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# **THE EFFECT OF USING NUMBERED HEADS TOGETHER TO THE SEVENTH GRADE STUDENT'S READING COMPREHENSION OF SMP NEGERI 8 KEDIRI IN ACADEMIC YEAR 2014/ 2015**

## **THESIS**

**Presented as a Partial Fulfillment of the Requirements  
to Obtain The Sarjana Degree of Education of English Department  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri**



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**ENGLISH EDUCATION DEPARTMENT  
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**APPROVAL PAGE**

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Approved by the Advisors to be proposed to  
the English Department Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, 21 August 2015

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## THE EFFECT OF USING NUMBERED HEADS TOGETHER TO THE SEVENTH GRADE STUDENT'S READING COMPREHENSION OF SMP NEGERI 8 KEDIRI IN ACADEMIC YEAR 2014/ 2015

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**Abstract::** *This study was conducted to find out the effect of Numbered Heads Together ( NHT ). It discusses about the students' reading comprehension before treatment, the reading comprehension of the students after treatment, and also the effect of using NHT strategy to the reading comprehension of the students. To prove whether any effect of teaching reading using NHT to the students' reading comprehension or not, an Quasi experimental design was applied. The quantitative design was used. This is an experimental study, so the research data can be evaluated by using statistical analysis. The research design was presented to the seventh grade students of SMPN 8 Kediri. The population of this research was the seventh grade students of SMP Negeri 8 Kediri . The sample was the VII-D class. The sample consist 32 students , but when the researcher took the test , there are 7 students that absent.. To compute the data, the writer used pre-test and post-test on one group design. The sample class did pre-test before they got the treatment and the pos-test after they got the treatment. Then, the result of the pre-test and post-test was analyzed by using the t-test formula. The result of the test showed that there is a significant effect in using numbered heads together technique in students' reading comprehension. From the analysis above, it can be concluded that there is very significant effect of NHT in teaching reading comprehension. The teacher can apply this technique as a variation technique on teaching reading. The teachers can use this technique to teach the students comprehend the text well. And for the students they have to participate actively during the teaching-learning process. Moreover, to enrich their knowledge and their vocabulary mastery they have to improve their reading habits.*

**Keywords:** *Numbered Heads Together, Reading Comprehension*

### INTRODUCTION

In English learning, there are language skills that should be mastered by students, the language skills are divided in to two parts of language function, namely, receptive skill and productive skill as a means of communication. In this case oral skills include listening and speaking and writing skills include reading and writing .

Reading is one of English skills that the value cannot be underestimated. At all levels of education, reading ability has the scale of priority that must be mastered by students. By reading, students will get much information they have never known before.

As Grabe and Stoller (2013 : 3) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means reading

is a way to get information of the text. It means that if you read, you'll know everything happened in the world, whether in the past, present and even in the future. There are many information can be adopted by reading that can add knowledge and also give pleasure to the readers. Readers are able to obtain the fact about anything and anywhere without going there. Knowing the benefits of reading, students should do it as the need, not as the compulsion. That's why reading should be mastered by the students.

In fact, reading is not easy for the students, especially for the students in Junior High school where there are many kinds of text which are taught. Such as Narrative, Report, Descriptive, Hortatory Exposition, News Item, Anecdote, etc. There are Junior High School teachers who still use traditional techniques in teaching reading. The teachers only give the material and explain, to give examples and exercises. This technique is not effective because the students will be bored and need much time to be able to master English for reading. These activities do not give the opportunities to improve students' knowledge. It also cannot make the students understand reading comprehension. Therefore, the students cannot comprehend their reading text and passive in teaching learning process. As a consequence learning

reading make them bored and they will try to do the other activities. Beside that, reading is a complex skill. It is not an activity of seeing or saying the written symbol only. The readers have to attempt to make the written symbol be meaningful to them. It means that they have to comprehend it. As we know that reading comprehension is the heart and the goal of reading, since the purpose of all reading is to gather meaning from print page. So, if there is a student says words or sentences in a book without gathering their meaning, people would hesitate to call it reading. Or in other word, it can be simply said that reading comprehension is understand what you read. Without it, you couldn't be called that you are reading.

