

ARTICLE

**THE EFFECT OF NUMBERED HEADS TOGETHER ON STUDENTS'
READING COMPREHENSION AT SEVENTH GRADE OF
SMP PGRI KEDIRIIN ACADEMIC YEAR 2016/2017**



By:

WILDAN SATRYA WIJAYA

12.1.01.08.0173

Advised by:

- 1. Sulistyani, M.Pd**
- 2. Khoiriyah, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2017**



SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

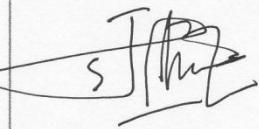
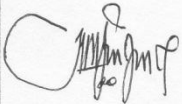

Yang bertanda tangan di bawah ini:

Nama Lengkap : Wildan Satrya Wijaya
NPM : 12.1.01.08.0173
Telepon/HP : 085749003095
Alamat Surel (Email) : wildan.satrya@gmail.com
Judul Artikel : The Effect of Numbered Heads Together on Students' Reading Comprehension at Seventh Grade of SMP PGRI 1 Kediri Academic Year 2016/2017
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa Timur 64112, Indonesia

Dengan ini menyatakan bahwa :

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 23 Januari 2017
Pembimbing I  Sulistyani, M.Pd NIDN. 0701056803	Pembimbing II  Khoiriyah, M.Pd NIDN. 0719017501	Penulis,  Wildan Satrya Wijaya NPM. 12.1.01.08.0173

THE EFFECT OF NUMBERED HEADS TOGETHER ON STUDENTS' READING COMPREHENSION AT THE SEVENTH GRADE OF SMP PGRI 1 KEDIRI IN ACADEMIC YEAR 2015/2016

Wildan Satrya Wijaya
12.1.01.08.0173

English Education Department

Wildan.satrya@gmail.com

Sulistiyani, M.Pd and Khoiriyah, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is one of important skills in English language. In addition, students should master reading comprehension too. For most of students, it is the most important skill to master in order to ensure success in learning. But many students still find difficulties in comprehending the text so their reading score is bad. 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 Heads Together on students' reading comprehension. This research used quantitative pre experimental research. The population of the study was seventh grade of SMP PGRI 1 Kediri. The sample was the VII C class consisted of 31. The result of the research showed the mean of post-test (77,41) was higher than the mean of pre-test (67,74). It means that students' reading comprehension after being taught using Numbered Heads Together was increased. In addition, the result reports that t-score (9,37) was higher than t-table 1% (2,750). In conclusion, Numbered Heads Together technique has good effect on students' reading comprehension. The teacher can apply this technique because it makes the students easy to comprehend the texts.

Keywords: Reading, Reading Comprehension, Numbered Head Together

I. BACKGROUND

English learning has to focus on the four languages skills. They are reading, listening, speaking and writing. From those four skills, reading is the skill that needs more consideration. As Grabe and Stoller (2013 : 3) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is a way to get information of the text. There are many information can be adopted by reading that

can add knowledge and also give pleasure to the readers. Readers can see any information from what they have read. Knowing the benefits of reading, students should do it as the need, not as the compulsion. Thus, reading should be mastered by the students.

In addition, students should master reading comprehension, because reading comprehension is one of important English aspects. For most of students it is the most important skill to master in order to ensure

success in learning. Based on Snow (2002:11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. 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 related closely to the cognitive competence of the readers, because it will produce comprehension. The comprehension towards the reading materials is the main goals, but the fact shows that the majority of the students are not competent to comprehend English.

In fact, some students have problems related to master reading skill. First, students have difficulty in understanding the meaning of vocabulary. This is a serious problem because they will not comprehend the text without understanding the meaning of the vocabulary. In reading comprehension, there are several indicators which must be acquired by students in order to get comprehend such as: identify general information, identify detail and specific information. Some students haven't reached and understood about the indicators so they cannot comprehend the text, and the students get difficulty to answer the question so their reading score is bad. Meanwhile, the problems also come

from the teacher. The English teacher does not apply specific technique to teach reading. The English teacher only provides the text and questions then teacher asked the students to answer it. This is caused the students often feel bored in the teaching learning process. The researcher knew that problems when the researcher did observation in one of Junior High School.

As the effort to make students' reading comprehension get better, the researcher proposes to use Numbered Heads Together technique in teaching reading comprehension. Robert E. Slavin (1995) stated Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as speaker for the 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. Because no one knows which number will be called, all team members must be prepared.

