THE USE OF NUMBERED HEADS TOGETHER (NHT) MODEL TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH CLASS STUDENTS OF SMP NEG.1 BUA (A Classroom Action Research)



Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for the Degree of Sarjana Pendidikan (S.Pd.) in English Education

IAIN P/BY_OPO

HASNA SULAEMAN REG. NUM.: 09.16.3.0019

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

THE USE OF NUMBERED HEADS TOGETHER (NHT) MODEL TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH CLASS STUDENTS OF SMP NEG.1 BUA (A Classroom Action Research)



A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for the Degree of Sarjana Pendidikan (S.Pd.) in English Education

BY

HASNA SULAEMAN REG. NUM.: 09.16.3.0019

SUPERVISED By;

- 1. Dr. Muhaemin, M.A
- 2. Jufriadi, S.S., M.Pd

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

THESIS APPROVAL

This thesis entitled "The Use of Numbered Heads Together (NHT) Model to Improve Students' Reading Comprehension at the Ninth Class Students of SMP Neg. 1 Bua", which is written by Hasna Sulaeman, Reg. Number. 09.16.3.0019, English S1 study program of Tarbiyah Department of State Collage For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Tuesday, January 28th 2014 M., coincide with Rabi'ul Awal 26th 1435 H., it is authorized and acceptable as partial fulfillment of requirement for S. Pd. Degree in English language teaching.

Palopo, January 28th 2014 M

Rabi'ul Awal 26th 1435 H

COMMITTEE OF EXAMINATION

1.	Prof. Dr. H. Nihaya M., M.Hum.	Chairman	()
2.	Sukirman Nurdjan, S.S., M.Pd.	Secretary	()
3.	Madehang, S. Ag., M.Pd.	Examiner I	()
4.	Wisran, S.S., M.Pd.	Examiner II	()
5.	Dr. Muhaemin, M.A	Consultant I	()
6.	Jufriadi, S.S., M.Pd.	Consultant II	()

Approved By,

The Chief of STAIN Palopo

The Chief of Tarbiyah Departmen

Prof. Dr. H. Nihaya M., M.Hum. NIP. 19511231 198003 1 017 **Drs. Hasri, M.A** NIP. 19521231 198003 1 036

ABSTRACT

Hasna Sulaeman, 2014. The Use of Numbered Heads Together (NHT) Model to Improve Students' Reading Comprehension at the Ninth Class Students of SMP Neg. 1 Bua. Thesis, English Study Program Education Department of State Collage for Islamic Studies (STAIN) Palopo. Under Supervisior (1) Dr. Muhaemin, M.A. (2) Jufriadi, S.S., M.Pd.

Key Words : Numbered Heads Together Model, Reading Comprehension, Fable.

This thesis about the use of numbered heads together (NHT) model to improve students' reading comprehension at the ninth class students of SMP Neg.1 Bua. The problem statement of this research was "How to use Numbered Heads Together (NHT) model to improve students' reading comprehension at the ninth class students of SMP Negeri 1 Bua?". The objective of the research is to find out the way of using numbered heads together (NHT) model in improving the students' reading comprehension at the ninth class students of SMP Negeri 1 Bua?".

This research focused on the ninth class students of SMP Neg. 1 Bua and the total numbers of the student were 27 students. The methodology of this thesis used Classroom Action Research (CAR) and using two cycles. The instrument of the research were reading test and observation list. Reading test was given to know how far the students understand the material that that has been given and observation list gave data about active participation during teaching learning process.

Based on the data description above, the researcher answer the objective of the research is to find out the way of using numbered heads together (NHT) model in improving the students' reading comprehension at the ninth class students of SMP Neg. 1 Bua. The effective ways are 1). The teacher divides the students into group, in which there are five or six people each group. 2). The teacher distribute one text to every group. 3). After the discussion in each group, the teacher asked question to member of group and the teacher choose them randomly. 4). Each students' answer was scored by the teacher, all the scores will be accumulated by teacher and become the group score. 5). To keep the students motivation, the teacher should motivate and encourage the students during the lesson. The result of the students reading test was 77.03 and the result of observation on students' participation showed that 88.88% were active. It means that numbered heads together (NHT) model is effective to improve the students' reading comprehension at SMP Neg. 1 Bua.

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the skills of language. Reading is a source of getting some information. By reading, students can improve their vocabularies, grammar, students' understanding, increase our knowledge and some aspects. Reading is useful for other purpose to: provided students understand it more and less is good thing for language students.¹ Reading is a process that is carried and used by the reader to get a message, that would be submitted by the author through the words media/ written language.² So, Reading is to understand the content, ideas or ideas either express or implied in the reading material. It is an important skill that must be understood in learning English.

SMP Neg. 1 Bua is one of formal education that hopes to create the students who have capability especially in English. In SMP Neg 1 Bua there are many students were low in English, it proved by the interview between the researcher and the English teacher on 5th October 2012. Before doing the research was founded out in learning process. Some students got difficulties to understand the subject that they learnt for example, in the process of learning when the teacher asked them to find out

¹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Logman, 1991) p. 19.

²H.G Tarigan, *Pengertian Membaca*, 1986. Online <u>http://www.blogspot.com/2012/08/pengertian-membaca.html.</u> Accessed on August 3th 2013.

the topic of the text or answer the questions from the text they were still confused. Beside that most of the students often felt bored when they had to read a text and sometimes seemed to lean over their head on the table and talk each other. when the teacher gave exercises there are some students do not understand some of the material being taught. And when the teacher asked which part do not they understand students often silent.³

Based on the problems above, the teachers need a learning strategy to solve the problem. The researcher is interested in doing a research to discuss about cooperative learning, because cooperative learning is a form of active learning where students work together to perform specific tasks in a small group.⁴ Cooperative learning makes the students tend to study together and cooperative learning emphasizes the presence of peers who interact with one another as a team in resolving or discussing a problem or task. Cooperative learning consists of many models. The researcher considers to choose the numbered heads together model to solve the problem that faced by students of SMP Neg. 1 Bua.

At last the researcher is motivated to carry out the research entitled "*The Use* of Numbered Heads Together (NHT) Model to improve Students' Reading Comprehension at the ninth Class Students of SMP Neg. 1 Bua".

³ Srinanengsih, *Hasil wawancara guru bidang studi*, Bua 5 October 2012.

⁴ Beth Lewis, *Definition of Cooperative Learning*, online <u>http://k6educators. about .com/od</u>/educationglossary/g/gcooplearning.htm. Accessed on January 14th 2014.

This research of NHT model is an approach developed to involve more students in reviewing the material covered in the lesson and ensure their understanding of the lesson content instead of asking questions to students (Ibrahim, 2000)⁵. Number Heads Together (NHT), developed by Spencer Kagan (1993). Numbered Heads Together is a cooperative learning model that each student is responsible for learning the material. The students are divided into groups and each member of group was given a number (ranging from one to the maximum number of each group). The question was given to the group, and then the group worked together to answer the questions so that all group members can understand and answer questions. And teachers call a specific number to respond as the spokes person for the group.

B. Problem Statement

Based on the background that has been explained above, the researcher formulates problem statement as follows: *How to use numbered heads together (nht)) model to improve students' reading comprehension at the ninth class students of SMP Neg. 1 Bua?*

⁵Ibrahim. 2000. Online, *http://www. pembelajaran-numbered-head-together-nht.html.* Accessed on August 3 2013.

C. Objective of the Research

The research question set above, the researcher states the objective of this research as follow : to find out the way of using numbered heads together (nht) model in improving the students' reading comprehension at the ninth class students of SMP Negeri 1 Bua.

D. Significance of the Research

The result of this research expected:

1. To give new information to the teacher how to get the students' attention in reading learning process.

2. To improve the students' attention learning process at the ninth class students of SMP Neg. 1 Bua by number heads together model.

3. To improve students' skill in Reading, especially in reading narrative text

E. Scope of the Research

The scope of this research focuses on the using of NHT Model to improve students' reading comprehension at the ninth class students of SMP Negeri 1 Bua. The materials of reading comprehension focuses on the fable.

F. Definition of Terms

1. Numbered heads together (nht) is used to have students review information and make sure all students can solve problem.⁶

2. Samsu Somadayo (2011) revealed that reading is an interactive activity for the picking as well as understand the meaning contained in the written material.⁷

3. Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings.⁸



⁶Spencer Kagan, *Cooperative Learning, (*Australia: Kagan Cooperative Learning Publisher, 1992), p. 10:1.

