
**IMPROVING READING COMPREHENSION AT THE TENTH GRADE
STUDENTS OF SMAN 2 PAREPARE TROUGHT APPLICATION
NUMBERED HEAD TOGETHER (NHT) LEARNINGMODEL**

ABSTRACT

ATMARANIE DEWI PURNAMA, *Improving reading comprehension at the tenth grade students of sman 2 pareparetrought application numbered head together (NHT) learning model .*

AtmaranieDewiPurnama was born on March 02nd 1989 in Parepare. She lives on Lintas Brimob no.3 Parepare. She is the first from two siblings of the marriage of her parents Drs.H.LSappeWahab and Dra.Hj.Muanawarah. She started at elementary school at SDN 35 Parepare and graduated in 2001. In the same year she continued her study at SMPN 1 Parepare and graduated in 2004. And then continued at SMAN 2 parepare and graduated in 2007 in the same year , she was accepted as a student of English Education Department, faculty of languages and literature of State University of Makassar, and thancontinued her magister of education in muhammadiyah university of Parepare . for know she is a English lecturer in IAIM of Sinjai.

Abstrack

This research discussed how the use number head together to improve the students' ability in reading.

This research used quasi experimental design that applied a pretest and post-test design. The data was analyzed by using t-test (spssprograme). The population of this research was the X grade students of SMA Negeri 2 Parepare in academic year 2014/2015. There were two classes, a class for experimental class and a class for control class. It utilized cluster random sampling technique. The number of each class was 30 students. The instrument used in this research was reading test (narrative text) use of number head together (Nht) learning model.

The result of this research was a significant difference between experimental group and control group. This indicates the mean score of the post-test of experimental group was 84,25 while that of the control group was 77,56. Moreover, maen score of pre test was 61,50 in experimental group and 64,75 in control group ,it means that H1 was acceptable and the statistical hypothesis of Ho was rejected. it means that Using NHT significant develops the students' ability in reading.

Keywords: students, NHT, reading ability

INTRODUCTION A. Background

For this case, it becomes the teachers' role in creating successful of teaching and learning process. They must be able to choose appropriate technique in teaching reading in order to improve the students' reading comprehension. Silberstein (1994) said that it becomes the responsibility of the teacher to train students to determine their own goals and strategies for a particular reading. Therefore, the student will be more interested in comprehending the reading material.

Referring to the problem explained above, it is necessary to provide a way to help the students to comprehend the reading text easily. The teacher as a figure in guiding students in school should consider the best way to overcome the students' problem in comprehending a reading text. Brucbacker cited by Daniati (2010) state that the success or fail of learning process depend on use of a suitable method. It appears that technique in teaching reading is needed to be given more attention by the English teacher. The suitable technique can grow up the students' interest and motivation especially in teaching English as foreign language. High motivation will help students to follow the whole of teaching and learning process.

B. Problem Statement

Considering on the background above, the researcher states the problem statement "Is there any significant effect of Number Head Together (NHT) in Improving Reading Comprehension at the tenth Grade of Student at SMAN 2 Parepare"?

C. Objectives of The Research

To find out whether or not a significant effect of Number Head Together (NHT) in Improving Reading Comprehension at the tenth Grade of Student at SMAN 2 Parepare"?

D. Significance of The Research

The significances of this study are as follows:

1. For the teacher, as the input to use Number Head Together
2. For the student, the researcher is expected by implementing this technique can improve their reading comprehension.
3. For the next researcher, this study will be as the source of information for further relevant studies

E. Scope of The Research

This study was focused on the use of Numbered Heads

Together technique to improve the students' reading comprehension. The reading comprehension investigated is limited on the narrative text at the tenth grade students of SMAN 2 Parepare.

REVIEWS OF RELATE LITERATURE

A. Previous Related Studies

There are some studies that had been conducted on the use of NHT technique in learning process. One of them conducted by Japar (2008). The object of his study was students of MTs N Model Samarinda. The result of his studies showed that teaching reading by using NHT technique was effective. Megayanti (2003) found that there was significant effect of using numbered heads together technique on students' reading achievement at the second year of SMU 2 Kendari. The result of this study shows that the NHT technique improves the students' motivation.

The difference between previous research, in this research focus to used narrative text, on the pre test and posttest but the other research used descriptive text. And method in this research used quasi experimental design which involves two groups, experimental group and control group but for the previous research used the real experimental design which involves only one class.

