CHAPTER I
INTRODUCTION

1.1 Background of the Study

Reading is one of the most important elements of a language. Through reading, people can also get information that can help them understand and solve various problems that always come in their lives. According to Urquhart and Weir as quoted by Grabe (2009: 14), reading is the process of receiving and interpreting encoded information form of language through print media. If by reading to get extensive information and insight students at college or university must understand how important reading is in learning. Thus, reading is the process of reading text and then understands implicit or explicit information. Therefore, reading in English learners would be able to understand more deeply about the English text and the purpose of the text and by reading we get a lot of information.

Reading is a skill, which is highly valued by students and teachers. In addition by reading the readers can create their imagination and gain creativity. Besides, reading is very important for our life, the students should be mastery reading skill especially reading comprehension. Comprehension is a process understanding meaning from the passages. Cooper (2006) states that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. In addition, comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and ability

1

to grasp the meaning of a larger unitary idea. Therefore, reading has the correct meaning suggested by the context and captures the meaning of the larger idea.

Johnson (2008:3) states "reading is the practice of using text to create meaning". In reading comprehension, it makes some students experience difficulties in understanding the contents and components of reading. So that many students face problems in understanding the contents of the text or understanding text information when reading material and reading other information. With it is a way to work hard to Theoretical interested and like reading, because some students find reading very difficult and boring. This problem is caused from teachers and students. Where the students do not understand what the main idea is about the specific information from the text given by the teacher. For example: a teacher who is too boring to teach, who just talks too much in delivering the material. The teacher who only gave the text, asked the students to read and only gave a few minutes then Theoretical and the teacher immediately asked the students to answer the questions the teacher gave. Reading text is the most boring thing because the teacher in teaching reading only involves assignments.

In the real situation, many students could not pass their reading class successfully. Comprehending the reading text was the problem that was faced by many students in reading class. The students did not know how to get the idea from the text easily. The problem was also faced by the students of SMP N 5 Mengwi, particularly the seventh- grade students. It was a hard work to make the students interested and like reading. Therefore, the students mostly thought that reading was something difficult to understand for them and quite boring to be done. It was difficult for them to get the meaning of the text. In addition, their ability in

mastering vocabulary was very limited. Hence, in order to get the meaning of a text, students were needed to be stimulated by the teacher.

Another problem is the teaching technique used by teachers in schools. The technique used by the teacher in monotonous classes makes it difficult for students to understand the text. Teachers use common techniques such as the Presentation Practice Production (PPP) technique during the teaching and learning process. The PPP technique is a common way of introducing new words and concepts to students in class. In the PPP technique, the teacher makes presentations, practices and production. Because there are no special activities that students need to do, students do not have guidance to understand or find descriptive text ideas in reading. Besides, students find it difficult to express ideas or ideas due to lack of mastery of vocabulary English, less interesting learning methods used, and the lack of motivation within delivery of teacher material.

The way teacher delivered the material was not interesting for the students. The students might not feel interested since the teacher only explained what descriptive text was and asked them to answer some questions in the class. Teacher did not stimulate them how get the information from the text easily. Reading text might be boring and difficult to be understood if they could not find the idea of the text or they did not know how to find out general information, specific information, textual meaning or textual reference of the text. However, if the teacher can choose and implement a good technique in teaching reading comprehension for the students in the classroom, students would be fun and interested in reading. Therefore, the students could improve their reading.

Based on the problems above, in this research, the researcher is interested in using numbered heads together to improve the reading comprehension of class VII students of SMP N 5 Mengwi for the 2023/2024 academic year. In this technique, students are grouped into 4 groups consisting of 5 students and each student is given a number. The teacher then asks a question and students put their heads together in groups. The teacher calls a certain and random number to respond as the spokesperson for the group. This technique ensures that each member or student knows the answer to a problem or question. This technique can also help students interact by providing their own ideas for discussion so that students can easily convey their own ideas. Therefore, it would allow students to learn from each other in groups, interact, and provide ideas for discussion.

