CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Concept of Teaching
a. Definition of Teaching

Teaching is an activity carried out by teachers to students to transfer material or information that can provide knowledge to students. Moreover, teaching is a skill in which the teacher must have unique skills to make students comfortable in teaching and learning activities in the classroom. So, teaching is an activity of transferring knowledge, but also teaching is expected to help students about what they complain about in learning and provide motivation to students.[1]

According to Ekha Yusti, teaching is an activity carried out by teachers in providing lessons to students by training and giving instructions so that students gain some experience.[2] So then, Harmer argued that teaching transfers knowledge from teachers to students.[3] From Harmer's statement, it can be seen that teaching is defined as a form of transmission in which the knowledge possessed by the teacher will be conveyed directly to students.

In addition, Brown argues that teaching is closely related to learning, so teaching and learning cannot be separated. Brown explained that the definition of teaching is the process of educating and facilitating learning activities, enabling students to learn, and managing every condition in learning. Thus, it means an attempt to determine the philosophy of education, teaching styles,

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[1] Yesicha Audina et al., "*An Analysis of Teacher's Strategies in Teaching Reading Comprehension*," Lectura: Jurnal Pendidikan 11, no. 1 (2020), p. 97

[2] Ekha Yusthi, "*Teaching Reading Comprehension In Recount Text By Using Zooming In And Zooming Out (Zizo) Strategy To The Eighth To The Eighth Grade Students Of SMP Sriguna Palembang*," Jurnal Pendidikan Dan Pengajaran (2007), p. 135

[3] Jeremy Harmer, *The Practice Of English Language Teaching*, Third Edition (Longman, 2007), p. 210

approaches, methods, and classroom techniques.[4] In other words, the ongoing teaching activities in the classroom will establish communication and interaction between teachers and students. The teaching and learning process must be effective, where teachers are required to take advantage of the right approach, method, or technique by looking at the abilities of each student. In addition, teachers need to apply methods or techniques to train students' abilities. Such as carrying out learner-centered instructions.[5]

B.O. Smith stated that teaching is a system of actions to encourage learning. Meanwhile, John Brubacher argues that teaching is an arrangement made by someone where there is a gap or obstacle, then that person will try to find solutions and overcome them. Then, Gage defines teaching as a form of interpersonal influence that aims to change the potential behavior of others. In addition, Edmund Amidon defines teaching as an interactive process involving the classroom to communicate between teachers and students, where these activities only occur at a specified time.[6]

In the opinion of A.H., Sequiera explains that teaching is a set of events outside the learner, which are planned to support the internal process of learning. Thus, this opinion states that teaching means instruction from educators.[7]

In his book Teaching for Quality Learning at University, John Biggs explains that good teaching is to

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[4] H. Douglas Brown. "*Principles Of Language Learning And Teaching*," (San Fransisco State University: Longman, 2000), p. 19.

[5] Ehsan Namaziandost et al., "*Enhancing Oral Proficiency through Cooperative Learning among Intermediate EFL Learners: English Learning Motivation in Focus*," Cogent Education 6, no. 1 (2019), p. 3. https://doi.org/10.1080/2331186X.2019.1683933.

[6] Isola Rajagopalan, "*The Concept of Teaching*," SHANLAX International Journal of Education 7, no. 1 (2019), p. 5-6. https://doi.org/10.1111/j.1467-9752.1973.tb00470.x.

[7] A. H. Sequeira, "*Introduction to Concepts of Teaching and Learning*," SSRN Electronic Journal, (2012), p. 3. https://doi.org/10.2139/ssrn.2150166.

make most students use the stages of cognitive processes needed to achieve the desired results optimally, which academic students can use spontaneously.[8] Then Harden and Joy Crosby emphasized that teaching is an urgent and complex task, which in the teaching process must first look at the guide to know the points involved in the teaching process.[9]

From the definitions above concerning teaching, The International Encyclopedia of Teaching and Teacher Education has classified the concept of teaching into three categories, including:

1) Teaching as victory appears that learning is involved in instructing. Because teaching requires understanding, it can be characterized that teaching is an activity that influences learning.
2) Teaching as an arranged movement implies that instructing may not be mentioned directly in learning, but it can be anticipated that teaching will reap the rewards of education.
3) Teaching as a normative behavior shows that the actions are intended to indoctrinate students. In other words, teaching will provide in-depth instruction.[10]

b. Characteristics of Teaching

In addition to the above view of teaching definitions from several experts, Isola Rajagopalan stated that there are several characteristics in teaching, they are:

1) Teaching is an effective interaction between teachers and students.

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[8] John Biggs and Catherine Tang, "*Teaching for Quality Learning at University, Innovations in Education and Teaching International*," Fourth Edition, (New York: Longman, 2011), p. 7. https://doi.org/10.1080/14703297.2013.839332.

[9] R. M. Harden and Joy Crosby, "*AMEE Guide No 20: The Good Teacher Is More than a Lecturer-The Twelve Roles of the Teacher*," Medical Teacher 22, no. 4 (2000), p. 334. https://doi.org/10.1080/014215900409429.

[10] Isola Rajagopalan, "*The Concept of Teaching*," SHANLAX International Journal of Education 7, no. 1 (2019), p. 6. https://doi.org/10.1111/j.1467-9752.1973.tb00470.x.

2) Teaching is both an art and a science. Teaching is like art because teaching requires the practice of talent and creativity. In comparison, teaching is a science because teaching requires techniques or procedures that can be studied systematically.
3) Teaching is an approach process relating to educational goals, experiential learning, and behavior change.
4) Teaching has various forms, such as formal, informal, or indoctrination.
5) Teaching is prioritized in communication skills to convey the material.
6) Teaching is a process focused on educational goals, learning experiences, and behavior change.
7) Teaching should be well planned. Teachers must establish goals, methods, or techniques in education and evaluate student learning outcomes.
8) Teaching should provide guidance, direction, and encouragement to students.
9) Teaching is remedial, and teachers must find solutions to solve problems faced by students during teaching and learning activities.
10) Good teaching is democratic. Teachers must provide opportunities for students, encourage them to ask questions, answer questions, conduct discussions that emphasize understanding. Thus, students can stimulate their ability to think and learn.[11]

2. Concept of Reading
a. Definition of Reading

In English, four skills must be learned by students. Reading is an essential skill of language development since it positively affects student achievement of language vocabulary, grammar, spelling, punctuation, and writing, which is helpful for language acquisition. The discussion about reading is interpreted as the primary key to gaining knowledge. Because basically,

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[11] Isola Rajagopalan, "*The Concept of* …………... p. 6.

almost all children start school and are expected to learn to read.[12]

In Islam, reading is considered one of the essential skills. The angel Gabriel conveyed revelations from Allah SWT to Prophet Muhammad SAW related to reading skills. It was stated in the Qur'an surah Al-Alaq 1-5:

اِ قْرَأْ بِاسْمِ رَبِّكَ ٱلَّذِي خَلَقَ – خَلَقَ ٱلْإِنسَنَ مِنْ عَلَقٍ – اِقْرَأْ
وَرَبُّكَ ٱلْأَكْرَمُ – ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ – عَلَّمَ ٱلْإِنْسَنَ مَا لَمْ يَعْلَمْ

"Proclaim! (or Read!) in the name of thy Lord and Cherisher, who created. Created man, out of a (mere) clot of congealed blood. Proclaim! and thy Lord is most bountiful. He who taught (the use of) the pen. Taught man that which he knew not."[13] (Q.S. Al-Alaq: 1-5)

Based on this verse, Allah SWT explains that reading is one of the exercises to pick up information which is exceedingly prescribed in Islamic lessons. Reading skills must be mastered by students because everyone can gain understanding from anywhere. Therefore, one of them can be obtained by reading. Thus, the explanation of Surah Al-Alaq verses 1-5 shows that reading has an important role so that from reading, one can get data and translate the meaning of the content.

