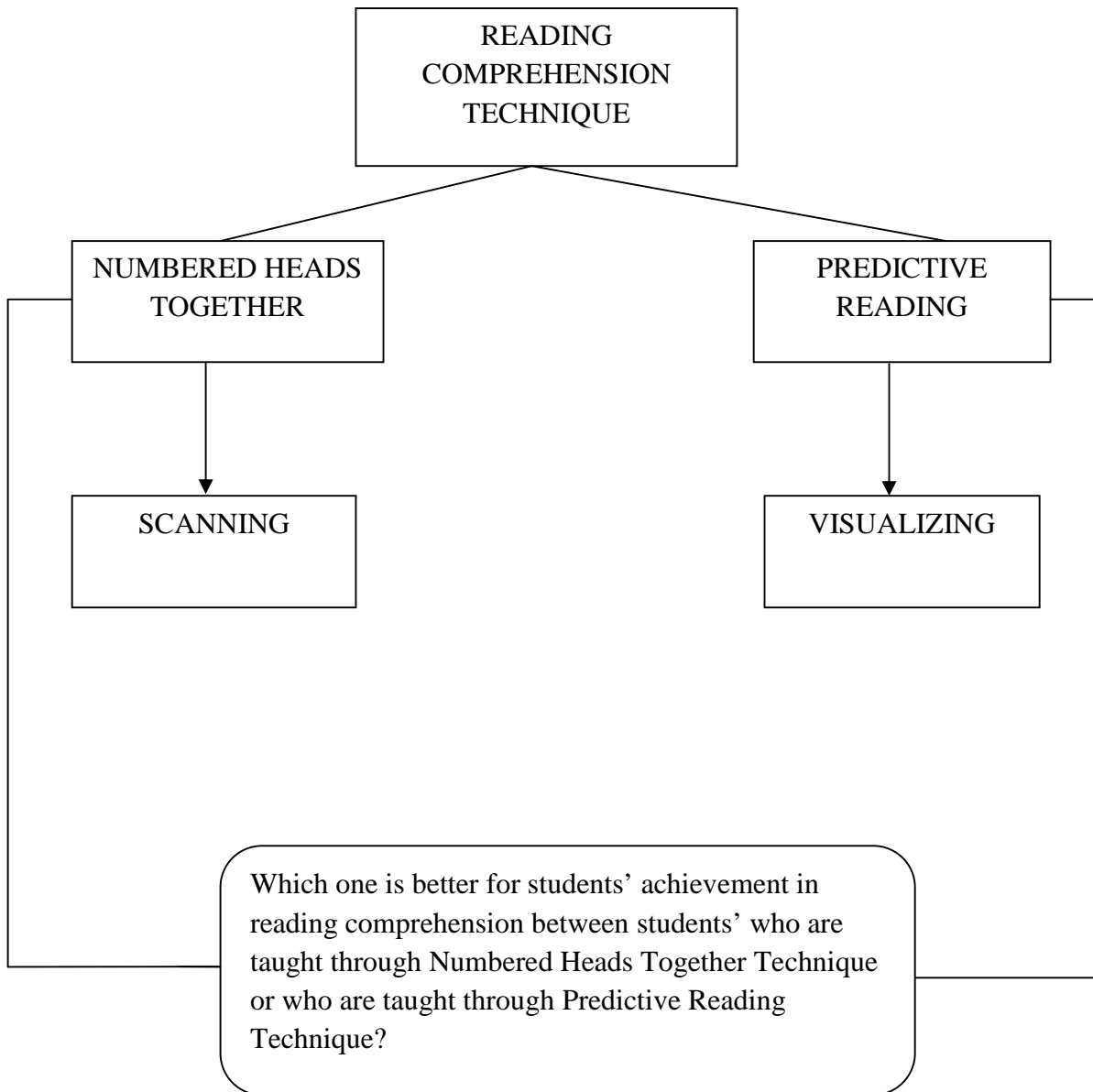
Second Grade of SMAN 1 KOTAGAJAH". She wants to find out better achievement in reading comprehension students who are taught by Predictive Reading and those through Making Inference Technique. She said that there are some advantages of predictive reading technique which it can improve students reading comprehension in reading a text. This technique also helps the students to build up their ability to interact with each others and the teaching learning process become more effective.