Teaching reading comprehension using Numbered Heads Together can help the students improve their reading comprehension when the teacher the teach Numbered Heads Together. Numbered Heads Together is a teaching technique in which the students are involved in analyzing the material discuss teaching- learning process. Numbered Heads Together is designed to involve more students' in reviewing materials covered in a lesson and in checking their understanding of a lesson's content (Arends, 2004). In the teaching process, the students are divided into groups and each member is assigned a number. Then the teacher poses a question to a group who discuss the answer among themselves. The group member is motivated to make sure that each person understands the answer because it does not know who will be required to present it. After time for discussion, the teacher announces which number will respond. For example, if the teacher calls for number

2, the students in group assigned number 2 moons be the one to answer the question. It continued until all of the sub have participated in the class actively.

By using this technique, the entire class participates. Because each student in this learning process is responsible for a particular subject, the students actively participate in the instruction and are very motivated. The method encourages dialogue and responsibility on both an individual and community level. As a result, the groups assist each individual and offer chances for exercise and discussion of the subject matter. Additionally, there is a distinct outline for the question and response portion of the instruction so that nobody dominates the others. Both high- and low-achieving pupils benefited from this cooperative learning. This technique also all students to participate and encourages collaboration between students, by making the best technique to improve students' reading proficiency.

In light of the issues raised above, reading plays an important role in assisting students in understanding the books they read. The researcher's initial observations revealed that there were some literacy difficulties among students at the school. As a result, studies should be conducted on how to use Numbered Head Together techniques to improve students' reading skills. The introduction of Numbered Head Together in class VII of SMPN 5 Mengwi in the academic year 2023/2024 has the potential to improve students' reading comprehension and to be applied in this research as a means of proving how the Numbered Head Together works to address students' problems in seventh grade junior high school students of SMP N 5 Mengwi. Research has shown that students' comprehension and retention scores increase in proportion to the quality and quantity of paraphrased statements they make while reading a passage. Therefore researchers are very motivated to

investigate the application of Numbered Head Together to help improve reading comprehension of seventh grade students of SMP N 5 Mengwi in the academic year 2023/2024.

1.2 Research Problem

Research problem is a term which is used state the struggle that triggers the study to be conducted. Before conducting the research, the research problem should be formulated and specified in order to make the research problem the present study more specific. Based on the background, the eighth-grade students of the SMP N 5 Mengwi in academic year 2023/2024 still faced difficulties in learning reading comprehension. Reading is one of the most important skills to master in a language of learning. They would all read about the text they have to understand well, especially 7 grade students of students of SMP N 5 Mengwi, and they still experienced difficulties in learning to read. Based on what has been described in the research background, a research question can be formulated as follows: "Can reading comprehension of the seventh-grade students in the academic year 2023/2024 be improved through Numbered Head Together?"

1.3 Objective of the Study

The goal to be achieved by the researcher during the investigation is the research objective. Research objectives are also goals that are set to do or achieve during study. To provide current study directions, it is necessary to state the goals to be achieved. The research objective is a guide in taking every necessary decision and also a starting point complete research. On the other hand, there are many strategies for teaching reading understanding is currently being applied to improve

student achievement, especially in reading comprehension. Reading comprehension is one of the main things that needs to be improved by students to understand each reading contained in the test given. In order to give the study the current direction, it is necessary to stay the goals to be achieved. Researchers need to find solutions to overcome these problems. The purpose of this study was to find out whether reading comprehension of the seventh-grade students of SMPN 5 Mengwi in the academic year 2023/2024 could be improved through Numbered Head Together

1.4 Limitation of the Study

Reading comprehension is the process of understanding a document after reading it correctly. This is a difficult and interesting task. People wishing to undertake studies in this field can choose from a variety of things as their topic material. Studies should be limited to concentrating on certain aspects of reading comprehension. This study focuses on improving students' reading skills and understanding using the Numbered Head Together. To improve reading comprehension, students should practice every day because practice makes reading comprehension better. The limitations of this research based on the complexity and extent of the issues discussed. This research is limited to improving students' abilities reading comprehension strategies created by seventh graders in academic year 2023/2024.

