

---

**THE EFFECT OF TEACHING READING USING NUMBER HEAD  
TOGETHER ON THE STUDENT'S READING COMPREHENSION  
ACHIEVEMENT AT THE TENTH GRADE OF SMAN 1 MOJO  
IN ACADEMIC YEAR 2014/2015**

**SKRIPSI**

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



By

**Nur Rofi'atul Agus Ningtyas**

**11.1.01.08.0146**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2015**

APPROVAL PAGE

SKRIPSI

By:

**NUR ROFI'ATUL AGUS NINGTYAS**

**NPM: 11.1.01.08.0146**

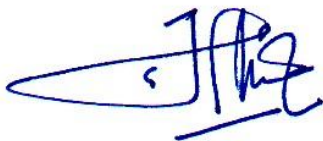
Entitle :

**The Effect of Teaching Reading using Number Head Together On The Student's  
Reading Comprehension Achievement at the Tenth Grade of SMAN 1 Mojo in  
Academic Year 2014/2015**

Approved by the Advisors to be proposed to the English Education Department  
Examination Committee of University of Nusantara PGRI Kediri  
Kediri, 28 June,2016

The Advisors,

Advisor I



**Sulistyani, M.Pd**  
**NIDN. 0701056803**

Advisor II



**Drs. Abd. Rahman, M.Pd**  
**NIDN.**

**APPROVAL SHEET**

**SKRIPSI**

**By**

**NUR ROFI'ATUL AGUS NINGTYAS**  
**NPM 11.1.01.08.0146**

**ENTITLED:**

**THE EFFECT OF TEACHING READING USING NUMBER HEAD  
TOGETHER ON THE STUDENT'S READING COMPREHENSION  
ACHIEVEMENT AT THE TENTH GRADE ON THE SMAN 1 MOJO IN  
ACADEMIC YEAR 2015/2016**

Approved and accepted by all this qualification  
by the Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, may 23, 2016

**Board of examiners**

Chairman : Drs. Setya Adi Sancaya, M.Pd

First Examiner : Drs. Abd. Rahman, M.Pd

Second Examiner : Sulistyani, M.Pd



The Dean of the faculty of Teacher  
Training and Education Faculty of  
University of Nusantara PGRI Kediri



  
**Dr. Hj. Sri Panca Setyawati, M.Pd**  
**NIDN. 0716046202**

# THE EFFECT OF TEACHING READING USING NUMBER HEAD TOGETHER ON THE STUDENT'S READING COMPREHENSION ACHIEVEMENT AT THE TENTH GRADE OF SMAN 1 MOJO IN ACADEMIC YEAR 2014/2015

NUR ROFI'ATUL AGUS NINGTYAS

NPM. 11.1.01.08.0146

FKIP – Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing 1 : Sulistyani, M.Pd.

Dosen Pembimbing 2 : Drs. Abd. Rohman, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

## ABSTRACT

Reading is one of English skill that should be mastered by Senior High School students. They need it in their life, not only in the classroom but also out of the classroom. Reading needed by the students since they are still in the Elementary School or since they learn English for first time. In teaching reading to the Senior High School, teacher is suggested to use technique to make reading activity more interesting. Number head together is one kind of technique that can be used to teach reading.

The purpose of this research is to know the students' reading ability before and after being taught using number head together and to find whether there is any effectiveness of number head together on the students' reading comprehension of tenth grade at SMAN 1 Mojo in academic year 2015/2016 or not.

This study is quantitative approach and use experiment method to investigate the effectiveness of number head together to the students' reading comprehension at the tenth grade students of SMAN 1 Mojo academic year 2015/2016. The sample is class X – IPS 5 consisting of 42 students. Data was collected by using reading test that conducted in two parts, pre-test and post-test.

Based on the result of this study, it is found that number head together has influence to the students' reading comprehension. It is also supported by the result of the data which has been computed by the formula of t-test that the score of t-score (1,075) is higher than t-table in significant 1% (0,398) and 5% (0,308).

Finally, the writer concludes that there is very significant effectiveness of number head together to the students' reading comprehension. This technique makes learning process become easier and more enjoyable so that the students can overcome their difficulties in reading such as difficulty to find the main idea, general information, specific information, reference and the meaning because they have lack of reading comprehension. The students' ability in comprehending the text becomes much better. The writer also suggests that the use of number head together should not be neglected from benefits of number head together and try to apply its' activity to improve their students' reading comprehension.

**Kata Kunci : the effect, teching reading, using number head together, reading comprehension achievement**

## I. BACKGROUND OF THE PROBLEM

Reading is one of four basic skills that are taught to the senior high school students. This skill is as important as the other language skills. It can be implemented

in digging the gist of information or message listed in any kinds of texts. This idea effort to the activity of reading comprehension. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi

component, highly complex process that involves many interaction between readers and what they bring to the text as well as variables related to the text itself.