There are similarities between these studies focus on a test. Second, the instrument of these studies is test and conduct in classroom. Third, both studies have implication for teaching the English Language reading. The differences are: the previous study focused in students english reading text, whereas this study will focus in reading narrative text. This previous research is very helpful for the writer in order to complete the theory of thesis, especially in numbered heads together technique and predictive reading technique in her research.

2.6 Conceptual Framework

Based on the concept frame of theories, the researcher assumed that there is difference of students raeding comprehension achievement between the students who are taught through numbered heads together and predictive reading technique. Moreover, based on the observation class, Numbered Heads Together make this strategy ensures that each member knows the answer to problem or question asked by the teacher. Because no one knows which number will be called, all teams members must be prepared. This coopeartive learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. Meanwhile, the teaching reading through Predictive Reading Technique ismore effective for the students in comprehending text and elaborates the

students skill in predicting the story based on their own opinion and answering the question given by the teacher quickly. They are interested to the related picture of the text given by the teacher, so they don't get boring during the learning process and tend to be more active in the learning process.

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                    ┌─────────────────────┐
                    │      READING        │
                    │   COMPREHENSION     │
                    │     TECHNIQUE       │
                    └─────────────────────┘
                        /          \
       ┌──────────────────┐      ┌──────────────────┐
       │ NUMBERED HEADS   │      │   PREDICTIVE     │
       │    TOGETHER      │      │    READING       │
       └──────────────────┘      └──────────────────┘
              │                          │
              ▼                          ▼
       ┌──────────────┐           ┌──────────────┐
       │   SCANNING   │           │  VISUALIZING │
       └──────────────┘           └──────────────┘
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Which one is better for students' achievement in reading comprehension between students' who are taught through Numbered Heads Together Technique or who are taught through Predictive Reading Technique?

Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 TheResearch Design

The research design wasdescriptive qualitative research design. The research is study which is intended to find out the significant differences of the students reading comprehension after the implementation of numbered heads together and predictive reading technique and to determine which of the two techniques is more effective. The design of the research used atest.

3.2 The Subject of the Study

Thesubject of this study was students at eleventh grade of SMK N 1 Medan. There were three classes of eleventh grade. But the writer focused on one class. It consisted of 30 students.

3.3 Instrument of Collecting the Data

In this research, the researchercollected data by using an instrument. The instrumentof collecting data was multiple choice test of reading narrative test. The test consisted of 50 items.

3.4 The Technique of Collecting Data

3.4.1 The Technique of Collecting Data in Numbered Head Together Technique

In this study, there were some techniques which would be used by writer in collecting the data, they were:

1. The teacher asked the students to makes a groups consist of 3 to 5 person each group.

2. The teacher gave the topic about narrative text.

3. The teacher gave the multiple choice test consist 50 question in reading narrative text.

4. The students' put their heads together to figure out the answer.

5. The teacher called a spesific number to respond as spokesperson for the group.

3.4.2 The Technique of Collecting Data in Predictive Reading Technique

In this study, there were some techniques which would be used by writer in collecting the data, they were:

1. The teacher asked the students to make a group.

2. The teacher shown the picture and ask the students to guess the title.

3. The teacher wrote the correct title on the whiteboard and the students pronouncance the title.

4. The students guessed the content of story based on the picture by using their background knowledge .

5. The teacher gave the multiple choice test consist 50 question to help students predict the content of the text.

6. Collecting the test.

3.5 Scoring System

In scoring system, the writer used range of scores 1-100 to count the correct answer and the formula as follow:

$$S = \frac{R}{N} X 100\%$$

Where:

S = the score

R = the right answer

N = number of item test

3.6 Data Analysis

Analyzing data was aimed to determine whether the students' reading comprehension achievements increase or not. In analyzing the data, the researcher used the following step to find the comparing of Numbered Heads Together Technique and Predictive Reading Technique. The steps were:

1. Collecting students' reading comprehension test
2. Scoring of reading comprehension test by using Numebered Heads Together and Predictive Reading Technique
3. Comparing the score of the test
4. Interpreting or concluding the data