This study focused on the learning objective of class VII. Thus, the research presented is focused 7.2 Explain the context, main ideas, and detailed information from a variety of spoken/written texts presented in multimodal forms with in the family and class spheres. The researchers focused on the reading stage which

requires students to be able to read and explain simple paragraphs by developing the use of certain vocabulary and simple sentence structures. Besides, in this study, the researcher focused on the students to read descriptive text. In this study, reading comprehension is focused on finding general information, specific information, textual meanings and textual references from reading texts provided in the form of descriptive texts.

1.5 Significance of the Study

The present study was concerned with improving reading comprehension of the tenth grade students of SMP N 5 Mengwi in the academic year 2023/2024. The research findings are expected to bring beneficial effects to the area of the research. In addition, to the target of this research, the significance of the study is divided into two; they are theoretical and practical significance. The outcomes of this study are expected to support both theoretical and practical importance of the teaching learning process in English. It means that it could be used as an additional review, and it can be implemented in the real situation in that school. Thus, the significance of the present research both in the form of theoretical and practical significance can be briefly and concisely discussed in the following section.

Theoretically, the findings of the study which are focused on implementing numbered heads together technique in improving reading comprehension can give information about how the implementation in the classroom is and whether it can improve students' reading comprehension. The findings of this study are also expected to enhance the theories of the teaching technique in English and support the existing theories which have revealed the importance of having different technique which can be applied in teaching of reading comprehension. Therefore,

the results of this study are expected to be used as a fence for future studies related to numbered heads together in improving reading comprehension.

Practically, the result of this study would be useful for teachers, students and other researches. For teachers, the results of this study are to give interesting technique that they can apply to solve the students' problem in the class and they can enrich their knowledge about numbered heads together. Besides, they can develop their teaching through various teaching techniques. For students, the results of this study are intended to make the students know the benefits of numbered heads together technique in improving reading comprehension. In addition, the students are able to understand the reading text easily through numbered heads together. They can involve during the learning process and make the class more enjoyable. For other researchers, the results of this study are to know deeply about the application of numbered heads together technique in the class and they can use it for their future research. Besides, it can be more comprehensive to examine and investigate the effectiveness of the use of numbered heads together in improving the students' reading comprehension and making class fun.

1.6 Definition of the Key Term

The title of the present study is "Improving Reading Comprehension of the seventh-Grade Students of SMP N 5 Mengwi in Academic Year 2023/2024 through Numbered Heads Together". It is necessary to define the key terms used in the present study. In order to avoid misunderstanding about this study and to provide a clear insight about what this study was concerned. The researcher should define some terms in the title before delving deeper into the study so that readers comprehend. It is expected to be meaningful for the readers when they read this

present study. Furthermore, the key term which would be used in the present study are Reading Comprehension and Numbered Head Together. So, this researcher needs to give clear information and operational definitions concerning the key terms used in the present study. There are some operational definition of key terms used in this study, such as the following:

1. Reading Comprehension

    In this study, reading comprehension is defined as the process of reading and understanding the information contained in the reading texts of the seventh- grade student of SMP N 5 Mengwi in academic year 2023/2024, especially in finding out the general information, specific information, textual meaning, and textual reference.