⁷Soedarso, *Sistem Membaca Cepat dan Efektif,* Jakarta: Gramedia Pustaka Utama, 2006, p. 4, <u>http://mbegedut.blogspot.com/2013/04/pengertian-membaca-menurut-para-ahli.html</u>. Accessed on September 10th 2013.

⁸Farida, Rahim, online, <u>http://urbanlegends.about.com/od/glossary/g/fable.htm</u>. Accessed on December 28th 2012.

CHAPTER II

REVIEW OF LITERATURE

A. Previous of Related Findings

1. Andi Marwiah in her thesis under the title of the silent reading in improving reading comprehension skill to the eleventh years student of MA Al-Jihad Buangin, she stated that teaching reading skill through silent reading technique can help students improve their reading comprehension skill and can stimulated the students interest and the student more concentration in reading activity and can improve students achievement of the eleventh year students of MA Al-Jihad Buangin kec. Sabbang in 2010/2011 academic years.¹

2. Suci Pratiwi in her thesis under the title Improving the Students' Reading Comprehension in Narrative with Directed Reading Thinking Activity (DRTA) Strategy (The Case Study of the Eleventh Grade Students of SMA N 01 Tayu Pati in the Academic Year of 2010/2011). She stated DRTA can be an effective strategy as an alternative technique in teaching reading comprehension in narrative and can improve the students' achievement in comprehending a text narrative at Eleventh Grade Students of SMA N 01 Tayu Pati in the Academic Year of 2010/2011.²

¹Andi Marwiah, The Effectiveness of Silent Reading in Improving Reading Comprehension Skill to The Eleventh Years Students of MA AL-Jihad Buangin, (STAIN Palopo:2010), p. 58.

²Suci Pratiwi, Online, *http://eprins.uny.ac.id/1229/1/Suci_Pratiwi.pdf*. Accessed on November 1st 2013.

The use of numbered heads together model to improve the students' reading comprehension is different from all research above. This research can help the students in comprehending the reading text caused the students make into group and working together. So, the students is easier to comprehend the reading text.

B. Concept of Reading

1. Definition of Reading

Reading has various definitions; it depends on the variety of the people's points of view, so the writer presents some following definition of reading:

According to Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these message. Unlistening text, a reading text moves at the speed of the reader (expect where the reader is trying to read an advertisement that flashes past a train window).³

Diane Henry Leipzig (2001), states that reading is the motivated and fluent coordination of word recognition and comprehension. Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. It requires that we: identify the words print a process called word recognition, construct an understanding

³Jeremy Harmer, *Practice English Language Teaching*, (London: Logman, 1991), p. 190

from them a process called comprehension, coordinate identifying words and making meaning so that reading automatic and accurate an achievement called fluency.⁴

According to Wills, reading is receptive skill, like listening, speaking, and writing are productive skills in learning language besides listening, speaking and writing.⁵

According to Bowman, reading is an appropriate means to promote a lifelong learning. By teaching the children how to read means giving skill these children a future which provides a technique to explore how "the world" wherever he choose, and provide the opportunity to get goal in life.⁶

Based on the definition above, reading can be defined as an activity to get information, understanding from the written text, increase perception through written text, bringing the meaning from the printed pages to the brain.

2. Purpose of Reading

Wooding Keith Johnson in Yasmir, we read in order to obtain information which is presented in the written form, but by nature of the information so obtained requires more explicit definition. He further explains "by referential (factual), affective, or emotional, so then:

⁴Diane Henry Leipzig, 2001, *What is reading? (Article)*. Online : <u>http://www.readingrockets.org/articles/352</u>. Accessed on November, 24th 2012.

⁵Jane Willis, *Teaching English through English a Course in Classroom Language and Technique*, (New York : Logman), p. 34.

⁶Bowman,1991.*DefinitionofReading*,online:<u>http://www.brainyquote.com/words/re/reading210</u> <u>418.html#ixzz1Esd2JNVM</u>. Accessed on March, 29th 2013.

a). Answer we can give to our question of why we read is that we read referential material in order to obtain factual information with operating on our environment,e.g. a set of instruction or how to use a piece of equipment.

b). We read material as a way of developing our own intellectual skills, so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of series of operations, e.g. making proposal for project.

c). We read for emotional gratification or spiritual enlightenment, e.g. for pleasure or self environment.⁷

3. Kinds of Reading

There are three kinds of reading. They are reading aloud, silent reading, and speed reading. In this kinds will be explain below.

a). Reading aloud

Reading aloud is kind of reading where a readers expressed orally every word and text. The purpose of reading aloud is to improve students' ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in the passage.

Reading aloud can be done in group or individually. It is done individually; the teacher can check up his or her students ability in the pronunciation and the stress

⁷Yasmir, Jasim, *Students Ability In Reading English Text, (A Case Study At Barbara English Course)* (Makassar : Faculty of letter UNHAS MKS, 2005) p. 17.

of the words as well the sentence intonation individually. Of the activity is done in group, the teacher should check and evaluate the students in group.

This kind of reading is helpful of both the student and the teacher. The students who are involved in reading aloud activity will make some progress because they always measure their own skill pronunciation and in stressing the word show by the teacher in reading activity aloud. It also helpful to improve the word recognition. On the other hand, the teacher will find it easier to identify what kinds of difficulties his or her students face in reading.

b). Silent reading

Silent reading means reading the text by heart where there is no voice expressed. This kind of reading requires the reader to find out the meaning of words or sentence and find out the ideas written in the text no practice the pronunciation of the words and how to express the word in silent reading. It is practice by a reader who wants to comprehend the text in reading comprehension process.

In silent reading, a reader need much attention and full concentration to what is reading his or her purpose is to gain the meaning given the following text. While the students are reading silently, the teacher should control the class.

c). Speed reading

Speed reading is the reading faster or read the text speedily to get the ideas or comprehend it at one. Speed reading has to run side by side with reading comprehension. The reader is required not only to read faster but also to understand the ideas. However, the rate of reading speed of course depends on the kinds of reading material itself. The rate of speed of reading a story or narration will be different from reading scientific materials. Reading scientific materials need creative thinking, but reading story or narrative only need feeling and mind.

4. Aspect of Reading

According Pressley (2006), in Anastasia's research that some aspects of reading based on normal reading situation consist of three kinds. They are:

a). Word recognition

The degree of excellence in reading determined, to a large extent, by the ability to recognize and pronounce words. The core of view that reading is chiefly skill in recognizing words can be accurate by the form of the word itself. Decoding the printed page is one of examples of recognizing the oral equivalent of the written symbol.

b). Comprehension

Comprehension is one of competence that must be had by the readers. Reading just is not transferring the symbol printed from page to the brain but the readers have to comprehend the content of the reader's read. Comprehension in reading becomes important because it makes the readers have meaningful in their reading. In the other word, their reading is not useless.

c). Reflection

Globally, this aspect involves comprehension and word recognition. Look, the process of reading necessary to be able to hold ideas they occur and to conceptualize

meaningful interpretation through reflection. This process compares the written stimuli with the reader's experience.⁸

C. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading Comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior and knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

According to Brown reading comprehension is an interactive process between texts and readers prior knowledge. The skill and process of comprehension can be taught at a given level and in a given text; a student can master the use of the process at the level. However, when the level of the material and type of text are change, the process also changes.⁹

According to Arsyad and Buhari, comprehension is an essential factor in good reading. However, the perfect comprehension is not the ideal of good reading as

⁸Anastasia Vivi, Using Numbered Heads Together (nht) Technique To Improve Students' Reading Comprehension At Second Year, Of Smp Negeri 1 Makassar, (Makassar:FBS UNM: 2012), p. 11-12.

⁹Bowman.1991.*DefinitionofReading*,online:<u>http://www.brainyquote.com/words/re/reading210</u> <u>418.html#ixzz1Esd2JNVM</u>. Accessed on March, 29th 2013.

perfect comprehension would be almost synonymous with memorization of the material. In addition, the degree of understanding is measured more commonly in term of understanding of the main ideas basic facts expressed in the reading. Therefore, comprehension should be flexible and adjusted to the type of the material read and the purpose of reading.¹⁰

According to Arsyad and Buhari, there are some tips to easy remember of reading material. *First,* reading more. *Second,* learning to read for main ideas. *Third,* challenging your comprehension. *Fourth,* budgeting the time. *Fifth,* pacing your self, *Sixth,* developing habit of immediate concentration.¹¹

2. Levels of Reading Comprehension

According to Burn, reading comprehension consist of four categories, they are:

a). Literal reading (reading the line)

This is the level getting primary, direct literal reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say and can draw an inference or make evaluation. The students are able to recall, identify, classify, and sequence details, facts, effects and stated main ideas from a variety of written materials, and can interpret directions.