Reading comprehension is dynamic process in which information from the text and knowledge possessed by the reader interact to enable the reader to construct meaning before, during, and after reading. Grellet (1996: 8) states that reading comprehension should not be separated from other skills. It means that everything that people talk or write is all about everything they have read. One of the types Reading is reading comprehension. When students are reading, they are doing thinking process by comprehending all the words, phrases, sentences, and paragraphs in order to get the meaning of the as a whole. Through reading activities, students are expected to be able to understand the meaning of the text as a whole. Consequently, the students must have a good reading ability.

Teaching reading must use appropriate and interesting strategy in order to make students interested and increase the student's ability in reading English. This helps students to monitor their own progress. The bookmarks should include pre-reading, during-reading, and post-reading strategies.

There is not one single strategy that it can be used to teach the multiple phases of vocabulary development and reading

comprehension. Interventions need to begin as early as possible to use multiple strategies and activities in order to increase reading.

Furthermore, the order problem comes from students. While the teacher teaches the students, they don't pay attention of the teacher explanation. Students who feel bored don't have motivation and have less interest to understand the text. Finally, students don't get the gist of reading comprehension.

In this case the teacher should select and use an appropriate reading strategies in teaching reading. One of strategy which can be used occasionally is number head together. Teacher can increase quality of learning because student need something fun and easy to access.

Number head together is one of kind cooperative learning in which students work together to ensure that each member of a group knows the correct answer to problem or questions asked by the teacher. It can be said that number head together is a working which not only consider about the group comprehension in answering or explaining the answer but also focus on the comprehension of each member of the group. So, each member in the group has a responsibility in certifying that each member knows the right answer.

Cooperative learning is an approach to teaching that makes maximums use of cooperative activities involving pairs and

small group of learners in the classroom (Richards and Rodgers, 2002:192). It means that this approach emphasizes on cooperative rather than competition within the member of group. Good cooperative learning strategies engage students in sharing how they think, examine it themselves, gaining insight from the critiques of their peers, and enlarging their conceptual understanding by hearing how others understand the same content (Cooper, 1999:272). There are many kinds of strategy in cooperative learning. The researcher chose Number Head Together strategy to conduct this research.

Number Head Together (NHT) strategy is cooperative learning strategy that holds each student in a group accountable for learning the materials. In this strategy, the students have to work in-group and think together to solve the problem with all the member of the group. The entire member has responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer. Cooper (1999: 282) states that NHT strategy provides an incentive from students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves.

In reading comprehension it is needed to understand the meaning and the meaning of the text. So, the students must

have ability to make inferences by their trait and skills. There are specific traits that determine successfully for individual who will comprehend text.

Many researches had done a research by using number head together strategy. The previous research findings were needed to provide relevant references for this research. First, Cristiani (2008) conducted an experimental research. She showed that the applications of NHT strategy influenced the eighth grade students' reading comprehension achievement of SMPN 1 Kalisat Jember. In her research, she used narrative text as the reading text. She focused on findings general and specific information from the reading text. She stated that the students who got treatment using NHT strategy achieved better reading achievement compared to the students who taught without NHT strategy. Second, an experimental research done by Taufiq (2012) proved that the use of NHT strategy gave a significant effect on the seventh year students' tense achievements at SMPN 2 Balung Jember. The study shows that the students who taught by applications of NHT strategy got the better score than those students who did not. It means that we can use NHT strategy as an alternative strategy in teaching English, including in teaching reading comprehension.

The third is conducted by Hadi (2011) under the title "Using Number Head



Together Improve The Reading Ability Of The Eight Grade Of MTs Al-Amin Mojokerto.” This research used a classroom action research. The data obtained from one class of the grade eight, VIII-B. the class consisted of 25 students. He did the number head together strategy to improve students’ reading ability in narrative text. The result of the research showed that the use of NHT strategy has given positive influence in teaching narrative text.

The forth is conducted by Afrilia (2012) under the title " The Effect Of Number Head Together Strategy On Reading Comprehension Achievement Of The Eight Grade Students At SMP Negeri 2 Tamanan Bondowosoin the 2011/2012 academic year.” This research used experimental study. It is covered the stages of administering homogeneity test; determining two classes as the experimental group and the control group; giving treatment that was teaching reading by NHT strategy to the experimental group, while control group were taught by using lecturing strategy as usually applied by the teacher.

In brief, the researches above indicate that the use of NHT strategy not only successful in improving the students’ achievement of the course.