B. Some Pertinent Ideas

a. The Concept of Reading

1) Definition of Reading

Reading is one of receptive skill, like listening. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of the text (Alan, et al; 2005:21). As Nunan (1988:7) said that reading is an interactive process between what a reader already knows about a given topic/subject and what the writer writes. Therefore, the readers need to understand the language of the text at word level, sentence level and whole text level. The readers also need to connect the message of the text to their knowledge of the world.

However, Tarigan (1987:7) stated that reading is a process performed and used by the reader to grasp message being delivered by the writer in the medium of words and written language. Furthermore, reading is useful for language acquisition which has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading texts is provided as a good model for English writing (Harmer, 2007:99). A good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded and fascinating lessons. According to Habirun (2001:9) states that "Reading is a process of looking at written language symbols, converting into overt and covert speech symbols and manipulating them, so that both the direct (overt) and implied (covert) ideas intended by the authors may be understood".

The goal of reading is to be able to read comfortably which implies the students so that they should reach a level at which they do not feel a conscious strain while reading. Reading is a complex cognitive process the individual is involved in while engaged with a written text. Shiotsu in Anggreani (2012:28).

From the statements above, the researcher concludes that reading has positive effects on students' vocabulary knowledge, spelling and writing, process of looking at written language symbols, process making sense of the text, and bringing in meaning and getting of meaning from the printed pages.

2) Kinds of Reading

Reading is a boring activity for the students when they just read. The students will finally give up continuing their reading when they face this difficulty every time they read. This situation will be different if the students are given interesting technique in teaching learning activities. By using interesting techniques, they will be curious to read the story and often enjoy the book, even though there are some difficulty words which have to be looked up in the dictionary to get their meanings.

According to Mikulecky and Jeffries (1996), there are six kinds of reading skill. Those are as follows:

1) Scanning

Scanning is very high speed reading that you do when you are looking for a specific piece of information. When you scan, you have a question in mind. You do not read every word, only the words that will answer your question. Practice in scanning will help you learn to skip over unimportant words so that you can read faster.

2) Previewing and Predicting

Previewing before you read can make a big difference in how well you understand what you read. When you gather information about a book by examining its cover, you are *previewing*. The aim of previewing is to help you *predict* or make some "educated guesses" about what is in the book. You should develop the habit of applying these skills whenever you read. You preview to get an idea of what you will find in the text. Then, your brain can begin to make connections, and your comprehension will be faster and better.

By previewing for a just a few seconds, you can pick up a great deal of information about the text you are going to read. You can preview any kind of text, including pleasure reading books, magazines article, tests, and textbook assignments.

3) Finding the Topics

When you read for the meaning, you should begin by looking for the *topic*. In order to understand what you are reading, you need to connect it to something you already know. To make this connection, you need to be sure that you know what it is that you are reading about. That is, you need to know the topic.

4) Skimming

Skimming is high-speed reading that can save you lots of time and helps you get through lots of materials quickly. It is different from other kinds of high speed reading, such as previewing and scanning. You skim to get the general sense of a passage or a book, not specific details. When you skim, you have a general question about the whole text, such

as “Will this passage be useful for me?” or “What is this writer’s opinion?” or “What is the writer’s purpose or general idea?” 5) Making Inferences

Good readers constantly make inferences as they read. It means that they think like a detective and look for clues in the text. Further, they use these clues to guess about the text and about the writer’s ideas. Sometimes the topic of a text may not be stated anywhere directly. You must look for clues and try to guess what the passage is about. This is called *making an inference*. Making inferences also helps a reader get around difficult vocabulary or sentence structure.

6) Summarizing

Summarizing is the retelling of the important parts of a passage in a much shorter form. The aims of summarizing are to make sure you have understood, to explain the sense of a passage to someone else, and to review texts for examinations.

From the last explanation above, we know that reading is one way to learn a new language and it is improved through practice. In fact, in many classrooms in Indonesia, reading lesson is used as an opportunity on practicing fluency, expressive speaking, and etc.

3) Narrative

According to Parker (1983), a narrative can be based on actual experience, or it can be a totally imaginary, or it can be a mixture of both reality and imagination. In any case, a narrative is an account of events told in such away that the reader shares the writer’s experience.