¹⁰Azhar Arsyad and Bukhari, *English for Students of Islamic Studies*, (Ujungpandang: AMA Press, 1993), p. 2.

¹¹*Ibid*, p. 4-8.

At this level, reading is aimed at obtaining the information of a text effectively, especially in comprehending the text as it stated by words, sentences, or paragraph in text. Therefore this level of comprehension is important since it serves as a prerequisite for higher-level comprehension.

b). Interpretative reading (reading between the line)

It includes thinking skills in which readers identify ideas and meaning that are not stated explicitly I the written text. In addition, it is higher level that literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contained in literal words, and must infer what the author means or tries to say. Interpretative comprehension usually includes making inference about main ideas of passages, referents of adverbs, omitted words. Besides, it also contains detecting the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

c). Applied reading A PALOPO

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in term of its relevance and significance and he/she also involved in creating new insights about the material. Put of applied reading is evaluating written material.

d). Creative reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private. Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is concerned with the production of new idea and the solving of problems of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read a new situation and then recombines the author's ideas to make new concept. Through creative comprehension, a reader creates something new.¹²

3. Strategies in Teaching Reading

Good reading strategies help you to read in a very efficient way using them your aim to get the maximum benefit from your reading with the minimum effort.

Brown mentions ten strategies of reading comprehension, each of which can be practically applied to the classroom techniques.

a). Identify the purpose in reading. The efficient reading consists of clearly identifying the purpose in reading something. By doing so, we know what we are looking for we out potential distraction information.

b). Use grapheme rules and pattern to aid in bottom-up decoding. This strategy is good for beginning level learners.

¹²Paul Burn, et.al., *Principle of Language Learning and Teaching*, (Boston, 1994), p. 150.

c). Use efficient reading for relatively rapid comprehensions. This strategy is good for intermediate to advanced level students, because they need not to be speed readers but you can be helped them to increase efficient by teaching a few silent reading rules that include: 1) you do not need to "pronounce" each word to yourself 2) try to visually perceive more than one word at a time. 3) unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.
d). Skimming, it consists of quickly running one's eyes across a whole text to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possible some of the developing or supporting ideas.
e). Scanning, its purpose is to extract certain specific information without reading through the whole texts. So, the exercise of this strategy may ask student to look for name or dates, to find a definition of essential concept, or to list a certain number of supporting details. In vocation or general English, scanning is important in dealing

f). Semantic mapping or clustering, it helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work techniques as students collectively induce order and hierarchy to passages.

with general like, schedules, manual, forms, etc.

g). Guessing, in this strategies, learners can use guessing to their advantages to guess the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, a content of the message, a to infers implies meaning. h). Vocabulary analysis, it means that when the learners do not know immediately recognize a word in the passage. One way for them to make guessing is to analysis it in terms of what they know about it.

i). Distinguish between literal and implied meanings this requires the application of sophisticated top-down processing skills.

j). Capitalized on discourse makers to process relationship, this strategy is good for learners of intermediate proficiency level.

D. Concept of Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is structured, systematic instructional strategies in which small group of student who work together toward a common good. It may be considering a subject of collaborative learning. It tends to encompass a variety of group learning experiences, communities, and other.

David and Roger Johnson (2001) states that cooperative learning is a successful teaching strategy in which small teams, each students of different level of ability use a variety of learning activities to improve their understanding of a subject. Each member of team is responsible not only for learning what is taught but also for helping teams learn. Students work trough the assignment until all group member successfully understand and complete it.¹³

¹³ David and Roger Johnson, *Cooperative Learning*, 2011, Online <u>http://www.clcrc.</u>. .com/pages/cl.html. Accessed on December 27th 2013.

2. Types of Cooperative Learning

There are over 150 Kagan Structures. All structures have different functions. Some are designed to produce master of high consensus content, others to produce thinking skills, and yet others foster communication skills.

a) Jigsaw. In this technique, teacher assigns a different mini-topic, to each member of a team. The students research their assigned mini-topics, and then meet in expert groups with members of other teams assigned the same mini-topic to discuss refine their understanding of the subject.

b) **Think-Pair-Share.** This is a four-step discussion strategy that incorporates wait time and aspects of cooperative learning. Students (and teachers) learn to LISTEN while a question is posed, THINK (without raising hands) of a response, PAIR with a neighbor to discuss responses, and SHARE their responses with the whole class. Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. Both students and teachers have increased opportunities to think and become involved in group discussion.

c) Three-Step Interview. This involves structured group activity with students. Using interviews/listening techniques that have been modeled, one student interviews another about an announced topic. \"en time is up, students switch roles as interviewer and interviewee. Pairs then join to form groups of four. Students take turns introducing their pair partners and sharing what the pair partners had to say. This structure can be used as a teambuilder, and also for opinion questions, predicting, evaluation, sharing book reports, etc.

d) **Roundtable**. This structure can be used for brainstorming, reviewing, or practicing while also serving as a team builder. Sequential form: Students sit in teams of 3 or more, with one piece of paper and one pencil. The teacher asks a question which has multiple answers. Students take turns writing one answer on the paper, then passing the paper and pencil clockwise to the next person. When time is called, teams with the most correct answers are recognized. Teams reflect on their strategies and consider ways they could improve. Simultaneous form: Each student starts a piece of paper, writes one answer, and passes it, so several papers are moving at once.

e) Numbered Heads Together. This structure is useful for quickly reviewing objective material in a fun way. The students in each team are numbered (each team might have 4 students numbered 1, 2, 3, 4). Students coach each other on material to be mastered. Teachers pose a question and call a number. Only the students with that number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence. This may be done with only one student in the class responding (sequential form), or with all the numbers, 3's for instance, responding using an Every Pupil Response technique such as cards or hand signals (simultaneous form).

3. Element of cooperative learning

Brown & Ciuffetelli Parker (2009) and Siltala (2010) discuss the 5 basic and essential elements to cooperative learning:

a. Positive interdependence

Students must fully participate and put forth effort within their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group

b. Face-to-face interaction

Members promote each other's success. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

c. Individual and group accountability

Each student must demonstrate mastery of the content being studied. Each student is accountable for their learning and work, therefore eliminating "social loafing"

d. Social skills

Social skills include the ways of student interact with each other to achieve activity or task objectives (e.g. praising and recognition). Since the student will free to express themselves, the other will appreciate and help if necessary.

e. Group processing

Group processing, whereby the students are assessed of what they have learned, how they have learned best, and how they might do better as a learning group or team. This will be one of wonderful impression that each students in a team tries to master the lesson.¹⁴

E. Concept of Numbered Heads Together (NHT) Model

1. Definitions of Numbered Heads Together

Numbered Heads Together is one of the cooperative learning models which is developed by Spencer Kagan. 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 a 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.(Terenzini & Pascarella, 1994).¹⁵

2. Basic principles of Numbered Heads Together

One of the Kagan structures is Numbered Heads together. Spencer Kagan (1992) states that there are three basic principles for all structures of cooperative

¹⁴ Brown, et,at., online, <u>http://en.wikipedia.org/wiki/Cooperative_learning</u>. Accessed on January 8th 2014.

¹⁵Terenzini and Pascarella, 1994, online: <u>http://www.teachervision.fen.com/group-work/cooperative-learning/485368.html.</u> Accessed on 2nd January, 2013.

learning, they are: **SPI** (Simultaneous interaction, Positive interdependence, Individual accountability).¹⁶

a). Simultaneous Interaction

If we apply the simultaneity principle, most people are actively engaged at the same time. For example, if the faculty members interact in pairs in the same hour on the average each person has a half hour to make input. A half hour of active engagement versus two minutes of active engagement per hours is the difference between feeling one has had a significant contribution to a meeting versus feeling one might as well not been there. Active engagement is critical: it leads to the feeling one's ideas, feeling part of the decision process. The alternative is alienation.

b). Positive Interdependence

Positive interdependence exists when one person's gains lead to gains for another (a positive correlation among outcomes) and when no one person can reach the goal without the help of others (interdependence).

c). Individual accountability

Individual accountability exists when each person is required to make a public performance. Those who always do not participate leave feeling that their presence at the meeting did not make difference.