Then, consider that everyone has their own opinion or view on something.[14] The researcher will explain the ideas of several experts about the definition of reading. Therefore, reading can be defined in many ways, including the following.

According to Gokhan Ari, the definition of reading is a vital aptitude that leads a person to choose various information wisely, which is presented in multiple

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[12] Titin Herawati, "*Students ' Reading Comprehension At Seventh Grade Students of SMPN 7 Tarakan In Academic Year 2018/2019*" 1, no. 2 (2019), p. 51.

[13] Abdallah Yousuf Ali, "*The Glorious Kur'an: Translation and Commentary.*" (Beirut: Dar Al-Fikr, 2002), p. 1761-1762.

[14] Andi Nirwana, "*Improving Students' Reading Ability Through Reciprocal Teaching Method*" 6 (2017), p. 11.

forms. When someone studies a reading, it will produce data based on words, sentences, relationships between sentences, connections between paragraphs, comparisons between the entire text and prior knowledge, and deciphering meaning. Thus, reading is described as a complex process because it includes interrelated physical and cognitive activities. From this understanding, reading skills allow students to access different resources to meet trending information, events, situations, and experiences. Thus, students can learn how to understand themselves with their environment and direct their attitudes and behavior by developing broad thoughts about the world and life through reading skills. When students get used to reading, they can reduce barriers before improving themselves further affectively and cognitively.[15]

Richard C. Anderson, in his book "Becoming a Nations of Readers," explains that reading could be a preparation for capturing data from the content and the information the reader's activities get together to create meaning. In other words, reading is developing definitions from composed writings. It implies complex expertise that requires adjustment from several interrelated sources of information. Therefore, good readers can deftly combine the data within the content with what they already know. However, less mature readers may rely on letter-by-word and word-by-word analysis, or they may involve too much of their existing knowledge of the topic.[16]

There are five principles from the research of the past decade on the nature of reading, namely:

The first The first principle explains that *reading is a constructive process*. In understanding content, readers take advantage of their information, almost the subject of the content they are reading. Readers utilize

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[15] Gökhan ARI, "*Basic Concepts of Reading Instruction*," International Journal of Languages' Education and Teaching 1, no. 4 (2017): p. 484-485, https://doi.org/10.18298/ijlet.2390.

[16] Richard C. Anderson et al., *Becoming a Nation of Readers: The Report of The Comission on Reading* (Washington: The National Institute of Education, 1985), p. 8-9.

earlier information to gather messages and coordinate distinctive pieces of data in messages. The implications that perusers develop from the same content can give rise to varieties since each person has other information in translating meaning. Sometimes, individuals don't have sufficient information to get content, or perhaps they have the information, but it isn't utilized fully.[17]

The second principle explains that *reading must be fluent*. The basis of fluency is the capacity to distinguish each word. Since English is an alphabetic language, there is a decently structured relationship between the spelling of a word and its pronunciation. Each reader is expected to "break the code," which connects spelling with sound and meaning. Readers must be able to complete words rapidly and precisely so that this preparation can facilitate efficiently decoding the significance of the content.[18]

The third principle explains that *reading must be strategic*. A reader is required to have skilled and flexible abilities. How they studied it depends on the complex content, their recognition of the subject, and their reason for reading. Later studies appear that immature readers need two procedures utilized by talented readers, including measuring their knowledge of the task demands, checking their understanding, and then applying appropriate techniques to make improvements when comprehension fails. Proficient readers will realize that there are different purposes for reading, and they will have the initiative to change how they respond to the task.[19]

The fourth principle explains that *reading requires motivation* as each teacher in teaching activities can motivate students because motivation is one of the keys to reading. Sometimes students need a long time to memorize to read well. Thus, a teacher must prioritize attending to each student, and they must not lose hope for

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[17] Richard C. Anderson et al., *Becoming a Nation* …………… p. 9-10.

[18] Richard C. Anderson et al., *Becoming a Nation* …………… p. 10-11.

[19] Richard C. Anderson et al., *Becoming a Nation* …………… p. 13.

the future. Therefore, motivation for students is highly emphasized in reading activities.[20]

The fifth principle explains that *reading is a continuously developing skill*. Reading requires a process, so it can be concluded that reading is a skill that can be improved through practice. One of the valuable rules for reading practice can be made by reading meaningful content to get it and retain the message contained within it. Like instruction in other abilities, education in reading skills sometimes takes the form of explanations, exhortation, coaching, and exercises about what is considered an essential aspect or part of a process.[21]

From the definition above, reading is a way to gain information and an apparatus for the most input in learning foreign languages, especially English. Therefore, from the opinion of experts, reading is a process for developing meaning through the energetic interaction of the reader's past information, the data proposed by composed writings, and the setting of the circumstance in reading.[22]

b. Types of Reading

From the statement above regarding the definition of reading, there are also several types of reading. According to H. Douglas Brown, there are four types of Reading. Among them are:[23]

1) Perceptive Reading

This type of reading from the perspective has the intention that in carrying out reading activities, it will involve attention to the wider scientific library

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[20] Richard C. Anderson et al., *Becoming a Nation* ……………… p. 14-15.

[21] Richard C. Anderson et al., *Becoming a Nation* ……………… p. 16-17.

[22] Qian Feng and Liping Chen, "*A Study on Teaching Methods of Reading Comprehension Strategies by Comparison between TEM-4 Reading Comprehension and IELTS Academic Reading Comprehension,*" Journal of Language Teaching and Research 7, no. 6 (2016), p. 1174, https://doi.org/10.17507/jltr.0706.15.

[23] H. Douglas Brown, "*Language Assessment Principles and Classroom Practices*". (New York: Longman, 2014), p. 189.

components, such as letters, words, accentuation, and other realistic images.

2) Selective Reading

This category is mostly an artifact of the assessment formats. The particular reading type can be used to ensure one's reading recognition of lexical-grammatical features or features of language discourse in an awfully brief time. This type is used in certain tasks, such as picture assignments, matching, true or false, multiple-choice, etc. Then the stimulant in selective Reading can be in the form of sentences, short paragraphs, charts, and simple graphs, and then quick responses are also intended in this type.