2. Numbered Heads Together

    Number Head Together is defined as a teaching technique used to improve reading comprehension for class VII students of SMP N 5 Mengwi for the 2021/2022 academic year. This technique is carried out by means of Numbering, Questioning, Head together, and Answering, the main ideas in their own words and discussion. In the numbering section, the teacher divides the class into several groups consisting of 4-5 students, then the teacher gives random numbers to students. In the questioning section, the teacher gives text and several questions, in the head together section, the teacher asks students to discuss by sharing their ideas. Finally, in the answering section, the teacher instructs students randomly according to the number chosen or appointed to share the answers in front of the class.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Every scientific study should be founded on a few theoretical foundations and empirical data, and it should add to the current study's practical importance. Additionally, some theoretical reviews that are covered in this part have a connection to the backdrop of this research. The goal of the theoretical analysis is used to underpin and construct this investigation. It is a survey of connected studies that have been done on the pertinent theoretical concept and are linked to this study. The study of the following frameworks—reading comprehension, grouping numbered heads together, and reading comprehension assessment—forms the basis for this chapter's explanation of theory reviews.

2.1.1 Reading Comprehension

Reading comprehension is an important language skill in improving the students' knowladge. Reading is also an important tool for academic success. According to Brown (2004:185), in foreign learning, reading is likewise a skill that teachers simply expect learners to acquire. Additionally, crucial to scholastic achievement is reading. Reading can help users learn a lot of crucial information and broaden their knowledge in practical ways. Reading is the process of comprehending printed material. It is best to start learning this ability in elementary education. Reading is a suitable method for mental or cognitive processes that a reader should be able to follow. It can be used to build concepts, expand vocabulary, impart knowledge, add to personal enrichment activities, develop intellectual

capacity, support understanding, comprehend others' problems, and improve self-concept.

According to Klingner (2015) reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency". Reading is an ability to understand printed material. Reading comprehension is the capacity t0extract knowledge or understanding from written material and apply that knowledge or understanding in some manner. When a reader is able to use, react to, or change the knowledge given in written material in ways that are demonstrative, they have demonstrated understanding. The reader is showing comprehension of the chapter when they can have a thoughtful conversation with others about it, and they are also demonstrating comprehension when they can connect the text to actual events.

Furthermore, Wolley (2011: 16) defines reading comprehension as a set of complex interactive operations that require complex cognitive functions at a number of levels simultaneously. Reading consists of two related processes: word recognition and understanding word recognition refers to the process of understanding how written symbols match one's spoken language. Moreover, comprehension is the process of understanding connected words, sentences, and texts. In relation to this research, reading comprehension is not a simple thing to achieve. It cannot be achieved in one day or one month as people often see in advertisements for English courses. Reading comprehension does not limit it because students have to do a lot of exercises to improve their reading comprehension in everyday life is not an easy thing.

Reading involves thinking, comprehending, and determining the significance of a document. (Serravallo, 2010:43) he says that reading should be done with the intention of comprehending and retaining the information that the book offers. Before reading, the students consider what they already know about the subject or format of the book. As they read, they draw links to their lives and the wider universe. Reading fluency is a crucial school objective. Reading offers up new worlds and chances for learning for both children and adults. How to get better at reading comprehension is to read often and engaging reading content is essential for understanding. Increasing vocabulary is another method to enhance reading understanding and reading is also very important for school goals.

Johnson (2008:4) adds that reading is a talent that is continually evolving. Like other abilities, reading is an ability that students develop through practice. In contrast, students who do not exercise will not improve and may even see a decline in their abilities because reading practice helps students become better readers. Reading combines knowledge that is both visible and verbal. Reading helps students make sense of the material they have learned by combining the nonvisual information they have in their heads with the visual information on the page. Thus, in the process of deriving meaning from the text (reading), what is in the mind is just as significant as what is on the paper.

According to Nunan (2003:68), reading is a fluid process in which readers combine information from a document with their prior understanding to create meaning. It implies that in order for readers to understand the text they have just read, they must make connections between the information presented in the text and their prior knowledge. Reading teaches users about language elements like

grammar and words. Readers must be proficient in both those linguistic elements and the content of the writing in order to understand it. According to Richards and Renandya (2002:227), understanding is the main goal of reading. When students are requested to study excessively difficult material, it is occasionally overlooked through this exercise. For students to have a strong understanding of the primary concept of the text and to expand their lexicon, it is crucial to explore the text's structure. Reading is beneficial for linguistic growth.

