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**THE EFFECT OF NUMBERED HEAD TOGETHER (NHT) ON  
STUDENTS' READING COMPREHENSION AT THE TENTH GRADE  
STUDENTS OF SMA N 1 PACE IN ACADEMIC YEAR 2015/2016**

**SKRIPSI**

Presented as a Partial Fulfilment of the Requirements to Obtain  
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Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



By :

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UNIVERSITY OF NUSANTARA PGRI KEDIRI  
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Approved by the Advisors to be proposed to  
The English Education Department Examination Committee of  
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Kediri, August 4<sup>th</sup>, 2016

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**APPROVAL SHEET**

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# THE EFFECT OF NUMBERED HEAD TOGETHER (NHT) ON STUDENTS' READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF SMA N 1 PACE IN ACADEMIC YEAR 2015/2016

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## ABSTRACT

Reading is one of important skill. The goal of reading is comprehension. The students cannot achieve their academic success without comprehending what they read. In fact, senior high school students still found difficulties in comprehend the English text. To help the students, Numbered Head Together technique can be used in teaching reading. The aim of this research is to find out the effect of students' reading comprehension before and after being taught using numbered head together technique, and to find out any effect of Numbered Head Together on students' reading comprehension. This research used quantitative pre experimental research. The population of the study was tenth grade of SMAN 1 Pace. The sample was the X-4 class consisted of 39 students (14 male and 25 female). The result was analyzed by using SPSS v.21, the mean of post-test (74,49) was higher than the mean of pre-test (63,08). It means that students' reading comprehension after being taught using NHT was increased. In addition, the result reports that t-score (12,195) was higher than t-table (2,022). In conclusion, there was a significant effect of NHT on students' reading comprehension. The teacher can apply this technique because it makes the students easy to comprehend and answered the task which consist some indicators of reading comprehension. And for the students they have to participate actively during the teaching-learning process.

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

## **I. INTRODUCTION**

Reading is one of the important skills that should be mastered by students. By reading, the students can get much information and ideas to enlarge their knowledge. To be successful readers, the students should comprehend the text that they read. Sweet and Snow (2003: 8) define reading comprehension is the process of extracting and constructing meaning from the text which involves three interactive elements; the reader, the text and the context. It means that reading comprehension is an activity to understand the reading material deeply. A reader should think critically how to understand the text. Furthermore, reading comprehension is an essential part of reading activity. Richards and Renandya (2002: 277) state reading for comprehension is the primary purpose for reading. Without comprehension students cannot achieve their academic success without comprehending what they read. Reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. That is way reading comprehension is very needed by students.

Based on the Curriculum 2016 the objectives of teaching reading in Senior

High School is to understand the meaning of functional texts and short essay such us procedure, descriptive, narrative, recount and new item, etc. But in fact, Indonesian senior high school students still found difficulties in understanding the content of English text that they read. Sukyadi, et, al (2003) see Amin T.S states a research on reading skill in Indonesia has revealed that the students' skills particularly in reading comprehension are still far from satisfactory. Sixty nine percent (69%) of 15-year-old Indonesian students have internationally worst reading performance and around 37.6% of 15-year-old students are merely able to read the texts without understanding the meaning carried by the text. Only 24.8% out of them are able to correlate the texts with their prior knowledge. It means that many students still have insufficient ability to comprehend the texts.

There are many factors causing students' difficulties in comprehend the text. It caused from the students themselves, the students had low motivation in reading material to comprehend the reading text especially in finding main idea, identifying specific information and word meaning found in text given and also the problem caused by

the teaching techniques used by the teacher. According to Tsiplakides and Keramida (2010), the teacher needs to encourage the students to have positive attitudes towards the lesson. Thus, the students need something different from the techniques used by the teacher in delivering the material. Therefore, the teacher should find out appropriate ways in teaching reading.

As the effort to make students' reading comprehension get better, the researcher proposes to use Numbered Head Together (NHT) technique in teaching reading comprehension. According to Richard & Renandya (2002: 52) Numbered Heads Together as one of cooperative learning technique which encourages successful group functioning because all members need to know and be ready to explain their group's answer(s). It means that, this technique can help the students to solve their problem and cooperate with their group. Therefore, it encourages them to be active during the learning process. Hopefully, by applying Numbered Head Together (NHT) technique will increase students' motivation in reading material.