3) Interactive Reading

Interactive reading types are extended from a few passages to one or more pages. In other words, psycholinguistics means being able to interact with the text, that Reading is a process of negotiating to represent. In this type, the reader brings a text into a concept to understand it, thus producing the product of the interaction. Several typical genres are suitable for interactive Reading, such as reading anecdotes, short narratives, descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. But, first, focus on interactive Reading, namely identifying relevant characteristics (lexical, typical, linguistic, and discourse).

4) Extensive Reading

Extensive Reading is a type of reading done by someone reading a relatively long text, which is more than one page, usually outside a classroom hour. This type of reading includes reading professional articles, essays, technical reports, short stories, novels, and books. In addition, reading research usually refers to extensive Reading as a more extended scientific discourse.[24]

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[24] H. Douglas Brown, "*Language Assessment* …………………. p. 189-190.

Based on the statement above, H. Douglas Brown classifies four types of reading: perceptive reading, selective reading, interactive reading, and extensive reading. Therefore, the researcher concludes that perceptive reading is a reading activity that involves students analyzing letters, words, punctuation, and graphic symbols. Selective reading is a process of finding out the lexical-grammatical in short paragraphs. Interactive reading is a movement to inquire understudies to examine the content and discover data and meaning from the text. In other words, the reader must understand psycholinguistics. Then Extensive reading is a reading with a longer text. This extensive reading will encourage a reader to understand the entire text.

c. **Purposes of Reading**

The purpose of reading each person must be different if they adapt to certain situations. In other words, the different circumstances of each individual in everyday life will determine the various purposes of reading; usually, the purpose of reading is related to common data or reading for delight. Thus, the purpose of reading is determined according to the nature of the material and the style of student interest.

According to William Grabe and Fredricka L. Stoller, there are seven purposes of reading, including:[25]

1) Reading to search for simple information.

Reading to find basic information is defined as reading in general. In other words, this goal is meant for a moderately free cognitive process. Furthermore, this goal is most widely utilized in reading activities, so it may be considered a goal is best seen as reading ability. In reading activities to search, usually, someone thinks of the content for a specific word or a few particular information or scans some representative phrases.

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[25] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, Second Edition (London: 2013), p. 5-9.

2) Reading to skim quickly.

Reading to skim (inspecting portions of the content for a common understanding) this objective is defined as a standard portion of numerous reading assignments and skills that can be built in each individual. It involves substance, combining strategies to estimate the vital information in the reading text, and using essential reading comprehension skills until the general idea is realized.

3) Reading to learn from texts.

Reading to learn usually occurs in scholarly and professional contexts, where one needs to understand various information from a text. This goal requires several skills, including:

a) Remember the main ideas and some descriptions that can describe the text's main ideas and supporting arguments.

b) Identify and construct a rhetorical framework that can examine the data in the text.

c) Connecting the content to the reader's knowledge.

The purpose of reading for learning is usually done at a slightly slower pace than common reading comprehension. Because rereading and reflection techniques are used to assist someone keeps in mind data. In addition, reading for learning is used to make more decisive conclusions than general understanding to connect information from a text with background knowledge.

4) Reading to integrate information.

Reading to integrate this information requires additional determination of the relative importance of commonly adjusted, mutually supportive, and possibly used in improving the rhetorical framework for obtaining data from numerous sources.

5) Reading to write (or search for information needed for writing).

Reading to write is usually used by students in carrying out activities in class. First, students read to gather the information they get, then the acquisition of

that information, and then they use it in doing the next assignment.

6) Reading to critique texts.

   Reading to critique texts is usually used by readers when evaluating texts from the information read. The purpose of reading to critique text is related to the previous goal, namely reading to integrate information. Because in this purpose, it involves someone in providing criticism of information from a textbook. So that the reader can take information that is considered important, then the information obtained will be integrated and how to incorporate the data.

7) Reading for common comprehension.

   The purpose of reading for common comprehension is that it is used by skilled readers, with the intention that they need a fairly rapid amount of time for automatic word processing. In addition, the term "general" does not mean "simple" or "easy." Because of this goal, there are difficulties that students feel to become skilled readers with long text engagements and time constraints.[26]

   Meanwhile, Davies (1995), from research conducted by Marzook Alshammari, classifies five purposes of reading. they are:[27]

1) Reading for amusement.
2) Reading for a general influence.
3) Reading to organize a text and for study purposes.
4) Reading to learn essence or procedures.
5) Reading for language learning.

3. Reading Comprehension

   One of the aims of reading is comprehension. Comprehension occurs in the transaction between the reader

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[26] William Grabe and Fredricka L. Stoller, "*Teaching and Researching* …………….. p. 5-9.

[27] Marzook M Alshammari, "*(Online) New Developments In Teaching Reading Comprehension Skills To Efl Learners*," International Journal of English Language Teaching 3, no. 1 (2015), p. 2.

and the text.[28] Reading can assist people, specifically students, to enhance their comprehension. The beginning reader must first learn the alphabet and the alphabetic prime.[29] Harris states that reading comprehension is considering amid which meaning is developed through content and reader. Contemporary research sees reading as a more dynamic process. Then, Grabe describes reading comprehension as remaking a sensible talked message from a composing design to a frame of language the person can comprehend. It is a crucial skill for most language learners, particularly EFL learners.[30]

From the prospect of text linguistics, comprehending the meaning of a text is an interpretation behavior, not only based on the author's content in the text. But also, the thoughts that the reader takes into the text. When students interact with the text, they use their previous knowledge, receive instruction from the context, and combine different component into a new whole before they appear at their idea of the meaning.[31] Thus, reading comprehension is considered to help students become interactive readers.[32] This activity focuses on the

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[28] Omid Pourkalhor and Nasibeh Kohan, "*Teaching Reading Comprehension Through Short Stories in Advance Classes*," Asian Journal of Social Sciences & Humanities 2, no. 2 (2013), p. 53.

[29] Arthur M. Glenberg, "*How Reading Comprehension Is Embodied and Why That Matters*," International Electronic Journal of Elementary Education 4, no. 1 (2011), p. 8

[30] Qian Feng and Liping Chen, "*A Study on Teaching Methods of Reading Comprehension Strategies by Comparison between TEM-4 Reading Comprehension and IELTS Academic Reading Comprehension*," Journal of Language Teaching and Research 7, no. 6 (2016), p. 1175, https://doi.org/10.17507/jltr.0706.15.

[31] Tan Ooi Leng Choo, Tan Kok Eng, and Norlida Ahmad, "*Effects of Reciprocal Teaching Strategies on Reading Comprehension*," Reading Matrix: An International Online Journal 11, no. 2 (2011), p. 141, http://search.proquest.com/docview/964185062?accountid=14391.