According to Harmer (2007:99) many pupils increase their reading for academic or professional purposes or enjoyment. Additionally, literature is a significant way for students to learn English. They peruse and, to a greater or lesser extent, comprehend the material. The difficulty of the reading material that is assigned to the pupils frequently determines how well a reading exercise goes. Additionally, reading comprehension is a complicated process that involves word meaning, word and world reading knowledge, and speed to build meaning. (Klinger et al, 2007:2). Therefore, when students read the text, they should be able to grasp the meaning as well as the concepts and ideas presented by the author. They should be able to do this while reading the text as well as afterward, since both the meaning and the content must be understood.

According to Snow (2002:11), reading comprehension is the process of concurrently deriving meaning from written words and creating that meaning. The three components of comprehension are the person doing the comprehending, the text that needs to be understood, and the action that comprehension is a part of. Additionally, reading comprehension is described by Chard and Santoro (2008:1) as a highly cognitive process involving readers' deliberate interactions with the text

to produce meaning. Therefore, understanding is an engaged process rather than an inert one. Making sense of the material is a challenge in reading comprehension. The reader's deliberate action—which involves both the reading goal and the capacity to rely on prior knowledge—is what solves the issue.

According to Pollard (2008:44), who has a different perspective on reading comprehension, reading is a receptive ability that requires students to engage with visual input of language, which they need in order to process and comprehend the reading text. According to the just provided reasoning, interacting is utilized because reading is specified as an active process. In addition, the reader interacts with a text, makes predictions about what will happen next, and applies their understanding of the language and the topic to the text that they have read. It is important that the students complete these in order to hone their comprehension skills and learn new information. The students' understanding will gradual improve as they read more easily and understand the text more easily.

Reading comprehension is described as the process of comprehending the content of the text, according to the definitions given above. The students wouldn't be able to understand the content or what they have already read without reading comprehension. Additionally, that is something important that should be enhanced in order to increase students' reading comprehension, and teachers need to set an excellent example when it comes to teaching reading. Additionally, reading helps students understand what they read. They can also learn new information, which helps them build and enhance their reading comprehension skills. Therefore reading is very important to improve students' comprehension skills and students get new information by reading comprehension.

2.1.2 Numbered Heads Together

The teacher can instruct the students using a variety of techniques during the teaching and learning process. The instructor should use engaging methods, particularly when teaching reading, to help the students comprehend and retain the text's information. Additionally, the material should be changed by the teacher to meet each student's unique learning requirements and to maintain the students' interest in reading comprehension. On the other hand, reading and comprehending the material during the teaching-learning process can help with a great deal of queries. The students are still having trouble comprehending the material, though. This issue might be brought on by the use of ineffective and tedious instructional methods during the learning process. With the correct approach, pupils' reading comprehension skills can be enhanced.

Cooperative learning is one of the methods that teachers use during the teaching and learning process and it can be used to increase students' reading proficiency. According to Slavin and Arends (2007:345), cooperative learning with a group emphasis can alter youth culture norms and make it more normal to perform well on academic learning tasks. Learning together on academic assignments through cooperative learning can help students of all academic abilities. Higher performers mentor the lesser achievers, offering specialized assistance for peers with interests and languages that are youth-oriented. Higher performers mentor the lesser achievers, offering specialized assistance for peers with interests and languages that are youth-oriented. Improved tolerance and acceptance of people who are different by their race, culture, socioeconomic status, or ability is the second important positive effect of cooperative learning. Teaching students

collaboration and cooperative learning is another significant outcome of cooperative learning and is also of great help to academic students.