Numbered Head Together gave significant effect on students' reading comprehension. Based on Agustin et, al. (2013) who found that the use of Numbered Head Together Technique gave

a significant effect on the eighth grade student' reading comprehension achievement at junior high school students. NHT technique makes the students become active during the teaching learning process because it enables the students to cooperate with their teams to achieve the goal of the team.

In addition, Darsana, I.W (2014), conducted the research by applying numbered heads together to improve reading comprehension of the ninth grade students. The result shown numbered heads together is a helpful and also an effective technique to use in improving subjects' reading skill especially in reading comprehension.

Based on some previous research, it found that numbered head together gave significant effect in reading comprehension and makes the students become active during the teaching learning process.

Related to the reasons above, the researcher needs to conduct a research entitled "The Effect of Numbered Head Together on Students' Reading Comprehension at the Tenth Grade Students of SMAN 1 Pace in Academic Year 2015/2016." In this research, the writer focused on teaching reading comprehension narrative text using Numbered Heads together to the tenth grade students SMAN 1 Pace. The writer

limited in reading comprehension with indicators: 1) Identifying general information, 2) Identifying specific information 3) Identifying detail information 4) Identifying the difficult word, 5) Identifying moral value of the text 6) Identifying implied information 7) Identifying communicative purpose 8) Identifying verb in past tense. The reason the writer choose senior high school students because they have more capability and experiences in comprehend reading text and they have learned reading text especially narrative text.

This research was conducted to know the effect of numbered head together before and after being taught using numbered head together and to know whether any effect of numbered head together on students' reading comprehension.

## **II. METHOD**

The research design applied in this research is quantitative research. Then, the researcher used pre experimental research to analyse how is the students' reading comprehension before and after being taught using numbered head together and to know the effect of numbered head together on students' reading comprehension.

The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of multiple choices that consists of 20 questions about narrative text which representative of some indicators micro-macro skills of reading comprehension which adopted from Brown (2004: 188). The writer hopes the same kind of test hoped can draw the difference of students' reading comprehension before and after being taught using Numbered Heads Together and to answer the question number one, two and three of formulation of the problem. The score of students' reading comprehension before and after being taught using numbered head together analyzed using Paired sample t-test in SPSS version 21 to see the effect of numbered head together on students' reading with a significant level:  $\alpha = 5\%$ .

This research was held in SMAN 1 Pace which is located on Jl. Srigading Pace, Nganjuk. The writer decided tenth grade students of SMAN 1 Pace as populations. Thus, The researcher chooses tenth grade students of X - 4 as the sample of this research that consists of 39 students, which is divided into 14 male and 25 female.



### **III. FINDING AND CONCLUSION**

The finding of the questions study were asking about how the students' reading comprehension before being taught using numbered head, how the students' reading comprehension after being taught using numbered head and whether there is significant effect or not numbered head together on students' reading comprehension.

First, Pre-test was held at the first meeting of the research. It was done on March 21<sup>st</sup> 2016. The total scores of students' reading comprehension before being taught using numbered head together of X-4 were 2460. The total sample was 39. There were 9 students got score 50 – 55 with categories very less, 14 students got score 56-61 with categories poor, 7 students got score 62-67 with categories enough, 3 students got score 68-73 with categories enough, 1 students got score 74 – 79 with categories good, and 5 students got score 80 – 85 with categories good.

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 19<sup>th</sup> 2016. 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: pre-teaching, whilst teaching, and post-teaching. The first procedure was Pre-teaching where the researcher gave the information about Numbered Heads Together technique as well as the material that would be taught, in this case was narrative text. The second process was whilst teaching. Here, the researcher started to implemented Numbered Heads Together technique, the first steps the researcher divided the class into some groups consists of 4-5 students based on students' ability (high medium, and lower). Then, passed the worksheets containing the questions which related with all of indicators of reading comprehension such as identified the generic structure, language features (focus on grammar) from Malin Kundang text. Next, the students work together to answer the questions. After the time was up, the researcher asked for an answer by calling a number. The students with the number called raised hand and came forward in front of the class to answer the questions. The last, asked the students about their difficulty and made the conclusion with students.

The second treatment was done on May 21<sup>th</sup> 2016. It was the same steps with the first treatment. The difference only at given worksheet which containing the different indicators. The indicators in



second treatment of reading comprehension: find the difficult word from “Malin Kundang” text and identifying the difficult word, general information, specific information, detail information, implied meaning and moral value from the story.

