

ARTICLE

**THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER
TO SEVENTH GRADE STUDENTS' READING COMPREHENSION
AT MTS SUNAN AMPEL PLOSOKLATEN KEDIRI
IN THE ACADEMIC YEAR 2015/2016**



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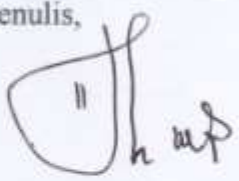
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ABSTRACT

Reading is one of four basic skills that should be mastered by students. To be successful readers, the students should comprehend the text they read very well. Therefore, reading comprehension is needed by the students. But the fact shows that most of the students have difficulties in comprehending reading material. To help students have better reading comprehension, Numbered Head Together technique can be used. The aim of this research are to find out whether numbered heads together technique effective to the students' reading comprehension, and to find out the students' response when numbered heads together technique is applied. This research design is quantitative experimental. The population of the study was seventh grade students of MTS Sunan Ampel Plosoklaten Kediri. The sample was class VII-B consisted of 32 students. Data is collected by test and questionnaire. The result was analyzed by using t-test. The mean of post-test (79.53) was higher than the mean of pre-test (66.43). It means that students' reading comprehension after being taught using NHT was increased. In addition, the result reports that t-score (12.97) was higher than t-table 1% (2.462). In conclusion, there was a significant effect of NHT on students' reading comprehension. Based on the result above the writer concluded that Numbered Heads Together is suitable for students' reading comprehension,

Key Words : Reading comprehension, Numbered heads together

I. INTRODUCTION

Reading is one of four basic skills (listening, speaking, reading, and writing) in teaching and learning of English. Brown (2003:185) states that in foreign language learning, reading is a skill that teachers expect learners to acquire. It argues as the most essential skill for success in all education contexts. Reading activities encourage the students confidence involves

in listening, reading, writing that related with the daily life communication. Reading must be taught because through reading students are expected to be able to get more knowledge and information.

To be good readers, students should be able to comprehend the text they read very well because the act of reading cannot be separated from comprehension. The students cannot achieve their academic



success without comprehending what they read. According to Karen et.al in Klingner et. al (2007:2), “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency”. In line with that, Brown (2007) stated that reading comprehension is the process of understanding and constructing meaning from a piece of paper. It means, to understand what is read, the readers must be able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the writer’s message. Reading comprehension is also a process of analyzing and evaluating of the writer’s opinion in written text to get some idea.

The Indonesian government has a priority in English to be developed and learned. They establish the objective in learning English based on the students’ grade. Based on curriculum KTSP (2006),

ruang lingkup mata pelajaran Bahasa Inggris di SMP/MTs meliputi kemampuan memahami berbagai teks fungsional pendek dan monolog serta esei berbentuk procedure, descriptive, recount, narrative, dan report.

So it can be said that students of Junior High School are required to not only be able to read the reading material, but also able to comprehend the content and the

meaning of reading material. In order to comprehend reading material, students should be able to find the main idea, identify specific information, and understanding the words.

The comprehension towards the reading materials is the main goals, but the fact shows that most of the students have difficulties in comprehending the reading text due to the fact that they lack of vocabularies and not well motivated. This problem really affected the students’ comprehension and made the students fail to answer the questions correctly, especially in finding main idea, identifying specific information, the meaning of vocabulary and answering W-H questions.

Problem is not only caused by the students but also by the teaching technique that is used by the teacher which is considered unsuccessful. Sometimes the teacher teaches students to read aloud. As long as they are able to read, teacher considers it enough. Teacher does not care with this situation and only orders the students to read. In addition, to have a good reading class activity, the teacher should use various techniques in teaching reading process. Teacher must involve all the students during the lesson.

Numbered Heads Together (NHT) is one of technique in cooperative learning that require students to work in group. By

having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. This activity not only about practice reading in group but also train the student to socialize and help each other.

Numbered Heads Together is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy. After direct instruction of the material, the group supports each member and provides opportunities for practice and discussing the content of material. Numbered Heads Together is also beneficial to increase the students' motivation in reading.

Based on the information above, the writer wants to know The Effectiveness of Numbered Heads Together Technique to Seventh Grade Students' Reading Comprehension at MTS Sunan Ampel Plosoklaten Kediri in academic year 2015/2016.

