

**IMPROVING STUDENTS' READING COMPREHENSION ON
DESCRIPTIVE TEXT BY USING NUMBERED HEADS TOGETHER
AT TENTH GRADE OF SMK TARUNA PEKANBARU**

THESIS



By

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*This thesis is submitted to fulfill one of the requirements to get
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ABSTRACT

Lydia Casteliana. 2015. Improving Student's Reading Comprehension on Descriptive Texts by Using Numbered Heads Together at Tenth Grade of SMK Taruna Pekanbaru. Thesis. Graduate Program. State University of Padang.

This research needs to be conducted because the students at tenth grade of SMK Taruna Pekanbaru had problems in comprehending descriptive texts. Therefore, the researcher decided to solve these problems by conducting Numbered Heads Together strategy. The purposes of this research were to identify to what extent Numbered Heads Together strategy can improve students' reading comprehension on descriptive texts and the factors that influence the changes of students' reading comprehension of descriptive text at tenth grade of SMK Taruna Pekanbaru. This research was a classroom action research. It consisted of two cycles and four meetings of each cycle. The instrument used to collect the data were reading comprehension of descriptive text test, observation sheets, field notes, and interview which was helped by a collaborator. The finding revealed that the implementation of Numbered Heads Together strategy could better improve students' reading comprehension of descriptive texts at tenth grade of SMK Taruna Pekanbaru. The improvement was confirmed by the increasing of average students' score from cycle I to cycle II. The factors that influence the students reading comprehension during the application of Numbered Heads Together strategy were the materials and media, teacher's strategy and classroom activities; and the teacher's approach and classroom management. Finally, the classroom action research by using Numbered Heads Together strategy could improve the students' reading comprehension of descriptive texts at tenth grade of SMK Taruna Pekanbaru.


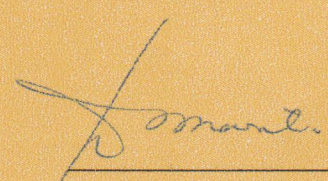
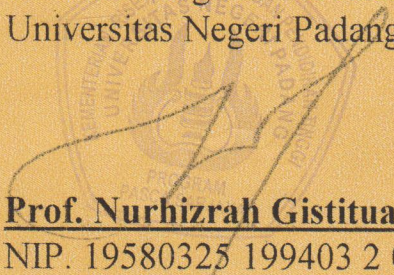
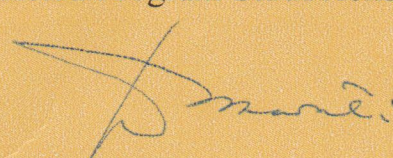
ABSTRAK

Lydia Casteliana. 2015. Meningkatkan Pemahaman Siswa dalam Membaca Descriptive Teks dengan Menggunakan Strategi Numbered Heads Together pada siswa kelas X SMK Taruna Pekanbaru. Tesis. Program Pasca Sarjana. Universitas Negeri Padang.

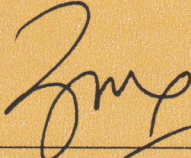


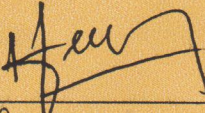

Penelitian ini dilakukan karena siswa kelas X SMK Taruna Pekanbaru memiliki kesulitan dalam memahami teks deskriptif. Oleh karena itu, peneliti memutuskan untuk mengatasi permasalahan tersebut dengan melakukan sebuah penelitian tindakan kelas dengan menggunakan strategi Numbered Heads Together. Adapun tujuan penelitian ini adalah untuk mengetahui sejauh mana NHT bisa meningkatkan kemampuan pemahaman dalam membaca teks deskriptif siswa kelas X SMK Taruna Pekanbaru dan untuk mengetahui faktor apa yang mempengaruhi kemampuan pemahaman dalam membaca teks deskriptif siswa tersebut. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini terdiri dari dua siklus dan empat pertemuan pada setiap siklusnya. Instrument yang digunakan untuk mengumpulkan data adalah test pemahaman membaca teks deskriptif, lembar pengamatan, catatan lapangan, dan wawancara yang dibantu oleh seorang sejawat. Temuan penelitian ini menunjukkan bahwa penerapan NHT dapat meningkatkan kemampuan pemahaman membaca teks deskriptif siswa kelas X SMK Taruna Pekanbaru. Peningkatan ini dibuktikan dengan meningkatnya nilai rata-rata siswa dari siklus 1 dan ke 2. Faktor-faktor yang mempengaruhi perubahan pemahaman membaca siswa selama penerapan NHT yaitu bahan dan media yang di berikan kepada siswa, strategi dan kegiatan yang digunakan dikelas, serta pendekatan dan pengaturan kelas yang dilakukan oleh guru. Sebagai kesimpulan, penelitian tindakan kelas dengan menggunakan NHT bisa meningkatkan kemampuan pemahaman membaca teks deskriptif siswa kelas X SMK Taruna Pekanbaru.