¹⁶Spencer, Kagan. Spencer, *Cooperative Learning*. San Juan Capistrano, (Australia:Kagan Cooperative Learning Publisher, 1992), p. 4:5

3. Steps of Numbered Heads Together

Numbered Heads Together is a simple structure that leads the class through a series of steps designed to promote learning through cooperation, active participation, and individual accountability. The steps for each randomly-selected question are: 1) Think Time : Everyone thinks how to answer the question, no talking. 2) Write Answer : Everyone privately writes his/her own answer on his/her own sheet of paper or response board. 3) Heads Together : Teammates put their heads together and share their answers. They reach consensus on a team answer and discuss, teach if necessary so everyone knows the answer or knows how to solve the problem. 4) Who Answers? : One student on each team is selected. All selected student stands, ready to answer independently. They may no longer consult with teammates. 5) Answer Question : The teacher decides how the students answer the question.

Here are some options:

- (a) One member of each group writes down the answer on the board.
- (b) Teacher calls on one member of a group to share answer aloud.
- (c) Teacher calls one member of each group to share their answer.

(d) Students use response cards or finger for true/false or multiple choice question.¹⁷

¹⁷Spencer, Kagan, *Cooperative Learning*, San Clamente, CA: Kagan Publishing. Online, <u>www.kaganonline.com</u>. Accessed on September 1st 2012.

4. Advantages of Numbered Heads Together

Numbered Heads Together model has several advantages, they are:

a). It can improve students' academic achievement and be applied to almost all subject areas. Numbered Heads Together promotes higher achievement than competitive and individualistic learning structures.

b). It can increase students' engagement. Because the students put their heads together to answer the question and also make sure everyone in a group know the answer.

c). It decreases dominance from clever students so that students' equal participation will be apparent. Since students have to answer the questions, all students including the shy or weak ones should participate in reporting the answer.

d). It motivates students to learn. Numbered Heads Together can motivate students since the technique has the sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates. Being motivated, students will participate actively during the lesson.

F. Fable

AIN PALOPU

1. Definition of Fable

Fable comes from the Latin " fabula" (a " story"), itself derived from " fari" (to " speak") with the –ula suffix that signifies " little": hence, a " little story". Though in its original sense "fable" denotes a brief, succinct story that is meant to impart a moral lesson, in a pejorative sense a "fable" maybe a deliberately invented or falsified account of an event or circumstance. Similarly, a non-authorial person who, wittingly or not, tells " tall tales" may be termed a " confabulator". A fable differs from a parable in that the latter excludes animal, plants, inanimate, objects, and forces of nature as actors that assume speech and other powers of humankind.¹⁸

An author of fables is termed a "fabulist " and the world " fabulous," strictly speaking, " pertains to a fable or fables. "In recent decades, however, "fabulous" has come frequently to be used in the quite different meaning of "excellent" or "outstanding".

According to Beatrice, fable are short stories about people or animals. They are not true stories, but they give a lesson about life, Or fables are delightful to read stories in their own right, often with biting satire and wry revelations of human weakness. In addition, their short narratives, derived from animal characters and inanimate objects, often contain hidden meaning intended to make a point about human behavior or to convey a moral message or political truth within specific language and culture.

f. The kinds of Fable PALOPO

Wawan Junaidi explained that there are three kinds of fables, namely:

a). Aesop fable. This fable conveys lesson about morality. The main actors of this fable are animals that talk and act like people. Example: Kancil dan buaya.

¹⁸Kasmawati, The Effectiveness of Using English Fables in Improving Students' Vocabulary at the eight year student of SMPN 2 Burau Luwu Timur, (Thesis English Department STAIN PALOPO,2011), p. 25-26.

b). Ordinary who fable, talking about people who life in the happiness or suffer.Example: Bawang Merah dan Bawang Putih, Cinderellah.

c). Funny fable, it consist of funny stories about people. Example: si kabayan.

The example of the fable as follow:



Picture 1, Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after¹⁹.

¹⁹Suparman, online, *http://infogreget.blogspot.com/2012/10/narrative-text.html*. Accessed_on September 2nd 2012.

G. Conceptual Framework

The conceptual of framework in this research is given in the following.



1. Cooperative learning (NHT) model was used in this research. The students working together in a group and each student got a card number.

2. Simultaneous interaction, all the students interact. The researcher gave to each group 25 minutes to comprehend the reading text and the students working together.

3. Positive interdependence, the students share their opinion about the reading text in each group, and every student has to know the purpose from the reading text that they read.

4. Individual accountability, the teacher are required to make a public performance when the teacher called on their number, students know that once a number is called there is no more helping, each students is on his/ her own. and the other students who have same number from other groups gave their opinion about the reading text.



CHAPTER III METHOD OF THE RESEARCH

A. Action Object

Action object in this study is the use of learning models numbered heads together . Numbered Heads Together is a great way to learn cluster groups where participants are grouped into several groups , each student in each group to get the number, teachers assign tasks to each group and present their discussion.

This study research applied Classroom Action Research method. Classroom action research is research to help a person to overcome the practical problems encountered in emergency situations and help accomplish the goals of social science cooperation within the ethical framework of an agreed.¹ Classroom Action Research method by using four stages, such as; planning, implementation of action, observation, and reflection. This research conducted in two cycles. They were cycle I and cycle II. Each cycle comprises the series of activities which relates each other. The realization of the cycle II was continued and improved based on the reflection cycle I. For more details, see the class action research flowchart below:

¹Kunandar, Penelitian Tindakan Kelas, (revisi edition, Jakarta: Rajawali Pers), p. 46

Flowchart Classroom Action Research



The cycle of Classroom action research by Kemmis.²

B. Location and Subject of the Research

The researcher did this research in SMP Neg.1 Bua, and it located on Jl. Tandi Pau Bua. The subject in this study was ninth class students in academic year 2013/2014 and the total number of ninth class in this school was six, but the researcher chose the IX_f class. Total number of student was 27 students.

²Hamid Muhammad, *Materi Pelatihan Terintegrasi Bahasa Inggris*, (Jakarta: Departemen Pendidikan Nasional, 2005), p 22.

C. Research Participant

The participant of the research are:

1. Teacher

Teacher was researcher in this research, where the teacher used Numbered Heads Together Model to improve reading comprehension in the class.

2. Students

The students in this research as subject of the research, and the researcher expected after implanting NHT Model the students can improve their reading comprehension.

3. Collaborator

The collaborator in this research as observer, the collaborator help the researcher to observe the students. So, the researcher could be able to know the students condition in learning process and give suggestion for the problem in each cycle.³

D. Technique Collecting Data

The collecting data techniques in this classroom action are:

- 1. Test : It was used to collect data of students' score.
- 2. Observation : It was used to collect data about students participation during

the use of numbered heads together (nht) model in learning to be.

³Kunandar, *Langkah Mudah Penelitian Tindakan kelas Sebagai Pengembangan Profesi Guru*, (Jakarta; Rajagrafindo Persada, 2008), p. 297.
3. Discussion : Among the researcher as teachers with the collaborators, as a way to make reflection in each cycle.

4. Camera : It was used to take the students pictures during the learning process.

5. Questionnaire : it was used with make a list of questions than were given to the respondents by letter and also answer by letter too. Here researcher used five alternative choices as follows :

a. Strongly agree (5)

b. Agree (4)

c. Uncertain (3)

d. Disagree (2)

e. Strongly disagree $(1)^4$

E. Technique of Data Analysis

The data which collected in every observation in each cycle was analyzed descriptively through percentage technique.

1. Reading test result : Students' score of reading test was counted by

using the formula, as follow

$$Score = \frac{Total \ correct \ answer}{Total \ test \ items} X \ 100$$

⁴Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*, Alfabeta: Bandung, 2013, p.135.

2. Calculating the mean score of the students' reading comprehension test by using the formula:

$$X = \frac{\sum x}{N}$$

Where:

Х	: Mean score
∑x	: Total raw score
N	: Total sample. ⁵

3. Activities the students during the learning process was running. This analyzed by considering the students' participation and classified into passive and active classification.

F. Procedure of Research

Action research was conducted in two cycles. Each cycle was implemented in accordance with changes to be achieved. Cycle I was carried out for 4 sessions of meetings, where 2 times the meeting was used as a learning process and the second meeting was use as the test cycle. Cycle II was also carried out for 4 sessions, where 2 times the meeting was used as a learning process and the second meeting was used as a learning process and the second meeting was used as a learning process and the second meeting was used as a learning process and the second meeting was used as the test cycle. The detail description of activities perform for each study cycle.

⁵Anas Sudijono, *Pengantar Statistik Pendidikan*, Bandung: PT Radjawali Persada, 2009. p. 3.