II. RESEARCH METHODS

This research used quantitative research approach and the research method was experimental design. The subject of the research was the seventh grade students of MTS Sunan Ampel Plosoklaten Kediri in academic year 2015/2016. The sample

of the research was VII-B class consisting of 32 students. This research was held in two meetings involved pre-test, first treatment, second treatment, post-test, and questionnaire.

In this research, the writer did experiment in one class by giving pre-test and post-test. Pre-test and post-test were given to the students to know their reading comprehension before being taught by using Numbered Head Together and after being taught by using Numbered Head Together.

Pre-test and post-test were in the form of multiple choices that consisted of 15 questions about descriptive text which representative of some indicators, such as find main idea, identify specific information, find the meaning of vocabulary and answering W-H questions. The results of pre-test and post-test were analyzed by using t-test from Ary et. al. (2010:177) to know the effect of numbered head together on students' reading reading comprehension with a significant level 1%;

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

While to collected the data that focuses on students' opinion, the writer used questionnaire. The questionnaire used questionnaire items which the students

gave checklist to the item. In this case, the writer used questionnaire with the type of items that provided a choice of four alternative answers (checklist) such as, strongly disagree, disagree, strongly agree, and strongly agree. This questionnaire based on the students' opinion about teaching reading using numbered heads together. And the result of questionnaire was analyzed using three process of analyzing the qualitative data from Miles and Hubberman (1994); Data reducing, Data display, and Making conclusion.

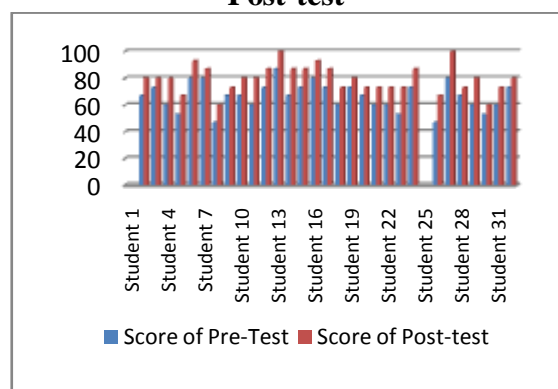
III. FINDING AND CONCLUSION

After analyzing the result of the research, the writer got the data about students' reading comprehension before using numbered head together, students' reading comprehension after being taught using numbered head together and students' opinion about teaching reading using numbered heads together.

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 (79.53) is higher than the mean of pre-test (66.43). From the data analysis above it can also be concluded that there is significant effect of numbered heads together on students' reading

comprehension. It is supported by previous research conducted by Darsana, I.W (2014) the result shown numbered heads together was an effective technique to use in improving subjects' reading skill especially in reading comprehension.

Diagram 4.5
The Difference Score of Pre-test and Post-test



The second finding, shown there was very significant effect of using numbered head together on students' reading comprehension. It is proven by the result the result of the t-test scores was (12.97) and the t-table was 2.756 (in significance 5%) or 2.462 (in significance 1%). In other words, the t-score was higher than t-table.

While from the result of questionnaire shown that almost all of the students agreed that Numbered Heads Together was effective to comprehend the reading material, such as find main idea, identify specific information, find the meaning of vocabulary and answer W-H questions.

Based on the result above the writer concluded that Numbered Heads Together

was suitable for students' reading comprehension, because this technique can help students get the better comprehension of the reading material.

The writer would like to give some suggestion for English teacher, the students and other researcher. The teacher should explain to the students how numbered heads together works and the importance of it in relation to reading comprehension, so that it will be easier for the students to understand the technique. It is also will make the students ready to do the task, answer the question, and discuss it with their group.

The students are expected to be more cooperative when numbered heads together is applied, because numbered heads together is a cooperative learning that requires the students to work in group to achieve their goal in learning the material. And also it is better if the students participate and be active during the teaching learning process so they will increase their skill especially in reading comprehension.

The other researcher may use numbered heads together with different skill and material. Then, it will be better when used numbered heads together technique the other researcher divided the students' based on their ability (low, high, and medium), because it will make all of

the members of groups share their knowledge each other.

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