The ability of comprehending, explaining, describe text is very crucial to the students. The fact shows that in English examination, mostly the questions are about the content of the text given. It requires students' understanding in searching and finding the main idea, topic sentences, new vocab, answer W-H question etc. Without the ability of comprehending the text, it's impossible for the students to answer these questions correctly. Looking at the true situation in the teaching learning process of reading, it seems that students still have difficulties in comprehending the

text. It can be seen from their score and their lack of motivation. It can be caused by many factors, such as the different ability of the students, the big number of students in a class, or may be because the boring method given and soon. It's the teachers' homework to find the way out of these problems, the teacher must know a suitable strategy for the students to make the students comfortable in the class, especially in learning reading skill. In that case, the teachers are supposed to be creative in teaching-learning process to create good atmosphere, to improve student's reading ability, give attention to the elements of reading and to make the English lesson more exciting.

According Brown in Nurhadi :2004 stated that the techniques of teaching reading are very various, such as, by using Cooperative Learning, etc where each of them has both their own advantages and disadvantages. So the teachers need to choose the most suitable technique for their teaching learning activity. Harmer (2001: 127-129) suggests if students are all at different levels, we can use different tasks depend on their ability. While if the class is very big, we can use pair work or group work. It means that teacher can give different tasks if their students are at different levels. It can be seen that Harmer's suggestion is suitable with the

characteristics of one kind of Cooperative Learning that is Numbered Heads Together technique, because numbered heads together is kind of group work where students are given different task which is suitable with their ability. Students can do skimming, scanning, looking for the main idea, etc in group. Numbered Heads Together is also able to prevent the domination of some students because it gives same chance for each student in their own ability. Teaching is a real process between the teacher and the students in the classroom. As the teacher, they must have the quality of education about the knowledge that they will give to their students. Then, the students get some knowledge from the teacher. The teaching style and the classroom technique of teaching are very important because those can be used to support the teaching learning process well and those might determine to success of teaching aims such as study of language skills, listening, speaking, reading, writing and study to prepare lesson plan, select the material, text book, and do evaluation. Moreover, the teacher should be able to select a good technique to teach because it can be used to give motivation to the students in order they are not bored to join in the classroom.

In this study, the researcher conducts research at *SMPN 8 Kediri*. The



research focuses on teaching reading comprehension descriptive text using Numbered Heads together to the seventh grade students SMPN 8 Kediri. The Numbered Heads Together techniques has been used by some teacher to stimulate the students' ability in reading for specially reading comprehension. However, in this case, the teacher only using old technique and just give some task from students book . So, the students get bored when they are taught reading comprehension by their teacher and that way can't stimulate the students' idea and their creativity to sharing their idea . The researcher also hopes the students can be motivated in learning reading comprehension and make student's interest to learn. This study involves an English teacher teaches English and the students of SMPN 8 Kediri.

## **METHOD**

In this research, the approach that was used is quantitative method in the design *quasi-experiment*. It means that beside the writer describes how to teach reading comprehension using Numbered heads together , the writer also uses numerical data to show the result of it. The writer used quasi-experiment as the design of the research to see the effectiveness of

Numbered Heads Together to improve students' reading ability on descriptive text. As stated by Muijs that, "quasi-experimental research is especially suited to looking at the effects of an educational invention, such as a school improvement program, a project to improve a specific element."And also, Wiersma and Jurs stated that, "a quasi-experiment is an approximation of a true experiment that uses groups that have not been formed randomly. Such research can make valuable contributions, but it is important that the researcher be especially cautious about interpreting and generalizing result."The purpose of this method is to determine cause and effect. To conduct this research, the writer took two classes of the First grade students of Junior High School on the second semester as the experient class and controlled class to see the effectiveness of Numbered Heads Together by looking pre-test and post-test measurement and comparing the gained scores between both classes. The effectiveness can be seen from the improvement of students' score of experiment class in post test after they had been given some treatments and from the comparison of both classes. The experiment class was given the technique by using Numbered Heads Together and the

controlled class without Numbered Heads Together .

This study uses an experimental research, since it describes the quantitative degree to which variables are related. Experimental research is the appropriate method that used for collecting and analysis data. Of many types of research that might be used, the experiment is the best way to establish cause-and-effect relationships among variables. As we know that an experimental research involved two groups: experimental group and control group. The experimental and control group are consisting of seventh grade students of SMPN 8 Kediri . First group as an experimental group will receive a new treatment while second group as control group will receive a usual treatment. This research will also use pre-test and post-test. The research was conducted on the second semester in the academic year 2014/2015. It will be started from March up to June 2015.