The use of Number Head Together in teaching reading narrative text can help the students increase the students’ reading comprehend to understand the content of the

text teacher must be active and creative to make students understand and active in material given and to maximally explore the student knowledge in the material.

The problem from the finding field on process of PPL, the problem is the students difficult understand the content some text because they are not understand some word, didn’t know the structure of text, feel bored with teaching learning process. So, in there to give some strategy likes with song, using PPT, using a picture, and using number head together. After that the students any increase quality of reading and increase the vocabulary so on. So, the students can help the students increase the students’ reading comprehend to understand the content of the text teacher must be active and creative to make students understand and active in material given and to maximally explore the student knowledge in the material.

Another finding for the teacher class. The teacher not using strategy in class so, the students feel bored in the teaching process. But, after any progress of PPL. And in teaching process teacher of PPL using some strategy the student comeback to enthusiast in teaching learning process.

Focus on the research in the effect of teaching reading using number head together on the students’ reading comprehension achievement. The important of the research is can be helping the student

on the quality of reading comprehension achievement.

Based on the problem above, the writer gives solutions to teach reading narrative text using number head together. The writer hopes that the students are able to read and explore their information into reading comprehension. In this case, the writer wants to do a research on “the effect of teaching reading using number head together on the students’ reading comprehension achievement at the tenth grade of SMAN 1 Mojo in academic year 2014/2015”.

## II. METHOD OF RESEARCH

Considering the statements, the writer uses quatitative research collects numerical data in order to explain, predict and or control phenomena of interest, data analysis is mainly statistical, it was categorized with descriptive research correlation research, causal-comparative research and experimental research, the result of research is a number, or a series of numbers, presented in tables, graphs or other forms of statistics.

The writer chooses SMA Negeri 1 Mojo, this school has eight classes of the tenth grade from. In tenth grade classes, it is divided into two categories; science and social. Where science class consists three classes namely X IPA 1-3, and social class consists five classes namely X IPS 1-5. Each

class consists about 42 students. So the population are 328 students.

In brief, the writer chooses the sample randomly and class X – IPS 5 is the sample of this research. The sample of this research consists of 18 males and 24 females students. Thus, the total samples of this research are 42 students.

After collecting the data, the writer analyzes those data obtained. In this analysis, the technique that the writer used in this research is T-test. This technique is used to prove the hypothesis that the writer said in previous chapter. From this process, the writer was know whether this research is significant impact or no.

The formulations are as follow:

$$t = \frac{Md}{\frac{\sum x^2 d}{N(N-1)}}$$

Md = Mean different of pre-test and post-test

$\sum x^2 d$  = standard deviation

N = total sample

The Norms:

The T – test must be compared to the decide the significance of the study. The writer uses the norms:

1. if the  $t\text{-test} \geq t\text{-table}$  and the degree of significance of 0,01 (1%) it is very significant, so  $H_a$  is accepted,  $H_o$  is a rejected.
2. if the  $t\text{-test} \geq t\text{-table}$  and the degree of significance of 0,05 (5%) it is very



significant, so  $H_a$  is accepted,  $H_o$  is a rejected.

3. if the  $t\text{-test} \leq t\text{-table}$  and the degree of significance of 0,05 (5%) it is not significant, so  $H_a$  is rejected,  $H_o$  is accepted.

### III. RESULT AND CONCLUSION

#### A. Interpretation Of The Result Of Data Analysis

In testing the hypothesis, the computation of  $t\text{-observed}$  was compared to  $t\text{-table}$ . If  $t\text{-observed}$  was higher than  $t\text{-table}$ , the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. From the result of the data analysis mentioned, we found that  $t\text{-observed}$  was 1 at the degree of freedom of 13,  $t\text{-table}$  was 0,308 at the level of significance 5% and 0,398 at the level of significance 1%. So, it means that  $t\text{-observed}$  was significant. So, the null hypothesis ( $H_o$ ) was rejected and the alternative hypothesis was accepted. The students' reading comprehension achievement was increasing and it can be seen from the table of average score between pre test and post test below:

Table 1 average score between pre test and post test

N = 42 students	Pre test	Post test
Total score	3217	3441
Mean	76,60	81,93

It can be seen from the table above, that total score of pre test was different from post test. In pre test, it was obtained 3217 and the score improved in post test, it was 3441. Automatically, mean of pre test and post test was different too. Mean 76,60 was obtained in pre test and mean 81,93 was obtained in post test. Thus, mean of post test was proved also better than mean of pre test.

Number head together technique gives very significant effect to the students' reading comprehension achievement that can be seen from the table difference level of significance from  $t\text{-table}$  and  $t\text{-score}$  below.