1. The Cycle I

The implementation of classroom action research in the first cycle is as follow:

a). Planning

There were some activities carry out in this step namely:

1). Researcher made lesson plan which described teacher's step and students' step in solving the students' problem of reading skills

2). Researcher prepared all facilities needed in doing Numbered Heads Together Model such us the material of fable, and numbered cards, and explain how the NHT Model work in learning process. Steps of NHT model are: (a) Think Time : Everyone thinks how to answer the question, no talking. (b) Write Answer : Everyone privately writes his/her own answer on his/her own sheet of paper or response board. (c) Heads Together : Teammates put their heads together and share their answers. They reach consensus on a team answer and discuss, teach if necessary so everyone knows the answer or knows how to solve the problem. (d) Who Answers? : One student on each team is selected. All selected student stands, ready to answer independently. They may no longer consult with teammates. (e) Answer Question : The teacher decides how the students answer the question.

Here are some options:

(1) One member of each group writes down the answer on the board.

(2) Teacher calls on one member of a group to share answer aloud.

(3) Teacher calls one member of each group to share their answer.

(4) Students use response cards or finger for true/false or multiple choice question.

3). Researcher discuss with the observer to clarify what should be done dealing with the process of observation.

4). Researcher determined the success indicators of this running Numbered Heads Together model in the form of classroom action research.

b). Acting

There were some activities that will be done in this phase namely:

1). Brain storming

(a) The first, the researcher gave motivation to the students before she told out the learning aims and the basic of competence.

(b) The researcher told out the learning aims and the basic of competence that will

be done in with use the Numbered Heads Together Model.

(c) The researcher gave the paraphrase fable text.

2). Core program

(a) Researcher divided students into groups consist of 5-6 members.

(b) Researcher explained about Numbered Heads Together Procedures.

(c) Researcher distributed the reading material for student.

(d) Researcher called out a number (1-6) and student with that number stand.

(e) Each student standing share the answer upon which their group decided.

(f) If different answers appear among the groups, each group has to explain its answer in detail.

(g) After all the groups explained their answers; the teacher would reveal the right answer and explain the answer in detail.

3) Closing

(a) Researcher asked the students' difficulty.

- (b) Researcher explained the answers of unsolved questions.
- (c) Gave an assignment to the students.

c). Observing

During the learning process going on, the observer observed all of students' learning improved and teacher's learning activity with use the instrument of observation that have prepared by the researcher.

d). Reflecting

In this stage the researcher and collaborator did evaluation to know the strength and the weakness which had been given from implementation of action in the first cycle which used as a consideration lesson plan in the next cycle. The second cycle was done because the result of the first cycle showed that students still had not understand about what had been explained.

2. The Cycle II

The result of the first cycle as references to the second cycle, and all of the weakness and problem in the first cycle would be conducted in this cycle.

a). Planning

- 1) Continued the activities that have been done in cycle I.
- 2) Revised the weakness in the cycle I.
- Made planning again in the scenario learning process from the result of cycle I reflection.

b). Acting

- 1) The students divided into groups.
- 2) Every students answered the text.
- 3) Each student standing share answer upon which their group decided.
- If different answers among the groups, each group has to explain its answer in detail.

c). Observation

In the case the observation did at the cycle II was almost same with the doing observation at cycle I.

d). Reflecting

The research team did the reflection toward the second cycle then made analysis and conclusion about the implementation of using numbered heads together (nht) model in teaching reading comprehension. This classroom action research would success if some of the following requirement are fulfilled:

(1) Most of the students have a good score in evaluation (reading test 75).

(2) Most of the students' active in learning process (75%)

G. Working Indicators

The using of running NHT model succeed if students' average score was \geq 75. The quality of learning and teaching process increased from first cycle to second cycle. This quality could be seen from the students' behavior emerge during learning and teaching process.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycle; it can be seen in general through the following chart:



1. The explanation of cycle 1

a. Planning

In this section the researcher to carry out the action research that required different tools which had been created and developed previously, namely: lesson plan (RPP), reading material, card number, and camera. In this section, the researcher prepared what had to do in the action steps.

The preparations which were prepared by the researcher before acting in the cycle I are: 1) Introducing to the students about NHT model as method in learning process. 2) Explain to the students about reading comprehension. 3) Explain to the student about a fable.4) The researcher divided the students into some groups. 5) The researcher gave a card number to everyone students. 6) To encouraged the students always work together and gave motivation. 7) The researcher and collaborator discussed about the students' problem and activity since they teach in the classroom.

b. Acting

Action learning of the cycle I, the process of learning divided become three stages, they are:

1). The first activity

The activity cycle I, the researcher greeting and asked to students about their condition, and pray together to started lesson. The researcher explained about the material would learn to the students. And then why learn reading and ways to learn reading. Beside that the researcher introduced numbered heads together (nht) model as method that used in learning process and a fable as object material in reading.

Then, the researcher divided the students into some groups and everyone in groups got a card number. Each groups consisted of 4-5 students. But there were 2 groups consist of 5-6 students. Furthermore the researcher gave reading text (a fable text) to the each groups.

2). The core activity

In this steps, the researcher explained more detail how the steps of numbered heads together model, where everyone thought how to comprehend the fable text, the students heads together to comprehend the fable text, everyone privately writes his/her answer on his/her own sheet of paper or response board. One group was selected. All selected stands, ready to answer independently. They may no longer consult with groups. Each group got the some fable topic was The Monkey Judgment Story. Each groups had 25 minutes to read and comprehend their text. During the learning process was running, the researcher came in to every group to controlled the students activities. Some of students each groups were enthusiasm, and some of them were not enthusiasm to read the fable text. They were not enthusiasm because the fable text is a new text for them beside that they didn't know the meaning about the fable text that had given and it made them were difficult to comprehend the text, in other hand some of the students did not like with their friends and it made them less enthusiasm in joined the learning process. And then, the researcher gave motivation and asked them to look up the difficult words in dictionary. The next 25 minutes was run, the researcher mentioned the name of the group than the researcher called on specific number of a group to share answer aloud and students had the same number

from the other group to give their idea. The researcher started from the first group with the student had card number 3, so the student had card number 3 from the first group stand up to answer the question that had given by the researcher and the students had the same card number from the other groups gave suggestion or another answer about the question. During the learning process, student from the fifth and the third group that had card number 3 did not give idea or suggestion about the answer from the first group. They just silent when the researcher asked to them. They were confuse how to answer the question because during discussion going on, their group were busy with their self, their group were not discuss about the fable text that had given. They had problem with vocabularies and fable text is the new text for the. After that, the researcher asked to the students back to their chair not into group. And the researcher gave test reading to the students, and they did the reading test individually. The students had 20 minutes for doing the reading rest. During the test was going on, the researcher said to the students "don't cheat, believe yourself".

3). The last activity

Before ending the process of learning, the researcher gave conclusions based on learning. And the researcher did not forget to give morally suggestion to the students so that they more motivated in learning process, especially English reading material. And the last, the researcher closed the learning process to pray together.

c. Observation

Based on observation made by researcher and collaborator in the Cycle I, that active in class. There were still significance weaknesses like:

1). Some students were still less participation and activeness to read the fable text caused they had less vocabularies beside that the fable text was the new text for them. So that they were not interested to read the text that they given by the researcher and it make the condition of class was noisy.

2). Some of the students didn't like the number that they got and their friends group.

3). Dividing groups were not fair caused there were groups have members were clever and there were groups have members low ability about English, and it made the other groups were not effective or less enthusiasm to discuss about the reading text that had given.

4). Evaluation the students reading comprehension showed that students master in reading were mostly in low scores. The mean score was only 48.15.

Respondents	score
001	60
002	40
003	40
004	60
005	40
006	40
007	60
008	60
009	60
010	40
011	40
012	20

Table 1.1					
Score of the	students'	reading	fable in	cycle I	

013	60
014	40
015	20
016	60
017	80
018	40
019	40
020	80
021	60
022	40
023	40
024	60
025	40
026	40
027	20
Total	1300
Mean score	48.15

Calculating the mean score of the students' reading test of cycle I

 $X = \frac{\Sigma x}{N}$ $= \frac{1300}{27}$ = 48.15

The table 1.1 explain that higher score is 80 and the lowest is score is 20. There are 2 students who got score of 80, 10 students who got score of 60, 12 students who got score of 40, and 3 students who got score of 20.

The result observation on the students' activities during the teaching and learning process. It can be seen in the table below:

Respondents	Very Active	Active	Less Active	Not Active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				
021				
022				
023				
024				
025				
026	IN PA	LOP		
027				
Total	2	9	11	5

Table 1.2The Result of observation on students' activities Cycle 1

Where :

1. Very active : the students is responsive and participated fully in all activities in the learning and teaching process.