[32] Nima Farzaneh and Dariush Nejadansari, "*Students' Attitude towards Using Cooperative Learning for Teaching Reading Comprehension*," Theory and Practice in Language Studies 4, no. 2 (2014), p. 288, https://doi.org/10.4304/tpls.4.2.287-292.

psycholinguistic action process that combines the interpreting process of literal comprehension and the inferential activity by the reader for understanding. Reading comprehension is the reform of knowledge through dynamic and concentrating reading strategies that straightforward readers can critically interpret and analyze the text. Reading comprehension depends on the implementation and integration of cognitive forms. Thus, students require to learn the usefulness of reading so that reading is used to convey information, namely as a tool to encourage interpretation and transformation of knowledge.[33] In other words, the reader is considered the one most responsible for gaining comprehension.[34]

Meanwhile, Ratna S. Dewi et al. state that reading comprehension is a reading process to establish understanding. Some stages should be known in the reading comprehension process, such as literal, inferential, critical, and creative.[35]

a) Literal comprehension stage, students are forced to understand the information explicitly stated in the text. Thus, literal comprehension emphasizes that a reader explicitly understands the critical information in the text.[36]

b) Inferential comprehension stage, in which at this stage students are emphasized on the comprehension to understand the information that is implicitly stated in the text. Understanding the inferential text means knowing the information implied in the text.

c) Critical comprehension stage, the students were emphasized to master the ability to evaluate text material.

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[33] Qian Feng and Liping Chen, "*A Study on Teaching* …………….. p. 1175.

[34] Elin Jorde Hansen, "*Reading Comprehension*," (2016), p. 10

[35] Ratna Sari Dewi et al., "*Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University Jakarta*," International Research Association for Talent Development and Excellence 12, no. 1 (2020), p. 242, http://www.iratde.com.

[36] Tun Zaw Oo and Anita Habók, "The Development of a Reflective Teaching Model for Reading Comprehension in English Language Teaching," *International Electronic Journal of Elementary Education* 13, no. 1 (2020), p. 131, https://doi.org/10.26822/iejee.2020.178.

Critical comprehension is essentially similar to evaluative comprehension. In this comprehension, readers balance the information constructed in the text with specific norms, knowledge, and background experience to evaluate the text.[37] Meanwhile, Durrel explains that the critical comprehension stage includes such skills as judging the appropriateness of the material for particular aims, distinguishing between facts and opinions, and discovering indications of bias and other evaluation skills. Furthermore, this view is critical comprehension may involve the form of presentation of the ideas, the selection of vocabulary, sentence organization, paragraph structure, elucidations, or common quality of the writer.[38]

d) The creative comprehension stage, which at this highest stage involves the cognitive dimension of reading, is related to the psychological impressions and aesthetics of text toward the readers. In creative comprehension, readers are urged to use their imagination to gain new perspectives beyond what the author presents.[39]

4. Teaching Reading Comprehension

In teaching English, reading skill is an ability that cannot be ignored. Such as, in the previous discussion, mastery of reading skills is considered an essential to be taught to students because it will have a positive impact on other English skills. We know that reading without understanding is not considered reading in teaching reading. Many students can sometimes pronounce the words fluently, but when the teacher asks them about what they have just read, many do not respond. From the students' mistakes, it can be seen that they read the text, but they do not get meaning or information from what read.[40]

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[37] Ratna Sari Dewi et al., "*Reading Interest* ……………. p. 242.

[38] *Basel Al Sheikh Hussein, "Analysis of the Real Situation of Teaching Reading Comprehension to First Year Students at the Department of English Language and Literature at Al-Zaytoonah Private University of Jordan*," Asian Social Science 8, no. 4 (2012), p. 241, https://doi.org/10.5539/ass.v8n4p237.

[39] Ratna Sari Dewi et al., "*Reading Interest* ………….. p. 242.

[40] R. Risqi Setyaningrum, "*Teaching Reading* ……………… p. 109.

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From the above statement, in understanding a text, every reader has a difference in bringing their knowledge to make meaning. The teacher's main task in teaching reading is to help students in reading assignments efficiently and effectively with different interventions at different stages of each development.[41] In other words, the purpose of teaching reading is to build students' skills to understand reading texts and the steps to develop rhetoric or fluency in written texts. Thus, the efforts made by teachers in teaching reading are intended so that students have competence in understanding.[42]

Karen Tankersley explained that teaching reading must educate comprehension aptitudes to create basic information, increase vocabulary and oral language, and construct comprehension skills. The teacher must teach students how to approach all sorts of text and provide students motivation, enthusiasm, and self-confidence as readers. Then, several activities must be done pre-reading, whilst-reading process, and post-reading to teach reading effectively. Thus, choosing a technique appropriate to the material being read is necessary. So that teachers can plan interrelated instructional lessons to develop student abilities. This statement explains that skills should not be taught separately but must be simultaneously in an immediate context so that students integrate their knowledge with reading practice.[43]

Thus, from the explanation above, it can be concluded that teaching reading is an effort or process carried out by the teacher in helping, facilitating, and directing students to understand the text and providing many opportunities for students to practice reading activities in class with full concentration. In addition, teaching reading

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[41] Ganesh B Mundhe, "*Teaching Receptive and Productive Language Skills With the Help of Techniques*," An International Journal in English 1, no. 2 (2015), p. 4.

[42] R. Risqi Setyaningrum, "*Teaching Reading* .... p. 109.

[43] Karen Tankersley, "*The Threads of Reading: Strategies for Literacy Development*." (United States: Association for Supervision and Curriculum Development, 2003), p. 144-145

comprehension is emphasized for students to interpret the meaning and obtain information from the text conveyed by the author.

5. Recount Text
a. Definition of Recount Text

In this research, the researcher only focused on understanding the recount text. Recount text is one of the genres taught in junior high school, which starts in the eighth grade. The author compiles recount text to retell past events or past experiences. And based on actual events from various kinds of experiences.

Cogan argues that recount text is a text written to retell an event to provide information, or it can also be used to entertain the reader.[44] In line with the statement above, Derewianka explained that recount text is a text that retells events or experiences that happened in the past. With the main purpose of informing or entertaining the audience.[45]

According to Peter Knapp, recount text is written out to report an experience of a sequence of the relevant event. Recount text is the text function for telling an incident in the past.[46] Meanwhile, Roison et al. define that recount text as a text that retells past experiences. Most of the stories are based on direct experience by the author.[47] Furthermore, a recount tells a sequence of events and

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[44] Desrina Elita, Zainil, and Desmawati Radjab, "*Improving Students' Reading Comprehension of Recount Text Through Two Stay Two Stray (TSTS) Technique At Garde VIII of SMPN 2 Tilatang Kamang Agam*," Journal English Languae Teaching 1, no. 2 (2013), p. 68.

[45] Baverly Derewianka, "*Exploring How Text Work*". (Rozelle: Primary English Teaching Association, 1991), p. 14.

[46] Peter Kanpp and Megan Watkins, "*Genre, Text, Grammar: Technologies for Teaching and Assesing Writing*," (Sydney Australia: University of New South Wales Press Ltd, 2005), p. 233.