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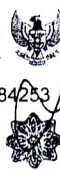
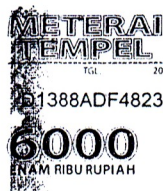
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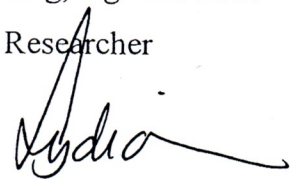
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the English language skills that all students have to master. Having good reading English skill is very important for the students. It can help the students to enlarge their knowledge because they can get a lot of information through reading. In reading texts, the students also have the opportunity to study language component: vocabulary, grammar, pronunciation and etc. Then, the students can also improve their language skills through reading because they can practice their speaking, writing, listening, as well as. In this case, the students are supposed to have reading skill because it is a crucial skill that needs to be mastered.

Generally, the purpose of teaching reading at the Vocational High School based on the standard competency of School Based Curriculum (KTSP) is making the students able to respond the meaning and structural text in functional texts and short essays. One of the texts which is taught in Vocational High School is a descriptive text.

However, the purpose of teaching reading itself is not always achieved well since there are some problems that are appeared in teaching reading on descriptive text in SMK Taruna Pekanbaru at tenth grade of Surveying and Mapping Engineering. For many students, reading English as a foreign language is not an easy task so that they did not pay attention to the teacher; some students slept in their chair, the other students made a noisy and spoke with their friends,

only a few students were active in learning reading. It caused their reading score is under Minimum achievement criteria (KKM).

Based on the result of reading comprehension test, it was found from 40 students, 5 students got 40, and 5 students got 45. There were 9 students who got 50, and 10 students who got 55. Then, there were only 2 students who got 60. Finally, only 9 students reached the minimum achievement criteria; 5 of them got 75, 3 students got 80 and 1 student got 85. While the minimum achievement criteria at tenth grade is 75.

There are some problems that made students got difficulties in comprehending descriptive text. The first problem is the teacher still used a common way in teaching reading such as asking the students to read aloud, finding difficult words, and answering the question related to the text. By using this technique, the teacher could not increase the students' motivation.

Then, media used by the teacher in teaching descriptive texts were not interesting for the students. Some of students were not involved in using the media. The result was only the successful learners answered the teacher's questions well while less successful learners kept passive since they were embarrassed and were not confident even though the teacher asked the students to answer incorrectly. They needed something that challenged them and something that can make them active and learn together.

The material which was given was not interesting because it was not related to the students' real life and daily experience. The students did not have background knowledge about the material presented. It made the students had

difficulties in catching the idea of the text. In short, students feel uncomfortable, unmotivated, uninterested, bored, and lazy during the class.

After analyzing the phenomena, a new strategy which is enjoyable and comfortable should be implemented in teaching reading descriptive texts in order to reach the purpose of teaching reading. In this research, the researcher is interested in using Numbered Heads Together in teaching descriptive texts to help the students comprehend descriptive texts well because this strategy is an instructional use of small groups through which students work together to maximize their own and each other's learning.

B. Identification of the Problem

Based on the background of the problems, it can be identified that there are some problems during teaching reading comprehension on descriptive text:

1. Students did not pay attention to the teacher so that the class is not conducive.
2. Teacher still used a common way in teaching reading.
3. The strategy which is used could not make students active in learning reading.
4. The materials and media were not interesting.