: the students responses the material and interacting with 2. Active others, whether to the teacher or his/ her friends.

3. Less active : the students pays attention and gives responses once in a while.

4. Not active : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc.



Diagram The Students' Participation

Table 1.3

Table 1.4

Classification	Frequency	Percentage (%)
Very active	2	7.4%
Active	9	33.33%
Less Active	11	40.74%
Not Active	5	18.51%

The percentage of students' active participation in cycle I

Where :

- $P = \frac{F}{N} \times 100$
- P : Percentage
- F : Frequency
- N : Total of students.¹

Based on the data in cycle I shown by the description above that included 27 respondents, there were 2 respondents were very active in reading class when learning process was running, and percentage reached 7.4%. the active respondents were 9, and percentage reached 33.33%. The less active respondents were 11, and

¹Sudjana, *Metodestatistika* (Bandung : Tarsito Bandung, 1992), p.73.

percentage reached 40.74%. The not active respondents were 5, and percentage reached 18.51%.

d. Reflection

Based on the observation activities made by the researcher and collaborator, there were significance weakness in cycle I they were:

Learning process was not effective because they were lack of vocabularies.
 There were students didn't give response when the researcher called their number to presentation the result of their discussion.

2). Some students were still confused with the function of the card number that had given and also some of them didn't like with their friends group.

3). Dividing groups were not fair caused there were groups have members were clever and there were groups have members low ability about English, and it made the other groups were not effective or less enthusiasm to discuss about the reading text that had given.

For the solve problem or weakness in the cycle I, the researcher was planned in the cycle II as follow:

1). Explain more detail the function of the card number to the students was as identity's students in answering the question when the researcher gave the questions than called on their number. And it made the students accountability about the question that they had given by the researcher.

2). Helped the students to translate the difficult vocabularies in fable text and made sure them that reading fable can make us more enjoyable in reading because

fables are stories having animal characters that talk like humans, beside that it is one the narrative text which promises to illustrate or teach us a lesson which is also called a moral.

3). Changed the members of group and card number based on their condition groups.

The Explanation of Cycle II

a. Planning

The researcher hoped in the cycle II the students would be more active in the reading class than before. The plan in the cycle II was closely same with cycle I, but in the cycle II, the researcher and collaborator had some different plan as it had been done in cycle I, such as: 1) In this cycle II, the researcher explain a fable and numbered heads together (nht) model to the students like in cycle I, but to encouraged the students to read and motivated join the reading class the researcher explained about the important of reading and gave an prize to the group were active and students got high score. 2) Researcher gave one more reading text to the each group in order to be efficient in using time, and helped the students to translate the vocabularies was difficult in reading text. 3) The researcher changed the members of every groups based on the students ability.

b. Action

Action learning of the cycle II, the process of learning divided become three stages they are:

1). The first activity

Like at the cycle I, the researcher gave greeting and asked to the students about their condition. The researcher invited students to pray together to start lesson. And the researcher explained to students are importance of reading. The next, the researcher organized class where the students divided into some groups and they got a card number. Each groups consisted of 4-5 students. But there were 2 groups consist of 5-6 students. Furthermore the researcher gave reading text (a fable text) to the each groups.

2). The core activity

The core activity cycle II the researcher explained the matter of learning to students is reading Fable same with cycle I but difference topic. In cycle I the students have read a fable text is The Monkey Judgment Story, and the cycle II is A Proud Tiger Story. Then researcher gave reading text about fable to each groups. Each groups got the some Fable topic is A Proud Tiger Story. The students comprehend their text that had given by the researcher on groups. The researcher gave time each groups 25 minutes to comprehend their text. During the process learning was running, the researcher came into groups to controlled students' condition. Most of students were active in their group to read and comprehend the reading text caused the researcher said to the students that every students must be presentation to represent their groups based on the number that the researcher would call. Beside that the students were enthusiasm to read their text because the researcher helped the students to translate the meaning of difficult vocabularies in a way the

researcher wrote the meaning of difficult vocabularies on whiteboard, and it made the students are easier to comprehend the fable text. At the first group all of members were serious to read and discussed the fable text, 2 students more active read the fable text and gave comment and the other were busy opened their dictionary. At the second group there were four students more active to read the fable text and gave opinion and answered about the text and two students wrote the difficult vocabularies that had written by the researcher on whiteboard. The third group only 3 students were active in reading the text and always opened dictionary, one of them listened seriously while writing the answer from his friends. One another again only heard what his friends said. The forth group, 3 students active in reading and discussing about the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students were active in reading and discussing the fable text, 2 students wore the result of discussion, and opened dictionary.

Then, researcher asked her students about reading text by using numbered heads together model where everyone thinks how to comprehend the fable text, the students heads together to comprehend the fable text, everyone privately writes his/her answer on his/her own sheet of paper or response board. One each group is selected. All selected stands, ready to answer independently. They may no longer consult with groups. The researcher decides how the students answer the question. The researcher called one member of each groups to share their answer. The number which was called should stand up to present the result of their group, and the other gave response to their friends' presentation. The researcher start from number 4 group 5 than the students had number 4 from the other group receive the answer from group 5, when the students gave the correct answer the researcher said "good job or amazing" to made the students motivated in learning process. The next researcher called on number 1 group 2 than the students had number 1 from the other group receive the answer from group 2 and so on until learning process end.

The next, students back to their chair like first situation, and the researcher gave final test to each students and the researcher explain to her students that final test would work by their selves not into group. The researcher gave students 20 minutes to answer the text. During the test was going on, the researcher said to the students " don't cheat, believe yourself and do the best".

3). The last activity

Before ending the process of learning, the researcher gave conclusions based on learning. And the researcher did not forget to give morally suggestion to the students so that they more motivated in learning process. The next, the researcher said thanks to students were participation in her research. And the last, the researcher closed the learning process to pray together.

c. Observation

Based on observation made by researcher and collaborator in the Cycle I, that active in class. There were still significance weaknesses like:

1). Most of the students were active when the learning process was running. They were enjoyable with work together and it made them have accountability to their self in answer the questions that would give by researcher.

2). The students enthusiasm in reading text caused they were interested with the story of fable that have given by the researcher, beside that researcher helped the students to translate the vocabularies were difficult in fable text and it made them was easier to comprehend the reading text.

3). Evaluation the students reading comprehension showed that students master in reading were high scores. The mean score was 77.03. The quality of learning and teaching process increased from first cycle to second cycle could be seen from students' questionnaires and tested.

Respondents	score
001	100
002	80
003	60
004	100
005	60
006	80
007	80
008	100
009	80
010	80
011	60
012	40
013	80
014	60
015	40
016	80
017	100

Table 2.1Score of the students' reading fable in cycle I

018	80
019	80
020	100
021	100
022	80
023	80
024	80
025	60
026	80
027	60
Total	2080
Mean score	77.03

Calculating the mean score of the students' reading test of cycle II

$$X = \frac{\Sigma x}{N}$$
$$= \frac{2080}{27}$$
$$= 77.03$$

The table explain that higher score is 100 and the lowest is score is 40. There are 6 students who got score of 100, 13 students who got score of 80, 6 students who got score of 60, and 2 students who got score of 40.

The result observation on the students' activities during the teaching and learning process. It can be seen in the table below:

Respondents	Very Active	Active	Less Active	Not Active
001				
002				
003				
004				
005				
006				
007				
008				
009				
010				
011				
012				
013				
014				
015				
016				
017				
018				
019				
020				
021				
022				
023				
024				
025				
026				
027				
Total	14	10	3	0

Table 2.2The Result of observation on students' activities Cycle II

Where :

1. Very active : the students is responsive and participated fully in all activities in the learning and teaching process.

2. Active : the students responses the material and interacting with others, whether to the teacher or his/ her friends.

3. Less active : the students pays attention and gives responses once in a while.

4. Not active : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc.



Table 2.3Diagram The Students' Participation

Table 2.4						
The	percentage of students'	active	partici	pation i	in cycl	e I

Classification	Frequency	Percentage (%)
Very active	14	51.85%
Active	10	37.03%
Less Active	3	11.11%
Not Active	0	-

$$P = \frac{F}{N} x \ 100$$

Where:

- P : Percentage
- F : Frequency
- N : Total of students.

