



THE INFLUENCE OF USING NUMBERED HEADS TOGETHER (NHT) ON STUDENT'S READING ABILITY OF SEVENTH GRADE JUNIOR HIGH SCHOOL OF SMPN 2 PAPAR KEDIRI IN ACADEMIC YEAR 2015 / 2016

ARTICLE

Presented to Nusantara PGRI Kediri University in Partial
Fulfillment of The Requirement for The Bachelor Degree of Education In English Department



By:
YOHAN CHRISTIANI

NPM: 11.1.01.08.0222

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



APPROVAL PAGE

SKRIPSI

By :
YOHAN CHRISTIANI
NPM 11.1.01.08.0222

ENTITLED :
THE INFLUENCE OF USING NUMBERED HEADS TOGETHER (NHT)
ON STUDENT'S READING ABILITY OF SEVENTH GRADE
JUNIOR HIGH SCHOOL OF SMPN 2 PAPAR KEDIRI
IN ACADEMIC YEAR 2015 / 2016

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

Kediri, June 06, 2015

The Advisors,

Advisors I

SUHARTONO, M.Pd
NIDN : 0714026901

Advisors II

SULI MULYATI, M.Pd
NIDN :

APPROVAL SHEET

SKRIPSI

By :
YOHAN CHRISTIANI
NPM 11.1.01.08.0222

ENTITLED :

THE INFLUENCE OF USING NUMBERED HEADS TOGETHER (NHT)
ON STUDENT'S READING ABILITY OF SEVENTH GRADE
JUNIOR HIGH SCHOOL OF SMPN 2 PAPAR KEDIRI
IN ACADEMIC YEAR
2015 / 2016

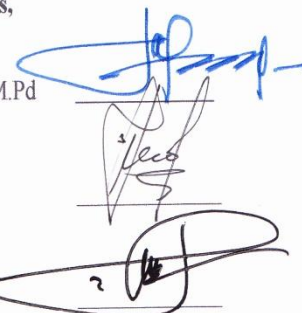
Approved and Accepted by all its qualification
By the Examination Commitee of
University of Nusantara PGRI Kediri
Kediri, July 10th, 2015

Board of Examiners,

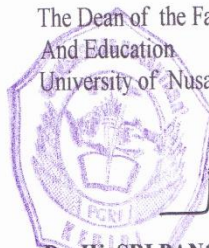
Chairman : Drs. Setya Adi Sancaya , M.Pd

First Examiner : Suli Mulyati, M.Pd

Second Examiner : Suhartono ,M.Pd



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



Dr. H. SRI PANCA SETYAWATI, M.Pd
NIDN : 0716046202



THE INFLUENCE OF USING NUMBERED HEADS TOGETHER (NHT) ON STUDENT'S READING ABILITY OF SEVENTH GRADE JUNIOR HIGH SCHOOL OF SMPN 2 PAPAR KEDIRI IN ACADEMIC YEAR 2015 / 2016

YohanChristiani

NPM 11.1.01.08.0222

Faculty of Teacher Training and Education - English Education Department

Yohanchristiani@gmail.com

Suhartono, M.Pd. and SuliMulyati, M.Pd.

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Yohan Christiani : The Influence of Numbered Heads Together on the Students Reading Ability of Seventh Grade of School At SMPN 2 Papar Kediri Academic Year 2015/2016, Skripsi, English Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri, 2015.

Reading is one of the four language skills that is taught in English. By mastering reading, useful for all of people around the world especially students to get knowledge. In fact, the students of junior high school still difficult to understanding reading material exactly in the meaning of the text, identification of factual and general information, expressing the meaning in monolog text. To solve the problem above, it needs such kind of technique in teaching reading, like Numbered Heads Together, TGT, Jigsaw and etc. From all technique Numbered Heads Together seems as a good thing to the students. And this is a research about The Influence Numbered Heads Together The Students Reading Ability of Seventh Grade of School At SMPN 2 Papar Kediri Academic Year 2015/2016.

