



**THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER TO THE  
STUDENTS READING COMPREHENSION OF NARRATIVE TEXT  
TO THE SECOND GRADE STUDENTS OF MTs N PAGU  
IN ACADEMIC YEAR 2014/2015**

**SKRIPSI**

**Presented as a Partial Fulfillment of the Requirement to Obtain  
the Sarjana Degree of Education of English Department  
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University of Nusantara PGRI Kediri**



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**APPROVAL PAGE**

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

Kediri, August 22, 2015

The Advisors,

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**APPROVAL SHEET**

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**ABSTRACT**

Reading skill as a part of receptive skills gives the first priority in the printed information is very dominant nowadays. The fact, reading is the last choices for students. The English teacher only provides the text and questions then he asked the students to answer it. This is caused the students often feel bored in the teaching learning process. In this Skripsi, the writer wants to introduce the technique named Numbered Heads Together technique to lose their mind about reading and make their reading comprehension can be better. The problem of the research are 1) How is the ability of student's reading comprehension before they are taught using Numbered Heads Together technique to the second grade students of MTs N Pagu Kediri? 2) How is the ability of student's reading comprehension after they are taught using Numbered Heads Together technique to the second grade students of MTs N Pagu Kediri? 3) Is there any significant effect of Numbered Heads Together to the students reading comprehension? This research is used quantitative approach and experimental in the form of pre-test, treatment and post-test design and the subject of the research is the second grade students of MTs N Pagu Kediri that taken only one class consist of 25 students. The research was done in two meetings and technique of analizing the data used pre-test, treatment, and post-test and than using the T-test formula to count the result of the test.

**Key words:** Numbered Head Together, Reading Comprehension, and Narrative Text



## **I. Introduction**

English is as one of subjects that is stated in Indonesian education curriculum. In English, there are four language skills have to be learnt, listening, reading, speaking, and writing. Listening and reading are as receptive skills and speaking and writing are as productive skills. Reading as one of the English skills provides opportunities to learn other language skills listening, speaking, writing and other language components vocabulary, and grammar.

Reading comprehension is very important because the success of students in studying depends on the greater part of their ability to read. According to Peregoy and Boyle in Linse (2004: 69), “Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. For second-language learners there are three different elements which impact reading: the child’s background knowledge, the child’s linguistics knowledge of the target language, and the strategies or techniques the child uses to tackle the text”.

It means that reading is a subject that needed the skill to be able to understand the meaning of words and know the content the text as we read.

Through reading, people can improve their knowledge, experience and broaden their horizon of thinking. Reading is needed to ensure the continuing personal growth and adapt the changes in the world. In other words reading is used to extend experience in the world.

Reading is one of the skills that should be learnt by the students of Junior high school. In *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, the purpose of learning reading for the eighth grade students is “to comprehend the meaning of short functional text and essay in the form of narrative text and recount text in the context of daily life activities and to access knowledge”. It means that the students should be able to comprehend narrative and recount text that related to their life.

Acording to Peter Knapp and Megan Watkins ( 2005: 220), “Narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and



continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write ‘naturally’”.

It means, narrative is one of all the genre of the text that commonly the students choose and write down.

Although reading is one of ways to increase knowledge and to practice language, many students of MTs N Pagu still do not understand the English text in the form of narrative text. Based on the observation, there are some problems that effect the students of MTs N Pagu in understanding reading text.

## **II. Method**

Based on the title of this research “The Effectiveness of Numbered Heads Together to the students reading comprehension of narrative text to the second grade students of MTs N Pagu in Academic Year 2014/2015”, it can be concluded that the design of this research is Experimental Research is “metode penelitian yang digunakan untuk mencari pengaruh perlakuan tertentu terhadap yang lain dalam kondisi yang terkendalikan” (Sugiono:107). It means this research

method is used to find influences of specific treatment to others in controled condition.

In this study the writer uses quantitative approach, because the data is presented in the form of number and analyzed by using statistical formula.

## **III. Findings**

In this part, the writer discusses two elements of research result. They are The Description of Research Finding and Data Analysis.

### **1. Description of Research Finding**

The result finding of the research divided into three; they are the description of pre-test, treatment, and post-test.