[47] Glenda Roison, "*Writing Resource Book.*" (Victoria: Rigby Heineman, 2004), p. 5.

evaluates their significance somehow. It is also to give the reader a description of what occurred.[48]

Therefore, the researcher concludes that in a recount text, a writer tells the reader about personal experiences or events that have been passed in the past to provide information or entertain the reader.

b. **Characteristics of Recount Text**

1) Social Function

The social function of the recount text is to amuse and deal with actual events or various experiences in different ways.

2) Generic Structures

The generic structure of recount text consists of three components. They are orientation, events, and re-orientation.

a) Orientation

The first component provides an overview of the background or the information required to understand the text. Like who was involved, where it happened, when it happened.[49] In other words, orientation or the story's settings (who, when, where, how it happened).[50]

b) Events

In the second component, include chronological sequences. For example, events describe the series of events in the past.[51] In other words, this section mentions what happened in chronological order.

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[48] Natanael Saragih, Roswita Silalahi, and Hilman Pardede, "*The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*," IOSR Journal of Humanities and Social Science 19, no. 1 (2014): 56–64, https://doi.org/10.9790/0837-191125664.

[49] Desrina Elita, Zainil, and Desmawati Radjab, "*Improving Students'*……….. p. 69.

[50] Tim MGMP Bahasa Inggris SMP Kabupaten Pati. "*Primary English Enrichment Workbook for Junior High School: Grade VIII B 2021/2022*." p. 47.

[51] Desrina Elita, Zainil, and Desmawati Radjab, "*Improving Students'*……….. p. 69.

c) Re-orientation

It is optional in which the writer deals with their feeling or attitude toward actions or sequences of events that happened. In the re-orientation, it is called the closure of events.[52] Therefore, the author states personal comments for the story in this section.

3) Language Features

Kevlynn Annandale et al. states that language features of recount text are:

a) Noun and pronoun that refers to specific participants.
e.g., my parents, Lily, he, we, they.

b) Simple past tense.
e.g., took, saw, heard.

c) Mainly action verbs.
e.g., looked, mixed, ran.

d) Linking words to do with time or sequence.
e.g., then, next, thus, furthermore.

e) Adverbs to indicate time and place.
e.g., yesterday, New Zealand, in 2021.

f) Reported and direct speech
e.g., the police reported that he kill had been deliberately set; Dad said, "Here we go".[53]

4) Types of Recount Text

There are three types of recount text: personal recount, factual recount, and imaginative recount.

a) Personal recount

Personal recount related to an event where the writer or the author got involved or acted in the event themselves. Belong to this type among others are daily funny happening, diary, etc.

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[52] Tim MGMP Bahasa Inggris SMP Kabupaten Pati. "*Primary English* ……… p. 47.

[53] Kevlynn Annandale et al., "*New First Steps in Literacy: Writing Resource Book*," (Western Australia: Pearson Canada Inc, 2013), p. 118

b) Factual recount

The factual recount is a note of an event, such as a scientific experiment report, police report, newspaper report, history explanation, etc.

c) Imaginative recount

An imaginative recount is an unreal event or story. Such as reading text for language subject, a story about a life of an enslaved person, etc.[54]

From the statement above, the researcher concludes that recount text is a text that contains retelling occasions that happened within the past. Recount text usually uses past tense in its essence and its sequence of events told. Its generic structures are the orientation, events, and re-orientation. The orientation is a component of recount text that describes the introduction of the attractive event being told. The events are a sequence of things that happened from the beginning until the end. Furthermore, re-orientation is the feeling and impression after doing the events.

6. **Numbered Heads Together (NHT) Technique**
   a. **Definition of Numbered Heads Together Technique**

In this research, the researcher focused on using the Numbered Heads Together technique in teaching reading comprehension. Numbered Heads Together (NHT) is cooperative learning that combines teacher-directed and peer-mediated instruction items while using a solid teacher questioning strategy that encourages active student participation. Kagan describes that Numbered Heads Together is a simple four-step cooperative structure.[55]

Rima R. and Salahudin conducted the research, Huda defines that the Numbered Heads Together technique provides opportunities for students to share

[54] Desrina Elita, Zainil, and Desmawati Radjab, "*Improving Students'* …………… p. 69.

[55] Nyet Moi Siew, Mui Ken Chin, and Agnis Sombuling, "*The Effects of Problem Based Learning With Cooperative Learning on Preschoolers ' Scientific Creativity*," Journal of Batlic Science Education 16, no. 1 (2017), p. 101.

ideas, exchange opinions, and discuss with each other to get the best answers. In other words, the Numbered Heads Together technique makes it easy for students to share ideas with their friends to determine the correct answer. This NHT technique can also encourage students to learn and debate positively with their friends in other groups. Thus, the Numbered Heads Together technique can be applied to all material types and grade levels.[56]

Meanwhile, Suparlan defines Numbered Heads Together as the right technique to integrate learning partnerships into four or more people teams.[57] The teacher poses a question, and the students put their heads together to discuss the answer. Then, the teacher calls a certain number to respond to the question, in which the student who is named according to the number mentioned will be the spokesperson in his group. Thus, this process will encourage students to work together in groups and ensure that each member knows the answers to questions posed by the teacher. Therefore, all students must prepare themselves to get the best solution because none knows what number will be called.[58]

Based on the statement above, regarding the definition of the Numbered Heads Together technique put forward by several experts, the researcher concludes that Numbered Heads Together is one of the learning techniques that can apply in the teaching and learning process. Students are required to cooperate, share ideas

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[56] Rima Rahmania and Salahudin, "*The Effectiveness of Using Numbered Heads Together (NHT) Technique in Teaching Reading Comprehension*," Linguistics and Elt Journal 3, no. 1 (2015), p. 34, https://doi.org/10.31764/leltj.v3i1.314.

[57] Suparlan, "*The Use Of Numbered Heads Together (NHT) Method To Improve Student's Writing Recount Text At First Grade Students Of MA Darul Aminin NW Aikmual In Academic Year 2014/2015*," JUPE : Jurnal Pendidikan Mandala 4, no. 5 (2019), p. 2 https://doi.org/10.36312/jupe.v4i5.1310.

[58] Yudi Hari Rayanto, "*Using Numbered Head Together to Improve The Student's Reading Comprehension in Narrative Text*," IOSR Journal of Research & Method in Education (IOSRJRME) 07, no. 02 (2017),p. 108, https://doi.org/10.9790/7388-070202107114.

with their friends, and consider the most appropriate answer together with their group. In addition, the Numbered Heads Together technique is expected to develop students' ability to think together and interact with each other. Using this NHT technique, students can be active in mastering the material, especially reading comprehension skills.

b. Purposes of Numbered Heads Together Technique

Numbered Heads Together are one type of cooperative learning, where the learning process is developed to achieve three instructional goals. Such as academic achievement, openness to individual differences, and the development of social skills.

1) Academic achievement

The first goal in Numbered Heads Together is to improve student performance on other important academic tasks. Some experts suggest that applying cooperative learning, especially the Numbered Heads Together technique, can assist students in relating to understanding complex concepts. This technique is intended for low-achieving and high-achieving students to work on academic material together to develop their abilities.