Then the problem in this research are (1) how is the students' reading ability after being taught using Numbered Heads Together method of seventh of junior high school at SMPN 2 Papar Kediri in academic year 2015/2016? (2) is there any influence of Numbered Heads Together method to the students reading ability of seventh of junior high school at SMPN 2 Papar Kediri in academic year 2015/2016? .This research was conducted to the first grade students of SMPN 2 Papar Kediri , the sample consist 34 students. The research had been done in two meetings the data were collected using pre-test and post-test and t-test was applied to analyze the data.

The result show that t-observed was that t-score is 5.348 at the degree of freedom 33 and t-table 2.042 at the level significanes of 5% (0.05). It means that t-score (5.348) > t-table at the level significanes of 5% (2.750).The data shows that t-score is higher than t-table in the significance 5%. Therefore , the Alternative Hypothesis (Ha) was accepted the Null Hypothesis (Ho) was rejected. In addition, Numbered Heads Together is significant influence on the students of SMPN 2 Papar Kediri such as : they can help to understanding the text. They were improve the vocabulary , they can find the characteristic in descriptive text , they more active in learning English especially in reading and created a conducive class in teaching and learning process.

The researcher conclude that the effort is useful for teaching reading for the purpose of improving students English acheivement and the researcher also concludes that the research will be useful for the english teacher and the students.

Keywords : Reading, Reading Ability, Numbered Heads Together (NHT)

I. INTRODUCTION

Reading is one of English skills that should be mastered by students in junior high school. This skill will give new knowledge or update students knowledge when students read written text. Reading is needed by students in their life, they learned this skill from elementary school starting from the letter of alphabet, word, simple sentence until complex sentence and reading a text or books and this process of making a background knowledge of the students to understand the information from the writer in the written language. It is supported by Ducher (1990: 11) “Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation”.

By reading is literature such as a book, magazine, novel, newspaper, etc, the students can gain knowledge or to establish existing knowledge and get more information from literature that the students read. Students will finish reading if they understand or know the meaning of the writer, in other word,

students comprehend the meaning of the text. It is supported by Hmra and Syatriana (2010: 4) “the goal of reading is to comprehension the meaning”.

Dechant (1991: 7) While reading , the students can practice their pronunciation and structure , and also wide their vocabulary. Normally , the text are followed by questioning that is related of the text. From reading, students can get new information and knowledge. The students also need reading to comprehend the materials or subjects that are taught.

English learning process at the first year students of junior high school of the first semeseter is based on KTSP (Kurikulum Tingkat Satuan Pendidikan) one of the materials that must be shared is understanding the meaning of simple essay text, including Recount, Report, Deescriptive and Narrative text.

Moreover, the problems of teaching reading material is not come from the students but also from the teacher, sometimes teacher does not understand if what they explain it is make their students not exciting with their material. Some of the teacher does not have many techniques to teach reading skill so it is make the students boring to study

reading skill. The teacher just teach and ask the Students do similar activities in reading subject , the activities are , the teacher ask the students to read the text in the book silently or the teacher ask one of the students to read loudly while the other students listen , then the teacher ask the students which part or words they do not understand, if students does not understand the teacher will give more explain with the material , finally, the teacher will ask the students to do reading . those activities were always done in the teaching reading , so the students also do not have a high motivation to reading subject. The reason, the students think it very boring. When the students get reading subject on the class some of the students does not joint in this activity they more talking with others friends. Sleepy in the class or just silent without they are focused on the material teacher have given.

And also in the teaching learning of reading materials, teacher usually ask their students to make a conclusion about the text, find the main idea, and determine the paragraph organization. But sometimes, teacher did not give the students strategies to comprehending the text.

They are many techniques in teaching reading comprehension for example are

collaborative learning and contextual teaching learning , etc. Learning is the method , these are Number Heads Together, STAD, Think – pair – share, Jigsaw, and also Snowbal throwing technique. One of them is Snowbal throwing.

Reading becomes one of the important language skill that must be mastered by every student. Japar (2008: 01), reading contributes to the success of the language learning together with the other skills. But in fact, most of students in many country, especially in Indonesia has bad habit in reading. This condition makes Indonesian learners have low ability in reading.