Based on research data in this cycle II shown by the description above that included 27 respondents, there were 14 respondents were very active in the reading class when the learning process was running, and the percentage reached 51.85%. The active respondents were 10, and the percentage reached 37.03%. The less active respondents were 3, and the percentage reached 11.11%. There was not respondents not active during the learning process was running. To reach the requirement criteria of the success which is determined 75%, the two very active and active classifications

were accumulated reached 88.88%. It was expected nominal percentage, its' means that this cycle was satisfying because most respondents/students were active compared with condition in cycle I.

d. Reflection

On the result of the observation and score in cycle II, some successful point in second cycle such as:

1). Most of the students were more active during the action. The students very enthusiasm read the fable text by working together. By using numbered heads together, the students have accountability to the group and their self in comprehend the text.

2). Most students were active in reading text during the learning process was running, 10 students were active and 14 were very active, they were active in learning process such as, they are responsive and participated fully in all activities in the learning and teaching process, and active in answer the researcher's question. 2 students were less active and none of students were not active. The ideal mean score have achieved in the cycle I was only 48.15 then in the cycle II was become 77.03.

3).Using numbered head together model in improving students' reading comprehension is interesting method that can be applied in any classroom, especially at IX_F class in SMP Neg.1 Bua.

Questionnaire	Strongly agree (SA)	Agree (R)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
1	9	16	2		-
2	17	10	-	-	-
3	14	9	4	-	-
4	9	15	3	-	-
5	10	13	4	-	-
6	16	11	-	-	-
7	-	-	-	9	18
8	-	-		16	11

Table 3.1The result of students' perception through questionnaire

Based on the table 3.1 above, most of the respondents show positive perception towards the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 6, and negative statements are from 7 to 8. The following tables are the detail description or explanation of the data that were used to know the students' perception about Numbered Heads Together (NHT) Model as a method that applied to improve the students' reading comprehension.

Table 3.2	
You are interested in studying English by using Numbered Heads Tog	ether
(NHT) Model	

Classification	Frequency	Percentage (%)
Strongly Agree	9	33.33%
Agree	16	59.25%
Uncertain	2	7.40%
Disagree	-	-
Strongly Disagree	-	-

Table 3.2 shows that most of respondents said strongly agree and agree that Using Numbered Heads Together (NHT) Model can interested the students to study English. It was proved that there were 33.33% of respondents said strongly agree, 59.25% of respondents said agree, 7.40% respondents said uncertain, and none of respondents said disagree and strongly agree. It means that the respondents were interested to study English by using numbered heads together model.

Table 3	3.3
---------	-----

Studying by using numbered heads together model can create the condition of class be more enjoyable

Classification	Frequency	Percentage (%)
Strongly Agree	16	59.25%
Agree	11	40.74%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-

Table 3.3 show that most of respondents said strongly agree and agree that Studying by using numbered heads together model can create the condition of class be more enjoyable. It was proved that there were 59.25% of respondents said strongly agree, 40.74% of respondents said agree, none of respondents said uncertain, disagree and strongly agree. It means that studying by using numbered heads together model can create the condition of class be enjoyable.

Table 3.4 You are easier comprehend reading text by using numbered heads together model.

Classi	fication]	Frequency	Percentage (%)
Strongly Agree			9	33.33%
Agree			14	51.85%
Uncertain			4	14.81%
Disagree			-	-
Strongly Disagre	ee	<u> </u>	-	-

Table 3.4 shows that most of respondents said strongly agree and agree that you are easier comprehend reading text by using numbered heads together model. It was proved that there were 33.33% of respondents said strongly agree, 51.85% of respondents said agree, 14.81%) respondents said uncertain, and none of respondents said disagree and strongly agree. It means that the respondents were easier comprehend reading text by using numbered heads together model.

Table 3.5By using numbered heads together model can improve your motivation in
studying English especially in reading.

Classification	Frequency	Percentage (%)
Strongly Agree	9	33.33%
Agree	15	55.55%
Uncertain	3	11.11%
Disagree	-	-
Strongly Disagree	-	-

Table 3.5 shows that most of respondents said strongly agree and agree that by using numbered heads together model can improve the students' motivation in studying English especially in reading. It was proved that there were 33.33% of respondents said strongly agree, 55.55% of respondents said agree, 11.11% said uncertain and none of respondents said disagree and strongly agree. It means that by using numbered heads together model can improve the students' motivation in studying English in particular reading.

 Table 3.6

 You can compared notes with your friends through numbered heads together

 model

		mouci.	
Classi	fication	Frequency	Percentage (%)
Strongly Agree		16	59.25%
Agree		8	29.62%
Uncertain		3	11.11%
Disagree		-	-
Strongly Disag	ree		-

Table 3.6 shows that most of respondents said strongly agree and agree that. The students can compared notes with their friends through numbered heads together model. It was proved that there were 59.25% of respondents said strongly agree, 29.62% of respondents said agree, 11.11% of respondents said uncertain and none of respondents said disagree and strongly agree. It means that the students can compared notes with their friends through numbered heads together model.

Table 3.7

You are enjoy if your teacher used numbered heads model together in learning process.

Classification	Frequency	Percentage (%)
Strongly Agree	13	48.14%
Agree	11	40.74%
Uncertain	3	11.11%
Disagree	-	-
Strongly Disagree	-	-

Table 3.7 shows that most of respondents said strongly agree and agree that the students are enjoy if their teacher used numbered heads together in learning process. It was proved that there were 48.14% of respondents said strongly agree, 40.74% of respondents said agree, 11.11% of respondents said uncertain and none of respondents said disagree and strongly disagree. It means that the students are enjoy if their teacher used numbered heads together in learning process.

Table 3.8You are easier comprehend reading text by individual than work together.

Classification	Frequency	Percentage (%)
Strongly Agree		-
Agree	N FALUPU	-
Uncertain	1	3.7%
Disagree	9	33.33%
Strongly Disagree	17	62.96%

Table 3.8 shows that most of respondents said strongly disagree and disagree that the students were easier comprehend reading text by individual than work together. It was proved that there were 62.96% of respondents said strongly disagree, 33.33% of respondents said disagree, 3.7% of respondents said uncertain and none of

respondents said agree and strongly agree. It means that the students were easier comprehend reading text by work together than individual.

Table 3. 9	
Using numbered heads together model in learning reading is not effective	in
improving your ability to comprehend reading text.	

Classification	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	-	-
Uncertain	2	7.4%
Disagree	14	51.85%
Strongly Disagree	11	40.74%

Table 3.9 shows that most of respondents said strongly disagree and disagree that using numbered heads together model in learning reading is not effective in improving students' ability to comprehend reading text. It was proved that there were 40.74% of respondents said strongly disagree, 51.85% of respondents said disagree, 7.4% of respondents said uncertain and none of respondents said agree and strongly agree. It means that using numbered heads together model in learning process is effective in improving students' ability to comprehend reading text.

Basically, the IXth students class of SMP Neg. 1 Bua in classroom IX_f shows positive perception which is indicated by the positive inputs and attitude toward the using of numbered heads together model to encourage the students to read a fable in English .

B. Discussion

By considering the findings, the researcher presented the discussion of data some of students. The section presents the result of data analysis. It aims describing the students' improvement in reading comprehension by using Numbered Heads Together (NHT) Model. Based on the data finding, the researcher presented the discussion of data that given to the students. The students class of SMP Neg.1 Bua at the ninth class were low in the cycle I than cycle II.

1. The First Cycle

Based on the analysis from the students' test in the cycle I, the mean score is 48.15. The criteria success in this research with the percentage \geq 75. The observation activities in cycle I, the researcher found some weakness in learning process was running. They are: a). Some students were less active even some of them not active caused numbered heads together (nht) model is a new method for them, they were confused when the researcher divided them into groups. Beside that some of the students did not like the number that they got. There were 6 students did not like with number 5. And there were 3 students like with number 2. And also some students did not like with their friends group. b). Some students were still less participation and activeness to read the fable text caused they had less vocabularies beside that the fable text was the new text for them. So that they were not interested to read the text that they given by the researcher and it make the condition of class was noisy. c). Dividing groups were not fair caused there were groups have members were clever and there were groups have members low ability about English, and it made the other

groups were not effective or less enthusiasm to discuss about the reading text that had given.

Based on the interview result to the respondents, they were not really active, because they didn't understand about the material. Beside that, the students have less vocabularies and NHT Model is a new method for them. And sometimes the students felt bored because some of each group were not active. So, the researcher decide to change their groups in the next meeting and gave more motivation to the students.