2) Openness to individual differences

This second goal means that students have extensive tolerance, namely acceptance from people who are different from one another, such as differences in race, culture, social class, and abilities. Applying the Numbered Heads Together technique will provide opportunities for students from various backgrounds to work together on academic needs, where they can learn from each other and respect each other.

3) Development of social skills

The third important goal of applying the Numbered Heads Together technique is to teach students the importance of cooperating and collaborating. These social skills are important for students to have because they will positively impact the future. For example, in people's lives, a lot of work

involves large organizations and where people are becoming more global in their orientation.[59]

c. **The Steps of Numbered Heads Together Technique**

Several steps need to be considered by the teacher in applying the Numbered Heads Together technique in the teaching and learning process in the classroom. According to Suyatno, Numbered Heads Together is one type of cooperative learning, with the following steps:

1) Lead the students to understand the Numbered Heads Together technique.
2) Make diverse groups, and each student has a certain number.
3) Give the problem of the material being taught (for each group, the same in terms of material issues, but each student gets a different number, usually listed between numbers 1-5. Each student with the same number will get the same task).
4) Presenting the results of group work with the same number of students appropriate to their respective tasks is a process of refuting each other.
5) Then the teacher makes a score to find out each student's progress.
6) Announce the results of each group's cooperation. The group that gets the highest score will get a reward so that students can be motivated.[60]

Meanwhile, Richard I. Arends stated that Numbered Heads Together is an approach developed by Spencer Kagan to involve many students in understanding the material's content in the guidebook. In other words, the Numbered Heads Together technique is prioritized to direct students from various questions throughout the class. Richard mentions that teachers use the four structures of Numbered Heads Together, they are:

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[59] Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, "*Model Dan Metode Pembelajaran Di Sekolah*, *Perpustakaan Nasional Katalog Dalam Terbitan (KDT)."* (Semarang: UNISSULA PRESS, 2013), p. 56-57.

[60] Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, "*Model Dan Metode ………….* p. 66.

1) *Numbering*. The teacher divides the students into groups. Each group consists of three to five-member teams, and each student on the team is given a different number, namely numbers 1-5.
2) *Questioning*. In the second step, the teacher asks questions to students. Questions can vary but must be following the material being taught. In addition, can specify questions in the form of interrogative sentences.
3) *Heads Together*. The third step describes that students' think together. In which students express ideas about the answers to these questions. And make sure each member in the group knows the answer.
4) *Answering*. In this last step, the teacher calls a certain number at random, then the students whose number is called can raise their hand and try to answer the question for the whole class.[61]

d. **Advantages of Numbered Heads Together Technique**

The cooperative learning with the Numbered Heads Together type has several advantages, they are:

1) Numbered Heads Together can be used in all materials and improve student academic achievement.
2) Numbered Heads Together can involve all students in learning to be already.
3) Numbered Heads Together can carry out discussions in earnest and concentration because students must answer questions, including shy students who must present their answers.
4) Numbered Heads Together can motivate students in learning. In other words, Numbered Heads Together can encourage students because this technique has a sense of competition and makes students active besides that, the students are encouraged because of

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[61] Richard I. Arends, "*Learning to Teach*," Ninth Edition, (New York: McGraw-Hill, 2012), p. 371.

discussions between members, which can help each other in teamwork.[62]

From the advantages above of the Numbered Heads Together technique, it can be concluded that the student learning process understands the concepts given by the teacher and develops the ability to socialize with friends. Furthermore, students are also emphasized in learning to express opinions and respect their friends.

e. **Disadvantages of Numbered Heads Together Technique**

Arends stated that in addition to the advantages of the Numbered Heads Together technique, there are also disadvantages to the Numbered Heads Together technique. They are:

1) Using the Numbered Heads Together technique requires particular time because, in the grouping, students need a circular seating arrangement, and each group is different.
2) There is limited time for teaching and learning in class, the Numbered Heads Together technique allows not all students to be called by the teacher, so some students do not get a turn to present their answers.
3) The Numbered Heads Together technique allows the number mentioned by the teacher to be discussed again to present the answer.
4) The Numbered Heads Together technique is based on the ability to cooperate, but some students still have an individual attitude.[63]

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[62] Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, "*Model Dan Metode* ………… p. 70.

[63] Awaliyah, "*Efektivitas Pendekatan Pembelajaran Kooperatif Model Numbered Heads Together dalam Meningkatkan Hasil Belajar Matematika Siswa Kelas VII SMP Negeri 8 Kendari pada Pokok Bahasan Persamaan Linier Satu Variabel (PLSV)*." (Kendari: Universitas Haluoleo, 2008), p. 3.

f. The Supporting and Inhibiting Factors in the Implementation of the Numbered Heads Together Technique

1) The Supporting Factors

In learning, there are three problems related to factors that can influence the learning process and learning achievement, the principles and laws of education, and the evaluation of learning outcomes. The factors that affect the process and learning outcomes include three issues: how learning takes place and what principles can affect each individual's learning process and learning outcomes.[64] In this regard, the following are the supporting factors in implementing the Numbered heads together technique.

a) Completeness of Facilities and Infrastructure in Learning

The development of science and technology makes educational changes. Facilities and infrastructure are among the most important supporting factors in being useful in situations that can increase student interest. Thus, the facilities and infrastructure used in the teaching and learning process must comply with competency standards so that student learning objectives can be achieved efficiently with the support of school facilities or existing facilities in the classroom. In addition, a professional teacher should know what facilities are needed by students that can support them to develop their abilities. For example, the completeness of adequate facilities and infrastructure such as pleasant classrooms and learning media that can help the teaching and learning process, namely the use of laptops, speakers, projectors, and the use of learning media

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[64] Abdul Latip, "Faktor-Faktor Pendukung Dan Penghambat Pembelajaran Mata Pelajaran IPS Di SMP," *Jurnal Pendidikan PROFESIONAL* 5, no. 2 (2016): 21.

facilities that can support the implementation of the learning techniques used by teachers.[65]

b) Skilled the teacher in Classroom Conditioning

The teacher's skill in conditioning the class also supports implementing the Numbered heads together technique. English teachers' efforts to advance students' understanding of reading require an effective teaching and learning atmosphere so that students can actively develop their potential. A pleasant classroom atmosphere can make students feel comfortable when participating in learning and make it easier for them to accept the teacher's material. Indri Anugraheni added that the teacher as a class manager controls and organizes students in the class to focus more on learning objectives. Therefore, the teacher must be able to manage the class because the class is a learning environment, and the class is an aspect of the school environment that needs to be organized.[66]

Thus, the teaching and learning process will be significant if the teacher can make active learning. In addition, teachers must avoid several things when managing classes, including excessive interference, inaccuracy in starting and ending learning activities, deviations from the material being taught, and delivery of material that is too wordy.[67]

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[65] Anisa Gusni, "Administrasi Sarana Dan Prasarana Pendidikan," *Jurnal Pendidikan*, (2019): 2, https://osf.io/6k3q9/download/?format=pdf.