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 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. Based on the explanation above the researcher chooses several indicators in reading comprehension such as identify general information, identify detail and specific information, and the last is identifying meaning of word. The researcher also wants to know whether Number Head Together technique has effect to improve students' reading comprehension to the Seventh Grade Students of SMP PGRI 1 Kediri academic Year 2015/2016". The writer use descriptive text to limited in reading comprehension with indicators: Identifying general information, Identifying specific information, Identifying detail information, Identifying the meaning of word. 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 in this research is test which consists of pre-test and post-test. The pre-test and post-test were in the same form of multiple choices that consists of 20 questions about descriptive text which representative of some indicators, such as identify general information, identify detail and specific information, the last is identifying meaning of word. The test is given to see and compare students' reading comprehension before and after being taught using Numbered Heads Together and answer the question of formulation of the problem. The score of students' reading comprehension before and after being taught using numbered head together are analyzed using statistic analyze.

This study was held in SMP PGRI 1 Kediri which is located on Jl. Berlian Blok D No.11 Kediri. The researcher decided seventh grade students of SMP PGRI 1 Kediri as populations. Then, the researcher chooses seventh grade students of VII C as

the sample of this research that consists of 31 students.

III. RESULT AND CONCLUSION

A. Result

The research result shows that there is a very significant effect of using Numbered Heads Together on students' reading comprehension at seventh grade of SMP PGRI 1 Kediri.

The first result is students' reading comprehension score increased. It is proven by the mean of post-test (77,41) is higher than the mean of pre-test (67,74). It is also supported by previous research from Purnomo, S (2012) 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 result 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 (9,37) is higher than t-table in the level of significance 1% (2,750). This result is in line with the previous research conducted by Efriza et al (2013) the result shown that teaching reading comprehension on descriptive and narrative text using numbered heads together technique is highly effective in terms of increasing the students' score of descriptive and narrative

text. Beside, their reading motivation increase.

From the result above, the researcher can conclude 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 increase. From the data that have been analyzed by using statistic analyze, the result of the t-test scores was (9,37) and the t-table was 2,750 (in significant 5%). 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 researcher concluded that there was any significant effect of numbered head together technique on students' reading comprehension.

B. Conclusion

Based on the results above the researcher concluded that Numbered Head Together has good effect for students' reading comprehension, because this technique can help the students got the better comprehend the text and their reading motivation also increase. Beside, most of the students can answer some questions from the text which consists of some indicators of reading comprehension such as identified general information, specific information, detail information, and the last is finding the difficult word. In

addition, it is also supported by the theory of Slavin (1995) which proposes that Numbered Heads Together is one of cooperative learning techniques which involves all members of group because all members have to know and they will explain their group's answers. Besides, their reading comprehension are increases, their teamwork and responsibility increase too.

The researcher suggests to the teacher and the students . The teacher should teach the students using numbered head together in learning reading because this technique can make the students easy to comprehend and answer the task which consists some indicators of reading comprehension. Another that, Numbered Heads Together technique can change the assumption that reading is boring subject to be interesting subject. There is also cooperation between the students who have higher ability with the student who have less ability. The teacher should be more creative in facilitating the process of teaching learning activity in the classroom. Hopefully, it can make the students enjoy teaching learning process.

The students should be active in teaching learning process especially in reading class. Then, the students should read English material not only inside class but they should read outside class too, so

their English skill increase especially in reading comprehension.

IV. BIBLIOGRAPHY

- Grabe, W. and Stoller.FL. 2013. *Teaching and Researching Reading*. New York: Routledge, Taylor & Francis Group.
- Snow, C. E. 2002. *Reading for Understanding: Toward and R&D Program in Reading Comprehension*. Santa Monica: RAND.
- Slavin, Robert. E. 1995. *Cooperative learning: Theory, research, and Practice*. 2nd edition. Englewood Cliffs, NJ: Prentice-Hall.
- Purnomo, S. 2012. Improving The Students' Reading Comprehension Through Numbered Heads Together Technique. *Journal on English as a Foreign Language*, 2 (2): 37-44
- Dony, E., Mukhaiyar., & Radjab, D. 2013. The Effect of using Numbered Heads Together and Reading Motivation on students' reading comprehensionof descriptive and narrative text of SMPN 7 Muaro Jambi. *Journal English Language Teaching (ELT)*. 1 (3): 66-74