2. The Second Cycle

This cycle got improved compared the first cycle. The researcher was revised the weakness in using numbered heads together (nht) model to improve the students' reading comprehension in this cycle. So, there were development from the cycle I to the cycle II in studying reading comprehension. In the second cycle, the researcher change strategy in using numbered heads together, one student each was selected and all selected from every group stand, ready to presentation result of their group. The researcher gave explanation to the students specifically about fable text and important of reading. The students also need motivation to gave spirit their self in study hard. The researcher wrote on whiteboard about vocabularies were difficult. Barbara in Fitriani said that vocabulary knowledge is important in reading comprehension process for a number of reasons: 1). the reader with large vocabularies normally has greater verbal ability which facilities their reading comprehension. 2). The reader with large vocabularies comes a cross fewer unfamiliar words that interrupt the fluency of their reading and improve comprehension. 3). The reader with large vocabularies has broader background knowledge and richer conceptual networks that facilitate comprehension.²

Mean while the percentage of students participation in the second cycle were still varieties too. Which there 14 students were very active. 10 students were active. 3 students were less active. And none of students were not active. The mean score of the students' test in the second cycle is 77.03. The result of the observation of the students' activities showed that most of students were active 88.88% in learning activities. The students was easier comprehend and more active in learning process. The students were enthusiasm in learning process. So, the students had level of achievement and the researcher has known that using Numbered Heads Together Model in reading comprehension can improve the student's reading comprehension. And Anastasias said in her research taht Numbered Heads Together (NHT) type can help the students to explore their ideas and of course it can improve the students reading ability.³

By considering the condition in cycle I and cycle II this research proposed some procedures in using numbered heads together model in teaching reading as follows:

²Fitriani, Improving Reading Comprehension through Teaching Vocabulary at the Second Year Students of SMPN 2 Marioriwao. (Makassar:FBS UNM:2011), p. 3.

³ Anastasia Vivi, Using Numbered Heads Together (Nht) Technique To Improve Students' Reading Comprehension At Second Year, Of Smp Negeri 1 Makassar, (Makassar:FBS UNM: 2012), p. 39.
a). Make small group consist of maximal 6 students.

b). Help the students to find the difficult words in reading (fable) text.

c). Give to each groups minimal 25 times to read and comprehend their text.

d). Give more motivation to the students that working together is more easy to comprehend the reading text.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusion

Based on the result of discussion, findings in the previous chapter, the researcher conclusion that effective way in improving reading comprehension by using Numbered Heads Together (NHT) Model could be described as follows:

- Numbered Heads Together Model is a good method can be applied in classroom. Using NHT Model in teaching reading comprehension is the effective way to improve students' reading comprehension. Because NHT Model make the students more easy to comprehend the reading text where the students work together in group. The students had positive perception that working together can help them to study comprehend reading text and make them more easy to answer the questions test.

- Numbered Heads Together Model has many steps to implement in the class, they are: 1). The teacher divides the students into group, in which there are five or six people each group. 2). The teacher distribute one text to every group. 3). After the discussion in each group, the teacher asked question to member of group and the teacher choose them randomly. 4). Each students' answer was scored by the teacher, all the scores will be accumulated by teacher and become the group score. 5). To keep the student's motivation, the teacher should motivate and encourage the students during the lesson.

B. Suggestions

Based on conclusion above, the writer would arrive at providing some suggestions, as follows:

1. The teacher should apply the use Numbered Heads Together Model in teaching reading. It is one model among others models to improve students' reading comprehension.

2. It is suggested that the teacher using Numbered Heads Together Model in varieties way such as by grouping the students and make a small group discussion.

3. For the next researcher who is interested to conduct a research with the same title to use it in the different skills to know whether using Numbered Heads Together Model can or can not be function to improve students' ability in the other skills.

IAIN PALOPO

BIBLIOGRAPHY

- Arsyad Azhar and Bukhari, *English for Students of Islamic Studies*, Ujungpandang: AMA Press, 1993.
- Bowman, *Definition of Reading*. 1991 online: <u>http://www.brainyquote.com/words</u>/re/reading210418.html#ixzzlEsd2JNVM.Accessed on March, 29 2013.
- Brown, et, al., *Elements of Cooperative learning*, online, <u>http://en.wikipedia.org/wiki/Cooperative_learning</u>. Accessed on January 8th 2014.
- Burn, Paul. et.al., Principle of Language Learning and Teaching, (Boston), 1994.
- David and Roger Johnson, *Cooperative Learning*. Online <u>http://www.clcrc.com/pages/cl.html</u>. Accessed on November, 24 2012.
- Fitriani, "Improving Reading Comprehension through Teaching Vocabulary at the Second Year Students of SMPN 2 Marioriwao", A Thesis S1, Makassar: FBS UNM, 2011.
- Harmer, Jeremy. Practice English Language Teaching, London: Longman, 1991
- Ibrahim, 2000, online, <u>http://www.pembelajaran-numbered-head-together-nht.html</u>. Accessed on August 3th 2013.
- Iskandar dan Mukhtar, Penelitian Tindakan Kelas, GP. Pres, Ciputat, 2009.
- Jasim, Yasmir, "Students Ability In Reading English Text (A Case Study At Barbara English Course)", Makassar : Faculty of letter UNHAS MKS, 2005.
- Joko, Subagyo. *Metode Penelitian dalam Teori dan Praktek*, Cet. III; Jakarta: Rineka Cipta, 1999.
- Kagan, Spencer. *Cooperative Learning*. San Juan Capistrano, Australia:Kagan Cooperative Learning Publisher.1992.
- ----- *Cooperative Learning*. San Clamente, CA: Kagan Publishing. 2008 from www.kaganonline.com. Accessed on September 1st 2012.

- Kasmawati, "The Effectiveness of Using English Fables in Improving Students' Vocabulary at the eight year student of SMPN 2 Burau Luwu Timur", A Thesis English Department STAIN PALOPO, 2011.
- Kunandar, Langkah Mudah Penelitian Tindakan kelas Sebagai Pengembangan Profesi Guru, Jakarta; Rajagrafindo Persada, 2008.
- ----- Penelitian Tindakan Kelas. (revisi edition; Jakarta: Rajawali Pers), 2011.
- Leipzig, Diane Henry 2001, *What is reading? (Article)*. Online : <u>http://www.readingrockets.org/articles/352.</u> Accessed on November, 24th 2012.
- Marwiah, Andi, "The Effectiveness of Silent Reading in Improving Reading Comprehension Skill to The Eleventh Years Students of MA AL-Jihad Buangin", A Thesis S1, Palopo: STAIN Palopo, 2010.
- Muhammad, Hamid, *Materi Pelatihan Terintegrasi Bahasa Inggris*, Jakarta: Departemen Pendidikan Nasional, 2005.
- Pratiwi, Suci, <u>online. http://eprins.uny.ac.id/1229/1/Suci_Pratiwi.pdf.</u> Accessed on November 1st 2013.
- Pressly, Michael, *Reading instruction that works : the case for balanced teaching.* (New York: Gulford Press), 2006.
- Rostina," The Effectiveness Of Skimming Technique In Improving Reading Skill At The Second Year Students Of PMDS Putri Palopo", A Thesis S1, Palopo: STAIN Palopo, 2011.
- Soedarso, Sistem Membaca Cepat dan Efektif. Jakarta: Gramedia Pustaka Utama, 2006, p. 4, http://mbegedut.blogspot.com/2013/04/pengertian-membacamenurut-para-ahli.html. Accessed on September 10th 2013.
- Subagyo, Joko, *Metode Penelitian dalam Teori dan Praktek*, Cet. III; Jakarta: Rineka Cipta, 1999.
- Sudjono, Anas, Pengantar Statistik Pendidikan, PT Radjawali Persada, 2009.
- Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D), Alfabeta: Bandung, 2013.

Sukardi, Metodology Penelitian Pendidikan, Bumi Aksara: Jakarta, 2009.

- Suparman, online, <u>http://infogreget.blogspot.com/2012/10/narrative-text.html.</u> Accessed on September 2nd 2012.
- Susanto, Hendra. 2012, *The effect of cooperative learning strategy to students motivation in English learnin,*. online, <u>http://www.infodiknas.com</u>. Accessed on December 29th 2013.
- Tarigan, H.G 1986, *Pengertian membaca*, <u>online http://www.blogspot..com/2012/08/</u> pengertian-membaca.html. Accessed on August 3th 2013.
- Terenzini and Pascarella, 1994, online: <u>http://www.teachervision.fen.com/group-work/cooperative-learning/485368.html.</u> Accessed on 2nd January, 2013.
- Vivi, Anastasia, "Using Numbered Heads together (NHT) Technique to Improve Students' Reading Comprehension at second year of Smp Negeri 1 Makassar", A Thesis S1, Makassar: FBS UNM, 2012.
- Willis, Jane. Teaching English through English a Course in Classroom Language and Technique, New York : Logman, 1994.