[66] Indri Anugraheni, "Analisa Faktor-Faktor Yang Mempengaruhi Proses Belajar Guru-Guru Sekolah Dasar," *Jurnal Manajemen Pendidikan* 4, no. 2 (2017): 207.

[67] Mayong Maman and Andi Aryani Rajab, "The Implementation of Cooperative Learning Model Number Heads Together (NHT) in Improving the Students' Ability in Reading Comprehension," *International Journal of Evaluation and Research in Education (IJERE)* 5, no. 2 (2016): 175, https://doi.org/10.11591/ijere.v5i2.4536.

2) The Inhibiting Factors

In addition to the supporting factors in implementing the Numbered heads together technique, there are also inhibiting factors that can make learning less than optimal. The selection of the proper learning techniques is expected to help students to accept and understand the learning material so that students can be motivated to participate in teaching and learning activities in the classroom. The success of a learning process can be seen and measured from the affective, cognitive, and psychomotor aspects.

Based on the results of research conducted by Mulya Yusnarti, it shows that the learning process using the Numbered Heads Together (NHT) technique at SDN 25 Dompu, namely, the teacher faces difficulties in controlling the discussion in each group, the teacher does not provide opportunities for students in each group to conclude learning materials, the lack of teacher ability in applying the Numbered heads together technique in learning makes students pay less attention to the material taught by the teacher. Students are less active in responding to questions given by the teacher. Therefore, students did not cooperate with group members during the discussion process. When presenting the results of the discussion, most students did not dare to come forward in front of the class because many felt less confident. The objective of learning Numbered heads together is to stimulate students constantly to be ready when their number is called from each group, thus requiring them to interact with each other and collect various ideas from each group member by determining the correct answer.[68]

Meanwhile, in learning, each individual must be different from other individuals. Rohman Natawidjaya suggests that two factors can influence student learning success: internal and external factors. These two

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[68] Mulya Yusnarti, "Kesulitan Guru Dalam Menerapkan Teknik Pembelajaran Number Head Together (NHT) Di Sekolah Dasar," *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)* 1, no. 1 (2020): 14.

factors influence each other in the teaching and learning process so that they can affect the quality of student learning outcomes.

a) Internal Factors

Internal factors include physiological factors and psychological factors. Physiological factors are factors related to the physical condition of the individual. In other words, physiological factors are factors that are innate from birth as well as those obtained for their life. Psychological factors are individual psychological conditions that can affect the learning process among the psychological factors, such as student intelligence, motivation, interest, attitude, and talent.

b) External Factors

The external factors include (1) social factors consisting of the family environment, school environment, and community environment. (2) cultural factors such as customs, science, technology, arts, etc. (3) physical environmental factors such as home facilities, study facilities, climate, and others. (4) spiritual or religious environmental factors.

Thus, from the statement above regarding the factors that can be an obstacle in the implementation of learning, teachers and each student are expected to be able to prepare themselves before the teaching and learning process is held. The teacher prepares for the completeness of teaching administrative equipment, while the students have mental preparation to receive lessons from the teacher in class.[69]

B. Theoretical Framework

Reading is one of the language skills that need to be mastered by students. As mentioned above, reading comprehension is an activity in understanding a text. Reading

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[69] Latip, "Faktor-Faktor Pendukung Dan Penghambat Pembelajaran.………… p. 21.
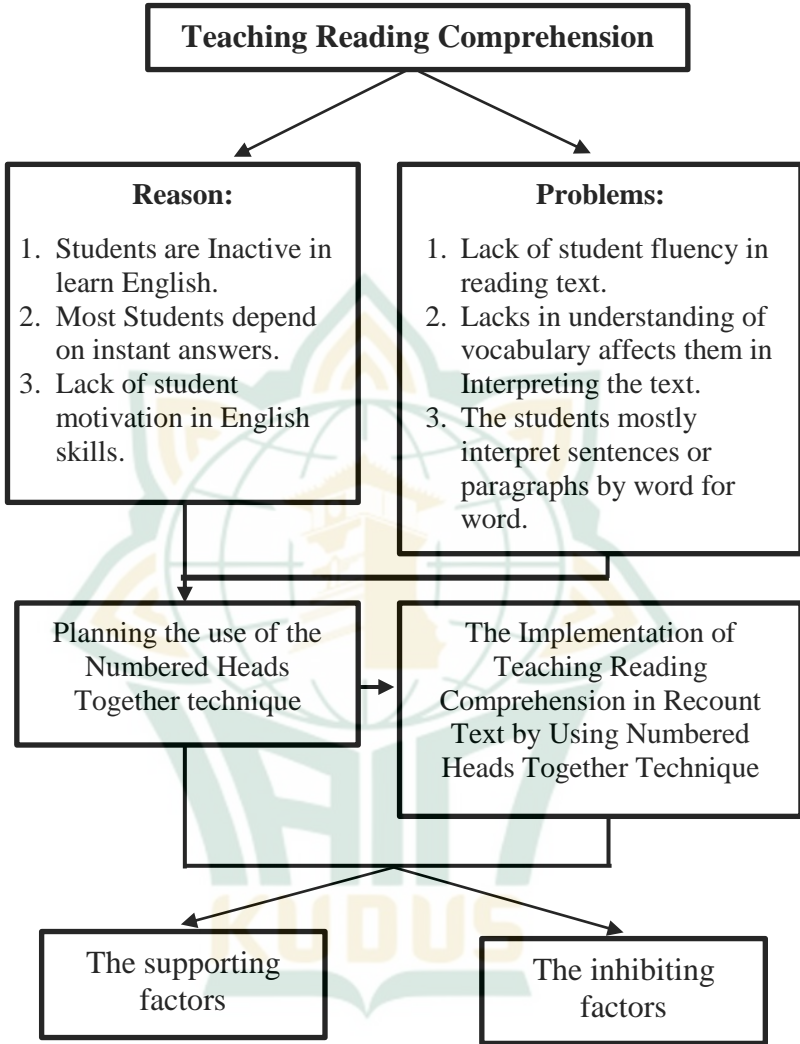
comprehension is an action that is carried out for broader learning materials, and the process requires the concentration of a lot of cognitive so that this activity is a crucial for students to learn, which in understanding the text can be used as a means to convey information that can encourage interpretation and transformation of knowledge.