According to Wang (2006: 47) “reading ability generates learning power that helps the students know themselves and other better as well. Sumarni (2008: 11) said that , “one characteristic of students is love playing .” from this statement it can be concluded that students need a method that can make them interested in learning something , especially in reading activity.

II. METHODS

This method can make students understand a text better, because although the students work in groups

they are claimed to make themselves understand the text individually. The seventh grade students of Papar II Junior High school have serious problems in reading . most of students in this class have hard ability in reading text. The condition may be caused by the English teacher who uses the monotonous method when teaching reading. It makes the students feel bored and they don't like reading activity. The students need an interesting method to make them enjoy and like doing reading activity so that have good reading ability . Brown (2001: 300) stated that “ The love of reading has propellend many learners to successful acquisition of reading skill”.

In this research, it use Quantitative research, according to Creswell (2003: 18), “A quantitative is one in which the investigator primarily uses post positivist claims for developing knowledge, cause and effect thinking, reduction to specific variables and hypothesis and questions, use of measurement and observations , and the test of theories) , employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that statistical data”.

From the statement this research need statistic formula to analyze the data.

Since it is done to get the accurate data, it can be calculated and also to prove the research hypothesis. In addition, the data that collected is in the form of number and proved using statistical formula.

In this research, that chosen by researcher for doing the research is pre-experimental design. In this research, it used Quantitative research,

Experimental design is the blueprint of the procedures that enable the researcher to test hypothesis by researcher valid conclusions about relationship between independent and dependent variable.

III. FINDINGS AND DISCUSSION

Before the result was done, knowing the condition of the teaching and learning process of reading was required. In the teaching and learning process, the teacher still used the conventional technique, the conventional technique means that the teacher only gave the task conventional technique, but also teacher used text translation in

teaching reading. Because the problem, the students are lazy in reading some text and cannot understand the meaning of the test, how to determine the main idea and topic of the text, distinguish the differences and similarities of the text and make a simple synthesizing.

From the table below, it can be seen that 34 is the number of sample. The total score of pre-test was 2255 the standards of English subject in Junior High School was 75. Therefore, if the students score more than 75, the students pass the test. But, if the students score less than 75, the students do not pass the test. From table, it could be seen 10 students can pass the Pre-test and there are 24 students who can not pass the test. It can be concluded that students who cannot pass the test are higher than the students who pass the test.

From the table above, the total score which be turned out by 34 students is 2865. As explained before that the standard score of VII grade students of SMPN 2 Papar Kediri, in this post test the total students who could pass the test are 28 students and 6 students cannot pass it. Besides, it could be concluded from the total score of pre – test

2255 and post – test 2865 that the score of post - test is higher than pre – test. It means that the students' score was increasing.

It can be seen from the table above, that the total score of pre-test is different with post-test. In pre-test, is obtained 2255 and the score improve in post-test, it is 2865. Automatically, mean of pre-test and post-test is different too. Mean 66,32 is obtained in pre-test and mean 84,26 is obtained in post-test. So, post-test's mean also better than pre-test's mean.

Numbered Heads Together gives significant effect to the students' reading ability can be seen from the table differences level of significant from t-table and t-score below.

Table 4.7
The table of t-test based on signification
5% and 1%

The statistical computation of using t-test

D f	t- score	1%	5%	Alterna tive Hypothesis (H_a)	Null Hypothesis (H₀)
33	5.34	2,750	2,042	Accepted	Rejected

According to the research concludes that there is any The Influence of Numbered Heads Together On The Students Reading Ability of Seventh Grade of School At SMPN 2 Papar Kediri because the score of post-test is higher then pre-test. Before the students are taught using Numbered Heads Together in pre-test , the total score is 2255 and the mean of pre-test is 66,32 . After they are taught using Numbered Heads Together and doing the post-test, the score is 2865 and the mean of post-test is 84,26. It can be concluded that students' score is increasing after they are taught using Numbered Heads Together .Besides, in analyze t-test, t-score is higher than t-table. The score of t-test was 5.348 . 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 has significant effect. So there is any influence before the students using this technique . After the students using this technique and after the students using this technique. After the students using this technique , the students can understanding the reading material exactly in the

meaning of the text, identification of the text, the students can expressing the meaning of monolog text and also the students have motivation to study the reading material because using this technique the students feel reading is easy and fun.