Additionally, Jolliffe (2007:39) says that the cooperative learning approach calls for the students to collaborate in a small group to support one another and enhance both their own and others' learning. Five essential components must be in position for it to function properly. The five elements are positive interdependence (students must feel that they need one another), individual accountability (everyone in the group has learned the material), group processing (it helps everyone in the group succeed while maintaining effective working relationships), small group and interpersonal skill (it inspires people to use their individual talents to form groups and function well), and face-to-face interaction. (It builds an effective communication between the students). Numbered heads together is one of the many cooperative learning methods that requires students to borate more often.

Numbered heads together is a cooperative technique for learning that Spencer Kagan (1998) created as a teaching method. Discussions about individual and group responsibility are encouraged by this cooperative learning approach. Cooperative learning method forces the students to do an interaction instead of self-understanding. Cooperative learning will enable students to share what they already know and to talk about what they don't know. All students need to study and perform in a setting where their unique requirements and strengths are recognized, according to Cohen et al. (2004:3). The gaps between the student's strengths and weaknesses can be fulfilled in in this way.

Numbered heads together is a method used to illustrate that each pupil has a number and that each member of the team provided their finest response,

according to Kagan and Kagan (2009:6–20). When each student is given a number and they make a group, the teaching technique known as "number heads together" is used. The methods for cooperative learning encourage conversation about both individual and group responsibility. Through cooperative learning, students are compelled to engage in conversation rather than self-understanding. Cooperative learning will help students to discuss both what they know and don't know in relation to the material that has been studied. Cooperative learning can therefore help students become better at working in groups.

Additionally, numbered heads together aims to promote sharing successful answers with the entire class and encourage learning. The beginning of any project, meeting, or debate is fascinating and wonderful when all the heads are numbered together. Furthermore, this is a technique that encourages users to acquire new information from trustworthy sources by asking questions and working as a team. As a result, the emphasis of this method is on encouraging students to gather, analyze, and share information from a variety of sources that are progressively introduced in the classroom. The four steps of numbered heads together are numbering, asking, heads together, and responding, according to Arends, R. (2012)

1. Numbering

   Numbering most important step in the teaching and learning process involves grouping numbered heads together. The teacher divides the class into groups of between 4-5 students in each group in this stage. Depending on the total quantity of students in the groups, a number is given to each student. To ensure that each group contains students with varying levels of

ability so that they can share their knowledge and information, the instructor may choose to organize the students themselves.

2. Questioning

Question the teacher puts forward a specific query to the students in this stage. The actual queries may be based on the subject matter that is covered during the teaching and learning process in the classroom. The proposed question should switch between being general and being particular. To add variety to the exam and give each group member a task in answering the question, the question should also be made with varying levels of difficulty.

3. Heads Together

In this section, the students work cooperatively to determine the solution and ensure that everyone is aware of it. After receiving the teacher's queries, each group's members should share the solutions with one another. Thus, they can collaborate with the group's other members to find the right solution by sharing the knowledge they currently possess. The point is all of the students in the group should involve or give the idea in the discussion to make sure that all of them know the answer.

4. Answering

In this step, the teacher chooses a group member from those that have already been given a number. All of the student who correctly guesses the amount should give their group's response in front of the class. Does the teacher put the students first in this step? Comprehension of reading because it is everyone's responsibility to have the information.

In addition, numbered heads together is an effective way to be used in improving the students' reading comprehension. When Numbered Head Together is taught to use effective models for teaching methods, it can also encourage students to reflect on how these methods improve students' reading comprehension. So that it indirectly teaches students how to communicate effectively, listen carefully, and talk clearly. Furthermore, this method aids the students in developing their ability to cooperate in a squad or company. It made it simpler for the students to advance their information and enable them to impart it to others. In the present study, numbered heads together are used as a teaching strategy so that the pupils will be enjoyable, busy, and less bored. The instructing and learning process will be more successful if this method is used is used properly and correctly

2.1.3 Assessment of Reading Comprehension

The most popular method of evaluating reading typically resembles an exam. It entails reading a chapter or book aloud to the class before posing pointed inquiries about the material covered. According to Snow (2002:52), both good evaluations of general comprehension ability and good assessments that are connected to the curriculum are desperately required for the field of reading comprehension. Furthermore, according to Linse and Nunan (2005:138), review and rating are two different things. When evaluating a learner's understanding, assessment pertains to gathering data and making judgments, whereas evaluation is used when gathering Interpreting and evaluating data to determine whether a program of instruction is successful. Assessments are carried out to gather information final results about student's' performance in the teaching and learning process of reading comprehension.