Narrative essays are often personal essays written in a story form. Narrative essays can be written in the first or third person depending on the perspective of the story. Narrative essays should have concrete terms. Most narrative essays have a universal meaning or take away nugget. Personal narrative essays are non-fiction stories. Essay writing often helps a person shape the experience until it can be clearly understood by others. Begin by finding a generalization about the story. Remember a narrative essay is more than telling a story. Put into the story only details that illuminate the thesis. Narrative essays if told as a story should have a plot, setting, characters, a climax leading to the thesis, and conclusion. Most narrative essays should have a time line where it begins and where it ends.

According to Keir (2009: 4), the structural features of narrative text consist of: a. Orientation

It is about the opening paragraph where the characters of the story are introduced. It sets the scene and introduces the participants (who, when, where). Orientation actually exists in every text type though it has different term.

b. Complication

This is a crisis arises. Complication is where the problems in the story developed. It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that sometime there is more than one complication.

c. Resolution

This is the crisis or the problems in the story are resolved, for better or for worse. Resolution is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters.

d. Coda (optional)

Coda is a personal comment or moral value (the lesson from the story which the readers get).

furthermore Keir (2009: 4), the language features of narrative text are as follows:

- 1) Use of word chains to build topic information.
- 2) b.Extensive use of nouns, adjectives, verbs, and adverbs to enhance theplot, setting, and characters.
- 3) Use adjective to build noun groups.
- 4) Use time connectives to sequence events.
- 5) Use thinking and saying verbs to show how characters are saying, feeling, and thinking

b. Cooperative Learning

Cooperative learning is a learning strategy that involves the participation of students in a small group to interact with each and there are five basic elements of cooperative learning model, namely:

- (1). Positive dependence,
- (2). Individual accountability,
- (3). social skills,
- (4). face to face, and
- (5). evaluation of group process V tom savage (1987: 217) argued that cooperative learning is something approach that emphasizes cooperation in groups.

Numerous cooperative learning strategies are used in classrooms all over the world. Some ofthe more popular methods include Think Pair Share (TPS), which is a simple method that can be done several times in one class. Students are asked a question and asked to think about it on their own. They then share their thoughts with a student near them and finally, together,they share their response with the class. Learning Together is another common cooperative learning strategy where students work together to complete a task such as a worksheet andtheir group receives the recognition for accomplishments. Team-GamesTournament (TGT) is a strategy in which students represent their teams in academic games while competing with others who have had similar past accomplishments (Slavin, 1981). Finally, the **NHT learning model**, a popular method of cooperative learning, was the focus of this intervention and will be described in further detail.

c. Number Head Together

1. Definition of Numbered Heads Together

One of the cooperative learning method is quite widely applied in schools is Numbered Heads

Together or abbreviated NHT, not only that, the NHT is also a lot of research material used mainly as a class action.

Number Heads Together is a learning model that is more forward to the activities of students in searching, processing, and report information from various sources that eventually presented to the class. NHT first introduced by Kagan et al (1994). NHT model is part of the structural model of cooperative learning, which emphasizes the special structures designed to influence the pattern of student interaction. Kagan's sstructures require that students work together depends on small groups cooperatively.

According to Kagan (1994) learning model of this NHT indirectly train students to share information, listen carefully and speak very well, and students are more productive in learning. Steps of NHT are:

- 1) Numbering Numbering is the main thing in the NHT, in this phase the teacher divides students into several groups or teams consisting of three to five people and gives students the numbers so that every student in the team has a different number, according to the number of students in the group.
- 2) Submission of Questions In this case, teachers ask questions to the students. Questions provided can be retrieved from a particular subject matter that is being learned, in a question try to vary from specific to general and with varying levels of difficulty as well.
- 3) Thinking Together After getting inquiries question from teachers, students think together to find answers and explain the answers to the members of his team so that all members know the answers to each question.
- 4) Providing Answers The final step is the teacher calls a number and every student from each group is numbered as raising his hand and preparing answers for the entire class, and then randomly selecting a group of teachers who must answer these question, then the number of students who is called the teacher of the group raise his hand and stand to answer questions. Another group, which is numbered is the same as the group's answer. 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 spokesperson 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.

The structure of Numbered Heads Together is derived from the work of Kagan. There are a number of variations on the method, some very simple and others with a greater degree of complexity. This structure can be used in conjunction with 'Think, Pair, Share' early in the development of the Co-operative Classroom. learning with spellings.