C. Focus of the Research

Some problems found in the teaching reading come from the students and teachers. This research focused on the students' low ability in reading

comprehension on descriptive texts at the tenth grade of Surveying and Mapping Engineering of SMK Taruna Pekanbaru and on teaching strategy in reading comprehension. Here, the researcher applied Numbered Heads Together to improve the students' reading comprehension on descriptive texts.

D. Research Questions

The problem of this study can be formulated in the following questions:

1. To what extent can Numbered Heads Together improve students' reading comprehension on descriptive texts at the tenth grade of SMK Taruna Pekanbaru?
2. What are the factors that influence the changes of students' reading comprehension on descriptive texts by using Numbered Heads Together at tenth grade of SMK Taruna Pekanbaru?

E. Purpose of the Research

The purpose of this research is to find out the answers of the research question above.

1. To find out whether Numbered Heads Together can improve students' reading comprehension on descriptive texts at tenth grade of SMK Taruna Pekanbaru.
2. To find out what factors influence students' reading comprehension on descriptive texts at tenth grade of SMK Taruna Pekanbaru.

F. Significance of the Research

Theoretically, the result of this research is expected to give the worthy information to the English teacher especially in the use of Numbered Head Together in improving students' reading comprehension. Then, this research is expected to be useful for other researchers as the information in doing the further research.

Practically for teacher, it is expected that this research can improve the method which is used as an alternative in good learning. For the students, it is hoped that the technique used in the research makes students more active.

G. Definition of the Key Terms

There are several terms that are used in this research, they are:

1. Reading comprehension is an activity done by the reader to connect the ideas on descriptive texts to what they have already known in order to understand and to get the idea of the text through some processes.
2. Numbered Heads Together is an instructional activity in improving reading comprehension for most of students with learning disabilities as well as increasing learning in ways that maximize students' involvement.
3. A Descriptive Text is a text which lists the characteristic of something. It is used to describe a particular person, place, or thing.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

This research is done to find out to what extent Numbered Heads Together strategy can improve students' reading comprehension and what factors influence the changes of students' reading comprehension at tenth grade of SMK Taruna Pekanbaru. Based on the result of the research, it can be concluded that:

1. The use of Numbered Heads Together improves the students' reading comprehension of descriptive text at tenth grade of SMK Taruna Pekanbaru. There were significant improvement to the students' score of reading comprehension test from pre-test, cycle I and cycle II. The average score of students' score in pre-test was only 56.13, in cycle I the average of the students' score increased become 63.7 and cycle II increased become 76.5. It means that the students' average score in cycle II could reach the minimum criteria of achievement of English subject at SMK Taruna Pekanbaru that is 75.
2. The factors that influence the changes of the students' reading comprehension through Numbered Heads Together strategy are the use of interesting teaching material and media during implementation of Numbered Heads Together motivated students to read. Then, classroom activities and teacher's strategy made students active in answering the question. Then, teacher's approach and classroom

management motivate students to do the task of reading comprehension.

B. IMPLICATION

In connection with the findings of this classroom action research, there are some implications for the next teaching and learning process:

1. The teacher needs to apply this strategy to improve the students' reading comprehension especially in descriptive texts. Since the research finding proved that the use of Numbered Heads Together could improve the students' reading comprehension of descriptive text.
2. The teacher should consider some factors that influence the improvement of students' reading comprehension on descriptive texts. The factors are teaching materials and media, teacher's strategy and classroom activities; and teacher's approach and classroom management to do Numbered Heads Together strategy in the classroom. They should be considered in implementing Numbered Heads Together.

C. SUGGESTIONS

Finally, for the sake of facilitating English teacher in teaching reading comprehension on descriptive texts, particularly by using Numbered Heads Together strategy, the researcher suggests as in the following:

1. As it is indicated that using Numbered Heads Together strategy improves students' reading comprehension of descriptive texts, so it is

suggested for other teachers who have the same problems with the researcher to apply this strategy in reading class.

2. Since Numbered Heads Together strategy is a useful teaching and learning strategy on teaching descriptive text, it is suggested that other teachers could try this strategy in teaching other types of text.

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