Assessment has to be conducted because it has important functions. The main purposes of assessment, according to Westwood (2008:72), are to enable a teacher to evaluate the efficacy of the teaching program and make any necessary adjustments to the method of delivery, learning activities, or resources; to identify students who are having difficulty understanding the course content; and to measure student progress. to be accountable to parents by giving them proof of their child's learning, to be accountable to government education authorities by giving concrete evidence of achievement level in school, and to provide information if a student is to be transferred to another school or referred for special education; to be accountable to parents by giving them proof of their child's learning, to be accountable to government education authorities by giving concrete evidence of achievement level in school, and to provide information if a student is to be transfered to another school or referred for special education. Therefore, assessment has an important function in this research.

According to Brown (2004:4), assessment is a continuous procedure that covers a much broader range of topics. The teacher subconsciously evaluates the student's work each time he or she replies to a query, makes a remark, or tries out a new word or structure. Written work is a type of performance that is eventually graded by teachers, students, and potentially other students. Based on reading comprehension, all written job tasks are used. The majority of reading assignments call for some form of productive behavior, which the instructor tacitly grades. A good teacher never ceases to assess students, whether those assessments are incidental or intended. So assessment is very important to help the teacher know student behavior and is assessed tacitly by the teacher.

N'Namdi (2005:57) explains that assessment is one of important tools that measures a learner's knowledge and abilities. It shows the area in reading program where the learner has weaknesses and strengths in reading a text. Moreover, it shows they can either learn something new or not, and they can evaluate what they have studied. In the classroom, assessment plays an important role in the teaching and learning process. The teacher can measure how fast or how far each student has advanced in understanding the instruction by evaluating their performance. Forms of assessment should be based on and reflect what is taught in the classroom. Therefore, the forms of evaluation must be as diverse as the classes, pertinent to the lesson, and sensitive to the various learning styles.

The reader can track students' progress through evaluation. (Dunlap and Weisman, 2007:52). It outlines how important assessments are to the teaching and learning process because they provide data on student progress. Thus, it should be done consistently. According to Bachman (2004:6), language assessment takes place in wide range variety of situation including educational program and real-world setting. In educational processes, the assessment results are frequently used to describe learning processes and outcomes for the purposes of diagnosis, evaluating performance, or making decisions that will enhance the quality of teaching and learning processes for students after they have learned some material in the classroom to assess student progress.

According to Patel and Jain (2008:130), in order to improve reading comprehension, the test's content should be closely linked to the teacher's actual activities. Thus, would be beneficial to try some of the particular reading concepts on the test. There are two ways to evaluate literacy skills. To first, students in

improving their reading comprehension of the material, the first step is to assess students' reading abilities. The second is to gauge how far things have come. Initially, reading evaluation is typically conducted through hearing to the students reading aloud. Reading the assigned text would allow the instructor to evaluate the students' word recall and fluency. As a result, the instructor is aware of the pupils' reading comprehension progress.

Assessing can be challenging because it can be hard to tell how much students actually know and what they are really considering, according to Klinger et al. (2007:14). Traditional measures tend to focus on straight recall or literal understanding, but there is much more to comprehension than these. Assessment of reading comprehension of thus serves various objectives. One of them is to determine when students have a grasp of what they have studied in order to influence teaching. The degree of pupil comprehension can also be compared. To determine what, how, and when to educate, teachers need to be skilled at gathering assessment data. Therefore, the goal of assessments should decide the kinds of assessment tools and tasks that the instructor uses in the learning process.