Data analysis explains the kind of statistics analysis which is used. There are two kinds of data analysis method. First, descriptive statistics (to analyze data by using frequency distribution: mean, median, modus, deviation standard, histogram and polygon) and second is inferential analysis. This research uses descriptive statistic.

Brown (2005: 97) states that descriptive statistics are numerical presentations of how a group of students performed on test. In analyzing the data, the researcher uses t-test. This technique is used to prove the hypothesis and to know whether this research is significant or not by looking at the results of pre-test and post-test.

## **FINDING**

Before doing the research, first the researcher should know the condition of teaching and learning process, especially in reading. In teaching the students, the teacher rarely used any strategy or technique, and instead, he only used traditional way. He chose a certain topic, asked the students to read, and then submitted their work without teacher's guiding. It affected the students' reading ability where they were not able to read and understanding the text successfully. During the reading process, the students got bored and had no motivation to read and do the task. Furthermore, they also got difficulties in determining the title of descriptive text, answering W-H question , determining the main idea , topic of the descriptive text, and also determining synonym or antonym . The other problems were they were not confident enough to read



some paragraph caused by their lack of pronunciation master.

The pre-test was done on Friday, May 08<sup>th</sup> 2015 and was attended by thirty students of the VI-D class of SMPN 8 Kediri . It consisted of 32 students, 20 females and 12 males. When pre-test there are two students that doesn't come. The test was conducted in the form of written test with one instructions; Answer the question bellow.. The test was evaluated the students reading . the total pre-test score of class VI-D is 2055. The standard score of English subject for seventh grade students of SMPN 8 Kediri is 75. So, the requirement for the students to past the test is their score has to be 75 or above. From the data of pre-test score, there were only one student who failed the test. The others were past.

The second step to know the result is treatment. Treatment was given to the students after the researcher had conducted pre test. It was done on May 8<sup>st</sup> 2015. In the first treatment, the researcher introduced the students to the Numbered Heads Together technique before they were taught using this technique. There were three procedures used in each treatment: exploration, elaboration, and confirmation. The first procedure was exploration where the researcher gave the information about Numbered Heads Together technique as well as the material

that would be taught, in this case was descriptive text. The second process was elaboration. Here, the researcher started to use Numbered Heads Together technique by asking the students to make a group or team in completing the task. The last procedure was confirmation. In this activity, the researcher asked the students to present their discussion result and gave feedback. Here the design on how to teach and give treatment to the students using Numbered Heads Together technique. First is the exploration step. In exploration, the researcher gave treatment. First activity is the researcher explains the material and the learning objectives to the students before the researcher gives the students leading question. And then the researcher ready to introduces Numbered Heads Together technique to the students and give explanation about the steps of Numbered Heads Together . The last is the researcher gives example to the students how to do Numbered Heads Together technique. The second step is elaboration . In elaboration the researcher gave treatment also to the students. But , different with exploration , in elaboration the researcher started to use Numbered Heads Together techniques to the students . First of all ,The research distributes the worksheet first to the students . And then , the researcher divided the

students into group . Each group consists of 5-6 students. Each students in groups is given number ( from one to the maximum number in each group ). Then , the researcher asks the students to analyze the descriptive text and answering the question by discuss it with their group . After some minutes , the researcher poses a question and the students “ put their heads together” to figure out the answer. The researcher calls a specific number to respond as spokesperson for the group. The last step in treatment is confirmation . in this steps , the researcher ask to the students to present their answer. And then , the researcher gives feedback for what the students answers. In the last session of the class , the researcher concludes the lesson . After the treatment had finished, the teacher checked the students’ final reading ability by giving post-test. Post-test was also used to know whether Numbered Heads Together technique has effect on students’ reading ability or not. It was conducted on Friday 15<sup>th</sup> May, 2015. The test form of post-test was similar with pre-test but different title of the text . There was one instructions; Answer the question bellow. The test was evaluated the students reading comprehension. Post-test was conducted to measure how far the students’ reading comprehension ability is increasing. The

total score of post-test is 2130. As explained before that the standard score of English subject for seventh grade students of SMPN 8 Kediri is 75, in this post-test, the total students who can pass the test are 24 students. The other One student is failed. Besides, it also can be concluded from the total score of pre-test (2055) and post-test (2130) that the post-test score is higher than pre-test which means that the students’ score is increasing.