This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject

matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material.

a) Purpose

Processing information, communication, developing thinking, review of material, checking prior knowledge.

b) Relevant Skills Sharing information, listening, asking questions, summarizing others' ideas, talking quietly.

2. Advantages of Numbered Head Together

This cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material.

The three variables: input, process, and output briefly committed as follows:

1. Input, refers to the students who have law reading skill before giving material and technique of teaching.
2. Process, refers to teaching and learning process in the calssroom. In the teaching – learning process, the researcher need four treatments in this stage. Each stage of this process used by the researcher to teach reading (Narrative text). The researcher guide the students to read narative text by Number Head Together technique. Both of expriment and control calss, the material is narrative text but the tehnique is differents. Control class will use conventional way.
3. Output, refers the improvement of students'

B. Hypothesis

The hypothesis in this research there is significant effect by the used of Number Head Together in SMAN 2 Parepare.

METHOD OF THE RESEARCH

Research Design

The method used by the researcher in this research is quasi-experimental design which involves two groups, experimental group and control group (Gay, 2006:258, Woodside:94, and Nunan:24). It used two groups, one received treatment (giving Number Head Together) and the other group received direct instruction. Both of groups, experimental group and control group gave pre-test and post-test.

The design can be present as follows:

<i>E</i>	<i>O₁</i>
<i>X₁</i>	<i>O₂</i>
<i>C</i>	<i>O₁</i>
<i>X₂</i>	<i>O₂</i>

Where:

E : The experimental group

C : Control Group

O₁ : Pre-test

O₂: Post-Test X₁ : Treatment in Experimental group (NHT) X₂ : Treatment in Control group (Direct Instruction).

A. Operational Definitions of The Research Variables 1. Research Variables

There are two kinds of variables used in this research, namely independent variable (X) and dependent variables (Y).

- The independent variable is
Number Head Together
- The dependent variable is reading comprehension The paradigm design of the variables is revealed below:

2. Operational Definition of Variables

In this section, the researcher tries to explain the operational definition of research variables which have been mentioned above. Those are:

- Number Head Together is a learning model that is more forward to activities of student in searching, processing and report information from various sources that eventually presented to the class.
- Reading comprehension is the
ability to understand the text.

B. Population and Sample

1. Population

The population of the research in the first year student at SMA Negeri 2 Parepare in academic year 2014/2015 are 420 students, consist of 12 classes.

2. Sample

In this research the researcher applied cluster random sampling technique because the population consist of 12 classes, one class as the sample of experimental class and the other class as a control class. Which X10 grade as experimental class and X11 grade as the control class. The total sample is 60 students.

C. Instrument of The Research

In this study, the writer used a test as a instrument of data collection. The test is used to measure the achievement of students in reading narrative text, namely post-test. The post-test is used to find out the reading achievement after the treatment. The test was essay test. In this study the researcher asked student to understand the story, to know the main idea of the text, summary the story and etc. In this research, the achievement test is used. The test in this research is divided into two steps they are pre- test and post-test.

D. Procedure of Collecting Data

1. Pre-test

Before doing treatment, the researcher applied the pre test. It took 90 minutes. The researcher prepared 1 narrative text. The students have to look for the main idea and make a conclusion about the story and answer the question. The students did that with individually as their prior knowledge before using NHT.

2. Treatment The researcher carries out the class in four meetings. In the treatment the researcher made the lesson plan and it became a material to apply NHT learning model:

The procedure of doing treatment as follows:

Then what kind of steps in applying the NHT?, Syntax NHT described as follows:

- a. Numbering, Numbering is the main thing in the NHT, in this phase the teacher divides students into several groups or teams consisting of three to five people and gives students the numbers so that every student in the team has a different number, according to the number of students in the group.
- b. Submission of Questions. The next step is the submission of questions, teachers ask questions to the students. Questions provided can be retrieved from a particular subject matter that is being learned, in a question try to vary from specific to general and with varying levels of difficulty as well.
- c. Thinking Together After getting inquiries from teachers, students think together to find answers and explain the answers to the members of his team so that all members know the answers to each question.
- d. Providing Answers The final step is the teacher calls a number and every student from each group are numbered as raised his hand and prepare answers for the entire class, and then randomly select a group of teachers who must answer these question, then the number of students who called the teacher of the group raised his hand and stand to answer questions.