Table 2 the statistical computation of using  $t\text{-test}$

Db	$t\text{-score}$	1%	5%	Alternative Hypothesis ( $H_a$ )	Null Hypothesis ( $H_o$ )
41	1,075	0,398	0,308	Accepted	Rejected

Based on the calculation above, if the  $t\text{-score} \geq t\text{-table}$ , and the level of significance is 1%. It means that it is very significant, so the  $H_o$  is rejected. It can be seen that  $t\text{-score}$  is 1 and the degree of freedom or db is  $(N - 1) = (42 - 1) = 41$ . Finally, the  $t\text{-table}$  is 0,398 at the level of significance 5%, and 0,308 at the level of significance of 1%.

It means that  $t\text{-score}$  is higher than  $t\text{-table}$ , thus it can be concluded that the result of the research is very significant or

there is very significant effect of using number head together on the students' reading comprehension achievement of the tenth grade of SMAN 1 Mojo.

### **A. Discussion**

Based on the hypothesis and the data that have been analyzed above, the writer concluded that number head together technique is effective for students' reading comprehension achievement on the tenth grade of SMAN 1 Mojo. Because the score of post test was higher than that of pre test. Total score of pre test was 3217, and the total score of post test was 3441. It means that students' score increased.

Based on data report, it is shown that  $t - \text{score} (1,075) \geq t - \text{table } 1\% (0,308)$ . It means the result of this research is very significant so the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

Finally, there is very significant influence of using number head together on the student's reading comprehension achievement in narrative text to the tenth grade of SMAN 1 Mojo. The students got good score after being taught using number head together technique.

### **B. Conclusion**

Based on previous chapter, it can be conclude that reading is a process getting information and process to understand the content of text and building their knowledge. Without reading the students

will face the difficult when they learn the other skill such as listening, speaking, and writing. Because of it, the suitable technique in teach reading. It is needed in order the students feel enjoy and easy to understand the material during reading process. One of the suitable technique is number head together. By using number head together, the students can increase their reading ability. That number head together can be used for teaching reading on the student's reading comprehension. This technique is still considered as a suitable technique because all of the students always focus and pay attention to their teacher. Beside that, number head together give the students technique in reading comprehension.

Based on data in research finding of the test that have been analyzed above, the writer concluded that number head together technique is effective for students' reading comprehension achievement on the tenth grade of SMAN 1 Mojo. Because the score of post test was higher than that of pre test. Total score of pre test was 3217, and the total score of post test was 3441. It means that students' score increased.

It is shown that  $t - \text{score} (1,075) \geq t - \text{table } 1\% (0,308)$ . It means the result of this research is very significant so the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

Finally, there is very significant influence of using number head together on

the student's reading comprehension achievement in narrative text to the tenth grade of SMAN 1 Mojo. The students got good score after being taught using number head together technique.

#### **IV. DAFTAR PUSTAKA**

Anderson, Mark. 1998. *text Types in English*. Australia: MacMillan Education Australia.

Arikunto, S. 2010. *Prosedur penelitian suatu pendekatan praktik*. Jakarta: PT Rineka Cipta.

Berardo S.A. 2006. *The Use of Authentic Material in the Teaching of Reading*. Avellino: Stefano del Sole.

Boyd. 2010. *The Seven Reading Strategies*. New York: The Guilford Press.

Cooper, J. M. 1999. *Classroom Teaching Skill*. Boston: Houghton Mifflin Company.

Cristiani, A. 2008. *The Influence of NHT Technique on Reading Comprehension Achivement of The Grade Eight Students of SMP 1 Kalisat-Jember in the 2007/2008 Academic Year*. Universitas Jember: unpublished S1 Thesis.

Duffy. G.G. 2009. *Explaining Readin*. New York: The Guilford Press.

Fideles V. N. 2009. *Types of Reading and Reading Techniques*. New York: Richard.

Grellet, F. 1996. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise*. Cambridge: Cambridge University Press.

Grellet. F. 1999. *Developing Reading Skills*. New York: Cambridge University Press.

Ikah. 2006. *The Correlation between students' Achivement in Vocabulary and Reading Ability*. Jakarta: SIUSH.

Lems K, Miller L, and Soro T. 2010. *Teaching Reading to English language Learners*. New York: the Guilford Press.

Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw – Hill.

Pang S.E, Muaka A, and Kamil M. 2003. *Teaching Reading*. Chicago: IAE Educational Practices Series.

Patel M. F, Jain M.J. 2008. *English Language Teaching*. Jaipur: Sunrise.

Richard, J.C and Rodger, T. S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Snow C, Sweet P.A. 2003. *Reading for Comprehension*. New York: the Guilford Press.

Sugiono. 2009. *Metode Penelitian Kuantitatif Kualitatif*, Dana R & D. Bandung: Alfbeta.