At last, post-test was held after two times of treatments given to the students. The total score of post-test was 2905. The total sample was 39. There were 5 students got score 60 – 64 with categories less, 2 students got score 65 – 69 with categories enough, 12 students got score 70 – 74 with categories enough, 4 students got score 75 – 79 with categories good, 6 students got score 80 – 84 with categories good, 9 students got score 85 – 89 and 1 student got score 90 – 94 with categories very good.

To analyze the data result, There are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

**Table 4.1**

**The mean score of Students’ Reading Comprehension before and after Being Taught using NHT**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	63,08	39	9,004	1,442
	After	74,49	39	8,720	1,396

From the Paired Samples Statistics table above, it shown the mean score of pre-test was 63,08 with standard deviation 9,004 and the mean score of post-test was 74,49 with standard deviation is 8,720.

**Table 4.2**

**The score correlation of Before Treatment and After Treatment**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Before & After	39	,783	,000

From Paired Samples Correlations table above, the output showed the data before and after being taught using NHT technique is 0,783 with significance value (sig.) 0,000. It can also be concluded that there is any significant correlation between number head together and students’ reading comprehension.

**Table 4.3**

**The T-score of students’ reading comprehension before and after being taught using numbered head together**

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Before - After	-11,410	5,843	,936	-13,304	-9,516	12,195	38	,000

From Paired Samples Test table above, it showed that t-test is 12,195 and the t-table with degree of freedom 38 is 2.022 at the level of significance of 5%. It means t-test is higher than t-table (12,195

> 2.022) and P value from the table is 0,000 with the level of significance of 5%.

Based on the data that has been analyzes by using SPSS version 2.1. The first finding shown the result of students' reading comprehension after being taught using numbered head together was increased. It is proven by the mean of post-test (74,49) is higher than the mean of pre-test (63,08). From the data analysis above it can also be concluded that there is any significant correlation between number head together and students' reading comprehension. It is supported by previous research conducted by Darsana, I.W (2014) the result shown numbered heads together was a helpful and also an effective technique to use in improving subjects' reading skill especially in reading comprehension.

The second finding, shown there was very significant effect of using numbered head together on students' reading comprehension to be used in teaching reading. It is proven by the result of t-score (12,195) is higher than t-table in the level of significance 5% (2,022) and P value t-test is lower than level of significance of 5% ( $0,000 < 0,05$ ). This result is in line with the previous research conducted by Andri, et.al. (2015) the result shown that teaching reading comprehension on narrative text using

numbered heads together technique is highly effective in terms of increasing the students' mean score of narrative text reading comprehension.

It can be concluded that the students' reading comprehension before being taught numbered head together was low. Then, students' reading comprehension after being taught using numbered head together was increased. From the data that have been analyzed by using SPSS version 2.1, the result of the t-test scores was (12,195) and the t-table was 2,022 (in significant 5%) or 0,404 (in significant 1%). In other words, the t-score was higher than t-table. It means  $H_a$  is accepted and  $H_o$  is rejected. Based from the result, the writer concluded that there was a significant effect of numbered head together technique on students' reading comprehension.

Based on the results above the writer concluded that Numbered Head Together was suitable for students' reading comprehension, because this technique can help the students got the better comprehend the text. Most of the students can answered some questions which consists of some indicators of reading comprehension such us identified general information, specific information, detail information, finding the difficult word, identified moral value of the text,

identified communicative purpose, identified verb in past tense. In Additional, it is also supported by the theory of Richard & Renandya (2002: 52) were proposes Numbered Heads Together as one of cooperative learning technique which encourages successful group functioning because all members need to know and be ready to explain their group's answer(s).

The writer suggests to the teacher, the students and other researcher. The teacher should teach the students using numbered head together in learning reading because this technique can make the students easy to comprehend and answered the task which consists some indicators of reading comprehension such us identified general information, specific information, detail information, finding the difficult word, identified moral value of the text, identified communicative purpose, identified verb in past tense. There are cooperation between the students who has more ability with the student who has less ability. The teacher should be more creative in apply the numbered head together technique by guiding and using another text that relate with the technique such as using descriptive text, recount, and procedure text or other functional text. Hopefully, it can make the students are enjoy in teaching learning process.

The students should be aware of the benefits of the numbered head together and it is better if the students to participate and be active during the teaching learning process so they will increase their skill especially in reading comprehension.

The other researcher may use the technique with different skill, material and indicators of reading comprehension. Then, it will be better when used this technique the other researcher divided the students' based on their ability (low, high, and medium). Because it will make the members of group share their knowledge each other even their ability is different.

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