Another group, which numbered the same as my answer. Teachers must be creative in their ways to teach the lessons to their students. The strategies of teaching should be easy, enjoyable, motivating, and stimulating, many teachers still use the individual method by letting the students follow what the teachers say, and they do the tasks individually. They seldom use the cooperative learning method, where some experts believe that “two heads are better than one”.

3. Posttest Posttest is last for 90 minutes. The researcher employed a posttest to find out the value of the treatment whether or not the result is better than the result of pretest. The test of the posttest is the same as that of pretest is about narrative exercise. But the researcher will apply the NHT learning model **E. Technique of Data Analysis** In this research, the researcher were classified the score of each student into the following measurement scales.

1. Scoring the students reading comprehension of pretest and posttest.
2. Classifying the score of the students pretest and posttest. Classifying the students score into five levels as follows:

No	Raw Score	Score	Category
1	60-70	91-100	Very Good
2	45-59	76-90	Good
3	30-44	61-75	Average
4	15-29	51- 60	Poor
5	0-14	0-50	Very Poor

3. FINDINGS AND DISCUSSION A. Findings

As the researcher explained in the previous chapter that to collect the data in this research, the researcher used pre-test and post-test in which these tests aimed at collecting data of the students' comprehension to reading narrative text of two groups, the experimental group and the control group. The pretest consist (Depdiknas, 2008)

of 10 essay question. After giving treatment as 4 times the researcher gave post-test for taking final data. The data obtained through the test were analyzed by using inferential analysis through SPSS Windows Version 20.

The pre-test and post-test results of the students for experimental group and control group. The result of students' achievement in reading comprehension reported into the table distribution of overall students' score, table and chart Percentage Score of both experimental group and contro, group.

classification, frequency and

Chart 1 The Classification, Frequency and Percentage Score of experimental group

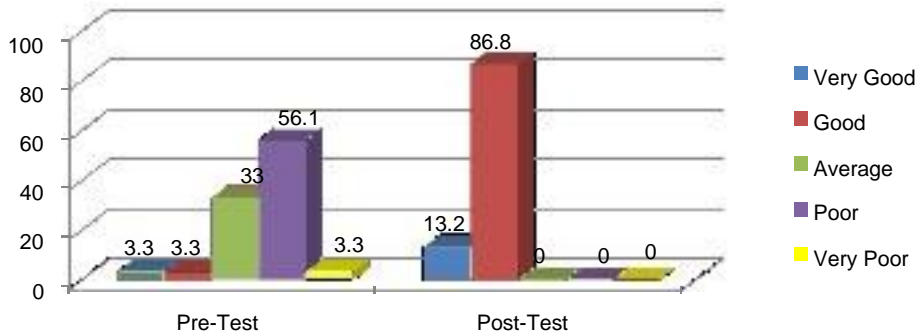
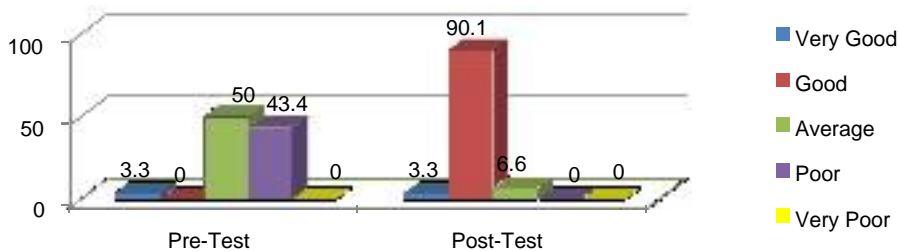


Chart 2 The Classification, Frequency and Percentage Score of experimental group



CONCLUSIONS AND SUGGESTIONS

A. Conclusion

From the discussion in the previous chapter, some points are concluded as follows: get the better their performance in writing. Based on the finding and discussion the researcher concludes that:

1. There is significant effect of students' reading comprehension at the tenth Grade of Student at SMAN 2 Parepare. It can be discovered that the student achievement in pre-test to post-test increased significantly. The mean score of experimental group in posttest and control group were significantly different. The mean score of post-test in experimental group is higher than the control group ($85.03 > 75.39$).
2. The result of data analysis showed that there were 1 (3.3%) students were in very good classification, 15 (50%) students were in average, 13 (43.4%) students were in poor and 3.3% student in very poor classification. After giving treatment, 1 (3.3%) students were in very good classification, 27 (90.1%) students in good and 2 (6.6%) students in average classification.

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