## **DISCUSSION**

In this study , the researcher wanted to make reading comprehension activities enjoyable , interesting and fun so the students would be motivated and have big responsibility in find the main idea , answer W-H question , find synonym and antonym and also find meaning new vocabulary by using Numbered Heads Together technique. The finding was supported by Terenzini and Pascarella , (1994 ) ,’’ Numbered Heads Together is group learning methods encourage the students to take greater responsibility for their own learning and to learn from one another , as well as from the instructor’’. By using Numbered Heads Together we have given more chance to the students to practice solve their problem in reading comprehension .

According to Robert E. Slavin (1995) stated Cooperative learning has been shown to increase student achievement, race relations, acceptance of special needs students, and self-esteem . Improving the Students' Reading Comprehension Through Number Heads Together Technique, the purpose of this research was to determine the effects of NHT on improving students' reading comprehension. This study found an increase in the mean of post-test is higher than the mean of pre-test. The mean of post-test is 85,2, while the mean of pre-test is 82,2. The result also shows that there is very significant effect of Numbered Heads Together technique to the students' reading comprehension ability. It is proven by the value of t-score (3.68) which is higher than the value of t-table in the degree of significance 1% (2.797) and the degree of freedom 24 and most low and average achievers gained the advantages through this method.

Furthermore , by using Numbered Heads Together technique of reading comprehension descriptive text activities in groups, students can learn how to cooperate each other . In the discussion about the problem in the descriptive text task in their groups , they would work cooperatively and think together what right answer was , but

the students have responsibility with the number that was they get .

In summary , based on the researches research finding , NHT technique benefited or given contribution to the students because they can enjoy while do the reading comprehension task , Interesting in teaching reading comprehension using Numbered Heads Together technique and they can do the task of the reading comprehension in descriptive text well so that they can get good score .

## **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents the conclusion from the result of the research discussed and suggestion for teaching learning process of understanding of reading comprehension descriptive text using Numbered Heads Together technique to the seventh grade students of SMPN 8 Kediri in academic year 2014/2015 .The result of the analysis and discussion in the previous chapter, there are some conclusions which can be drawn. They are as follows:

First, as we all know that reading is one of receptive skills that must be mastered by the students in order to convey their ideas and to share information, it is very important to teach writing using appropriate technique. Hence, Numbered Heads Together

technique is good to teach Reading Descriptive text. The use of Numbered Heads Together technique can help them understand the material well, so the students can easy to understand descriptive texts than before at the end of the lesson. The students gave positive response by showing their interest, enthusiasm and motivation during this research . Numbered Heads Together technique can also solve the students' difficulties as well as build their responsibility by working in a group or pair and enhance their reading comprehension ability and raise their self-confidence by working individually.

Second, using Numbered Heads Together technique can improve the students' ability to reading comprehension of descriptive text. The students can easily solve some problem in comprehending descriptive text like answering W-H question , finding antonym and synonym , finding topic and main idea , finding meaning new vocabulary .

After analyzing the result of the research, the researcher got the data about students' reading scores that had been taught using Numbered Heads Together technique compared to the scores before being taught using this technique. From the data, it has shown that the students' post-test scores in reading comprehension of descriptive text

are higher than the students' pre-test scores. The means of post-test score is 85,2, while the means of pre-test score is 82,2. It is also supported by the data analysis in chapter IV that the t-score (3.68) is higher than t-table (2.797) at the degree of significance 1% and 2.064 at the degree of significance 5%. From this result, the researcher concludes that there is very significant effect of Numbered Heads Together technique to the seventh grade students' reading comprehension ability of descriptive text at SMPN 8 Kediri in academic year 2014/2015.

Based on the conclusion above, The researcher also give some suggestion to the English teacher that she uses Numbered Heads Together technique in reading activities to improve the student's reading comprehension ability and should be more creative in apply Numbered Heads Together technique, because it can make the students are enjoy in teaching process. And for the students, they should be good participants when the teacher teaches reading comprehension using Numbered Heads Together and they must to write more by applying the technique so they will be more skillful in reading, study hard and be active during the teaching learning process.

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