Before conducting the research, the researcher observed and interviewed English teachers regarding students' problems or difficulties learning English. Miss Murwati as an English teacher at MTs Matholi'ul Huda Posono Gembong Pati, stated that most students still have difficulty reading English texts. It means that students can read, but they still have difficulty interpreting, let alone finding the meaning of the text. The problems felt by the students occurred because of the lack of understanding of the vocabulary. Especially in the reading process, they need a lot of vocabulary to understand the meaning or information contained in the text. In addition, many students translate the text word by word, so the results of the translation they do cannot be coherent in a literal way. Therefore, they still have difficulty in reading comprehension.[70]

In this study, the researcher analyzed the actions the English teacher took in growing students' reading comprehension through the Numbered Heads Together (NHT) technique. As discussed above, the Numbered Heads Together technique is applied to help students overcome their reading comprehension difficulties by learning in cooperative groups. In addition, the Numbered Heads Together technique is expected to make students active in classroom activities. With the activeness of students in learning, they can be motivated and enthusiastic in understanding the material taught by the teacher, as well as sharing knowledge with their friends in group work to develop their abilities. This research can provide information regarding implementing the Numbered Heads Together technique in teaching reading comprehension in recount text material. As well as the factors encountered in implementing the Numbered heads together technique, both from supporting and inhibiting factors.

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[70] Interviewed with the teacher of MTs Matholi'ul Huda Posono Gembong pati, November 26, 2021.

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│    Teaching Reading Comprehension        │
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Teaching Reading Comprehension

Reason:	**Problems:**
1. Students are Inactive in learn English. 2. Most Students depend on instant answers. 3. Lack of student motivation in English skills.	1. Lack of student fluency in reading text. 2. Lacks in understanding of vocabulary affects them in Interpreting the text. 3. The students mostly interpret sentences or paragraphs by word for word.

Planning the use of the Numbered Heads Together technique	The Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique

The supporting factors	The inhibiting factors

Figure 2.1 Theoretical Framework of the Study

C. Review of Previous Study

The writer will present several previous studies related to this research in this research. They are as follows:

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Table 2.1 Review of Previous Study

No.	Researcher	Title	Similarities	Differences	Major Findings
1.	Mahadir (2014)	"Improving the Students' Reading Comprehension Through Numbered Heads Together (NHT) Technique (A Classroom Action Research at the Second Years Students of SMPN 2 Lembang)"	The similarities between his research and the researcher are the technique used. The previous researcher and the researcher used Numbered Heads Together as a technique.	The difference between the two studies in the focus of the research by Mahadir focuses on the main idea and sequence details in narrative material. In contrast, the researcher focuses on the implementation of teaching reading comprehension by using Numbered Heads Together technique in recount text material. Then, the research conducted by Mahadir used Classroom Action Research (CAR) and the researcher used qualitative research.	It was conducted in two cycles in which every cycle consisted of four meetings. The results of this previous research indicated that the Numbered Heads Together (NHT) technique was significant in improving the students' reading comprehension in terms of literal and interpretive comprehension.[71]
2.	Rahmadani S. (2017)	"The Effectiveness of Numbered Heads Together (NHT) To Improve Fluency of Speaking Ability of the	The similarities between the two studies are the technique that was used. The previous researcher and the researcher used Numbered Heads Together	The difference between the two studies is in the focus of the research. The previous researcher used quantitative research in the quasi-	It showed that using the NHT method effectively improves students speaking ability in fluency. It can be seen from a mean post-test in the experimental

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[71] Mahadir, "*Improving The Students' Reading Comprehension Through Numbered Heads Together (NHT) Technique: A Classroom Action Research at the Second Years Students of SMPN 2 Lembang,*" (2014).

No.	Researcher	Title	Similarities	Differences	Major Findings
		Second Grade Students at Junior High School MDIA Bontoala Makassar"	Technique.	experimental design, and the researcher that is research approach was qualitative research. Then, the previous researcher focuses on speaking ability while the researcher focuses on teaching reading comprehension.	class (11,92) is higher than the controlled class (7,5).[72]
3.	Anisa Ramadhanty, et al. (2019)	"Numbered Heads Together in Teaching Reading Narrative".	The similarities between the two studies are that the previous researcher and the researcher used the Numbered Heads Together technique to teach reading comprehension.	The difference between the two studies in the focus of the research, where the research conducted by Anisa, et al. used quantitative research focuses on narrative material in reading ability, while the researcher used qualitative research and the researcher focused on the implementation of teaching reading comprehension	In conducting the data, the research by Anisa, et al. spend seven times consisted of pre-test, post-test, and five times treatments. As the finding, the mean score of pre-test is 43,58. After implementing NHT technique in every meeting, reading comprehension of students had been getting better, it showed that average of the mean score of post-test became 62,45.[73]

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[72] Rahmadani Salahudin, "*The Effectiveness of Using Numbered Heads Together (NHT) Technique in Teaching Reading Comprehension*." (2017).

[73]Anisa Ramadhanty, Yayan Ruyani, and Trisnendri Syahrizal, "*Numbered-Head Together in Teaching Reading Narrative*," *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 700–705, https://doi.org/10.22460/project.v2i5.p700-705.

No.	Researcher	Title	Similarities	Differences	Major Findings
				in recount text material.	
4.	Desrina Elita, et al (2013)	"Improving Students' Reading Comprehension of Recount Text Through Two Stay Two Stray (TSTS) technique at Grade VIII 1 of SMPN 2 Tilatang Kamang Agam"	The similarities between the two studies are that the previous researcher and the researcher discuss the importance of reading comprehension in recounting text material to junior high school students.	The difference between the two studies in the focus of the research is that the previous researcher used Classroom Action Research (CAR), and the researcher used qualitative research. Furthermore, the previous researcher used the Two Stay Two Stray (TSTS) technique to teach reading comprehension, while the researcher used the Numbered Heads Together (NHT) technique.	The previous study indicated that the Two Stay Two (TSTS) technique could improve students' reading comprehension in recount text, which can be seen from the improvement teaching-learning process in which students become more active in participating and easier to understand the recount text.[74]
5.	I.D.M.A.W. Sanjaya (2017)	"Improving The Vocabulary Mastery Through Numbered Heads Together Technique of The Seventh Grade Students of SMPN 5 Baturiti In Academic	The similarities between the two studies are the technique that was used. The previous researcher and the researcher used Numbered Heads Together Technique.	The difference between the two studies is in the focus of the research. The previous researcher used Classroom action Research (CAR) and the researcher that is research approach was qualitative	The findings of questionnaires revealed that 18 (90%) of the students admitted that they really like the implementation of Numbered Heads Together (NHT). Furthermore, 17 (85%) of the students admitted that they were

[74] Desrina Elita, Zainil, and Desmawati Radjab, "*Improving Students' Reading Comprehension of Recount Text Through Two Stay Two Stray (TSTS) Technique At Garde VIII of SMPN 2 Tilatang Kamang Agam*," Journal English Languae Teaching 1, no. 2 (2013), p. 65-76.

No.	Researcher	Title	Similarities	Differences	Major Findings
		Years 2015/2016"		research. Then, the previous researcher focuses on improving the vocabulary mastery, while the researcher focuses on teaching reading comprehension.	motivated in learning English using NHT.[75]

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[75] I.D.M.A.W. Sanjaya, "*Improving The Vocabulary Mastery Through Numbered Heads Together Technique of The Seventh Grade Students of SMP N 5 Baturiti In Academic Years 2015/2016*," Journal of Education Action Research 1, no. 1 (2017), https://doi.org/10.23887/jear.v1i1.10117.