IV. CONCLUSION AND SUGGESTIONS

Based on the previous chapter, it can be concluded that reading is one of the four language skill that is taught in English. Then important Skill that should be mastered by students in junior high school and with reading the students can building their knowledge. This skill must be taught before the students are taught using writing . because without reading, the students will face the difficulties when they learn other skills. But students consider that reading is very difficult bored, also difficulty in determining the topic of the text and the students cannot understand the text because they lack of English vocabulary.

From the result of the researcher' analysis being mentioned in Chapter IV shows that there is significant effect of using numbered heads together to the seventh grade students of SMPN 2

Papar, Kediri. Resulting t-score is 5.348 at the degree of freedom 33 is 2,042 at the level of significant of 5 % and 2,750 at the level of significant 1%. It can be concluded that t-score was higher than t-table. So, (Ha) was accepted (Ho) was rejected. Based on the result, the researcher signified determine that using numbered heads together strategy give a better result in reading ability.

Finally, the researcher hopes that this effort will be useful for teaching reading and to improve the students' reading ability and the researcher also hopes that this research be useful for the English teacher and the students.

REFERENCES

- Brown, H., Douglas. 2001. *Teaching by Principles*. San Francisco : San Francisco State University.
- Brumfit, C., J. Moon, and R. Tongue. 1994. *Teaching English to children*. London : Longman.
- Cahyono, D. Bambang. 2011. *The Teaching of English as a foreign Language in Indonesia*. Malang: Universitas Negeri Malang.
- Clark, Christina and Rumbold, Kate. 2006. *Reading for Pleasure*. National Literacy Trust.
- Farwaniya. 2009. *Characteristic of Young learners*. Article. retrieve on 28 July 2011.
- Moats, Lousia C. *Teaching Reading is Rocket Science*. 1999. Washington DC : AFT Teacher.
- Pang, Elizabeth. S and Muaka, Angaluki. 2003. *Teaching Reading*. International Bureau of Education : IBE Publication Unit
- Perfeti, Charles A (2001). *Reading Skill*. University of Pittsburgh: Pergamon.
- Ratnawati, Dewi. 2006. Skripsi. *The Correlation between Vocabulary Mastery and Reading Comprehension : The Case of the Sevent Grade Student of SMPN 13 Semarang*. Universitas Negeri Surabaya.
- Sharon, Y. 2010. *Cooperative Learning for academic and social agains*. Article. retrieve on 28 July 2010.
- Sholes, Delence. 2009. *Reading for fun*. Article Retrieve on 20 Agustus 2011.
- Sugiyono. 2007. *Metode Penelitian Kuantitative, Kualitative dan R and D*. Bandung. Alfabeta.
- Abbot, P. & Wallace, C. 1997. *An introduction to sociology: Feminist*



perspective (2nd ed.). London/New York: Routledge.

Connell, R. 2006. *Understanding Men: Gender Sociology and the New International Research on Masculinities*. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The SAGE Handbook of Gender and Education*. London: SAGE.

Ellis, J. 2002. *Strengthening Subservience: Gender bias in West Bengal school textbooks*. Manushi. 128.

Holdsworth, V. 2007. *Schooling Beyond Gender Stereotypes*. Commonwealth Quarterly. 13 November. Retrieved 17 June 2015 from:

<http://www.thecommonwealth.org/EZInformation/172204/>

Holmes, M. 2009. *Gender and Everyday Life*. New York: Routledge.

Indaryati, Tri. 2011. *English Alive 2: Senior High School Grade XI* (2nd Ed.). Jakarta: Yudhistira.

Jasmani, M. F. I. B.M., MohdYasin, M.S., Hamid, B.A.; Keong, Y.C.; Othman, Z.,