Assessment is used to determine the quality of the students. Brown (2004:189) states that the various assessment of task depends on the type of reading. To determine what skills are being acquired and which ones require improvement, reading assessments are used. According to Marzano (2006:88), evaluation tasks and items can be divided into three categories: those that address fundamental knowledge and abilities, those that address more intricate concepts and procedures, and those that call for students to draw conclusions or apply what they have learned outside of the classroom. Five different types of assessment items can be created:

forced-choice, short-answer, essays, public reports and answers, demos, and performance. The choices available to teachers when creating formative assessments in the classroom are numerous.

According to Caldwell (2008:15), there is a propensity to think of assessment as something that occurs after teaching, such as asking students to respond to questions after reading a chapter or narrative in a textbook. Additionally, there is a propensity to view every evaluation tool as a traditional paper and pencil exam. These are incredibly constrained perspectives on the evaluation procedure. In addition, good assessment is truly a part of the teaching process. The assessment needs to be suitable for the taught content. Assessment and instruction can happen at the same time. The most powerful assessment for the students' learning occurs in the classroom, moment-to-moment among teachers and students.

In the present study, a short response exercise was used to gauge readers' comprehension. Short answer task is one of tests for assessing reading comprehension. Moreover, Purpura (2004:136) states that short answer task is a question, incomplete sentences or some visual stimulus. Furthermore, the researcher in the present research uses a brief response assignment to evaluate the students' reading comprehension. The test-takers should use a full and grammatically correct sentence to answer to the queries in the text. Based on the knowledge they have gained from the book, test-takers will respond to the queries. The comprehension and grammar skills of the pupils can be effectively assessed with the help of the current exam. The comprehension and grammar skills of the pupils can be effectively assessed with the help of the current exam.

2.2 Empirical Review

Empirical review is the reviews of previous research which is relevant to the present research. This is the way may get the hypotheses and information on earlier studies that are still available. Additionally, understanding empirical review evidence might put the researcher in a better position for their study's findings by preventing unintended replication of findings from earlier studies the point of empirical review is to elaborate a deep understanding of the theories previously. In other words, an empirical review is a study of the findings from prior investigations conducted by other researchers. There are two related studies that the researcher selected. This section focuses on addressing the reviews of two research studies that the researchers have conducted.

The first research was conducted by Acarya (2016). It was carried out in the form of classroom action research entitled "Improving Reading Comprehension through Numbered Heads Together of Seventh-Grade Students of SMP Widya Sakti Denpasar in Academic Year 2015/2016". The objective of his research was to improve reading comprehension of the eight grade students of SMP Widya Sakti Denpasar in Academic Year 2015/2016 through Numbered Heads Together. The result of the study proven that numbered heads together was were effective technique could improve reading comprehension.

The second researcher similar study comes from Suprianto (2017). He conducted a study entitled "Teaching Reading Comprehension of the Eight Grade Students of SMP Dharma Prajain Academic Year 2016/2017 through Numbered Heads Together". The objective of the study was to improve students' competence in reading comprehension at class VIII B of SMP SMP N 3 Abiansemal by using

Numbered Heads Together in Academic Year 2017/2018. The result of the study had proven that Numbered Head Together was an effective technique to improve students' reading comprehension.

The strength of the two researchers in the research results which significantly improve students' reading comprehension and students have a positive response to treatment. However, the two researchers asked students to make groups based on their seats, not based on students' abilities. Thus, there was an inequality between group one and other groups. In the present researcher, to get better learning outcomes, this study was divided students into several groups based on student abilities and gender mix. By dividing the group through the ability to make it easier for students to discuss and interact by integrating each other's ideas so that they can influence students' cognitive development. So that researchers was combined students in one group based on their abilities at the low level, middle level, and high level as well as the cooperation of women and men in one group.