**a. The description of student's reading comprehension before being taught using Numbered Heads Together.**

The subject of the research was the second grade students of MTs N Pagu Kediri. The class consists of 25 students. The pre-test was done on 19 March 2015. The writer gave 20 items of reading questions to the students. It was used to measure the reading comprehension before being taught Numbered Heads Together.

The total pre-test scores of XI class is 1585. The standards score of English subject in eight grade students that is 75. So, if the students' score less than 75, they do not pass the test. But, if their score more than 75, they will past the test. From the data pre-test scores above, students who cannot pass the test are 21 students and the students who pass the test are 4 students. It can be concluded that students who didn't pass the test are higher than students who passed the test.

#### **IV. Discussion**

In this part, the data are analyzed by using t-test. Before analyzing the data, the writer presents the result of data frequency of pre-test and post-test.

**b. The Description of Treatment**

The treatment was done twice on 19 March 2015 and 4 April 2015. Every treatment took 2 x 35 minutes. The activities are in the following.

**a. Pre teaching**

- 1) Greeting (introducing the writer and answer question)
- 2) Introducing the students and the purpose of research (to give the new technique to help the students easy to understand the reading subject)
- 3) Introucting Numbered Heads Together (technique that will apply in teaching learning process)
- 4) Explaining the step of Number Heads Together (*In step one*, the students in each team number off from one to four. *Step two*, the teacher then asks a high consensus question. *In step 3*, the students put their heads together, discuss the correct answer, and make sure that everyone knows the answer. *In step4*, the teacher calls a number and those students raise their hands to respond).

**b. Whilst teaching**

- 1) Dividing the number to the students randomly
- 2) Asking the students to make a group



- 3) Giving the task and every group did it
- 4) Every group discuss the answer
- 5) The writer choose the student to answer based on the number randomly

c. Post teaching

- 1) Asking the students about their difficulty (question and answer)
- 2) Answering the students questions
- 3) Concluding the lesson

**c. The Description of reading comprehension after being taught using Number Heads Together**

After giving treatment to the students, the writer gave post-test to the students. The post-test consisted of the same question as the pre-test. Here is the result of post-test.

**a. Data Frequency of Pre-test** The

Data frequency of pre-test in the following, it can be seen that there are 1 student got score 40-44 is 4%, 2 students got score 45-49 is 8%, 2 students got score 50-54 is 8%, 2 students got score 55-59 is 8%, 2 student got score 60-64 is 8%, 4 students got score 65-69 is 16%, 8 students got score 70-74 is

32%, 3 students got score 75-79 is 12%, 1 student got score 80-84 is 4%. There are so many students who get low score. Low score here is less than the standard score of English subject of second grade students at junior high school is 75.



According to the research finding as explained before, it can be concluded that Numbered Heads Together technique on the students' reading comprehension has very significant effect because the score of post-test is higher than pre-test.

Before the students are taught using Numbered Heads Together technique in pre-test, the total score is 1585 and the mean of pre-test is 63,4. After they are taught using Numbered Heads Together technique and doing the post-test, the score is 2080 and the mean of post-test is 83,2. It can be concluded that students' score is increasing after they are taught using Numbered Heads Together technique. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test was 94,6 at the degree of freedom of 24 and t-table is 1,711 at the level of significant of 5% (0,05) and 2,492 at the level of significant 1%. Its mean that t-score (94,6) > t-table at the level significant of 5% (1,711). So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Based on the result of t-test, it can be concluded that Numbered Heads Together technique has very significant effect.

Besides, the condition of the students before being taught using Numbered Heads Together, most of the students get bored and found difficulties in comprehending the text, especially to find general information, factual information, detail information, generic structures, meaning of word and language features of text. It makes their reading score is bad. Therefore, the condition of Numbered Heads Together technique has positive effect on the students' reading comprehension. The students were enthusiastic to use this method in their classroom. They enjoyed in reading the text, and understood the material. Beside Numbered Heads Together technique not only gives teacher more quality time to work with students but also provide students with plenty of opportunities to learn from each other. It makes them can comprehend the reading text and get good score.

Besides, students' reading comprehension also increases after being taught using Numbered Heads Together. The students' reading comprehension increased because Numbered Heads Together has some advantages. First, Numbered Heads Together make the classroom atmosphere is more alive and



enjoyable for learning. So, the students' motivation to learn also improved. Second, Numbered Heads Together can solve students' problem in reading especially in understanding the meaning of vocabulary. This makes their reading comprehension increase.

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