IMPROVING STUDENTS’ READING COMPREHENSION USING NUMBERED HEADS TOGETHER (NHT) TECHNIQUE

(A Classroom Action Research in the Eleventh Grade of SMA Negeri Colomadu Karanganyar in the Academic Year 2010/2011)

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ABSTRACT


This thesis is written to 1) identify can and to what extent the use of Numbered Heads Together (NHT) improve students’ reading comprehension and 2) describe the class situation when the teacher implements Numbered Heads Together (NHT) in reading activity.

The research was conducted from April 14th 2011 until June 6th 2011 at the eleventh grade of SMA Negeri Colomadu Karanganyar. The research was conducted in two cycles, in which in the first cycle there were three meetings and in the second cycle there were two meetings. Every cycle consisted of four steps: planning, implementing, observation, and reflection. The research data were collected by using techniques of qualitative and quantitative method. The qualitative method consisted of observation, field notes, interview, diary, and photograph. Meanwhile, the technique of collecting data using quantitative method was a test. The qualitative data were analyzed in five stages consisted of assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test.

The research findings show that Numbered Heads Together (NHT) can improve the students’ reading comprehension and the classroom situation in teaching and learning narrative text. The improvement of students’ comprehension includes: 1) Students can understand word meaning; 2) Students can recognize sentence meaning; 3) Students can identify specific information; 4) Students can find detailed information; 5) Students can infer main idea of paragraph; 6) Students can identify reference; 7) Students can infer communicative purpose of the text. The improvement of classroom situation includes: 1) Students are not noisy during English teaching learning in the classroom; 2) Students tend to be active learners; 3) Students are willing to speak English in the classroom; 4) Students pay attention toward the teacher’s explanation during teaching learning activity; 5) Students are diligent to do homework. Besides two findings above, there are improvements of the students learning activity includes: 1) Students enjoy and get interested in the classroom situation; 2) All students are involved in the teaching learning process; 3) Students solve the problem by opening their dictionary.
MOTTO

Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning
Albert Einstein

You have to endure caterpillars if you want to see butterflies
Antoine De Saint

People who stop learning will be the owner of the past. The people who still continue to learn, will become the owner of the future
Mario Teguh
DEDICATION

This thesis is special dedicated to:

- My beloved mom and dad
- My younger brother, Ganang Dwi Hadmojo
- My all big families
- My best of the best friends
- My partner in conducting this research, Mr. Gandung Ruwiyadi, S. Pd.
ACKNOWLEDGEMENT

Praise be to Allah, The Most Gracious God, that eventually the writer can finish his thesis as a partial fulfillment of the requirements for the Undergraduate Degree of Education in English.

There are honorable people who deserve his special gratitude for their help and encouragement to the writer.

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10. His friends in 2007 Regular & Nonregular class and all of English Department students for the supports and everlasting friendships.

11. Everyone who has helped the writer to conduct the research and to write this thesis.

The writer realizes that this thesis is still far from being perfect. He hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, January 2012

Panji Irawan
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<th>Meaning</th>
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<tr>
<td>KTSP</td>
<td>Kurikulum Tingkat Satuan Pendidikan</td>
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<td>SMA</td>
<td>Sekolah Menengah Atas</td>
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<td>LKS</td>
<td>Lembar Kerja Siswa</td>
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<td>BSE</td>
<td>Buku Sekolah Elektronik</td>
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<td>Program Pengalaman Lapangan</td>
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<td>Action Research</td>
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CHAPTER I
INTRODUCTION

A. Background of the Study

Improving quality of human resources becomes necessary to face the development of science and technology. One important factor dealing with the improvement of the quality of human resources is the improvement of education. In order to improve education, people need to broaden their knowledge by learning language. Learning language is one significant fields of the study. English as an international language becomes very important in international communication. English also becomes an instrument for everyone who wants to broaden his knowledge beyond particular national boundaries. Brown (1994: 122) says that English is not frequently learned as a tool for understanding and teaching US or British cultural values. Instead, English has become a tool for international communication, commerce, banking, tourism, technology, diplomacy, and scientific research.

Considering the importance of English, the government of Indonesia has decided that English is the first foreign language and put it in the school curriculum. It becomes a compulsory subject, which is taught from the Junior High School up to the university to teach four skills: listening, speaking, reading, and writing. Speaking and writing involve language production and are often referred to as productive skills. On the other hand, listening and reading involve receiving messages and are often referred to as receptive skills.

Knowing the fact that English is used in larger and sciences are also informed mostly in the form of printed text and using English, people need to have ability to read well. Nunan (1998: 33) states that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (word, clauses, and sentences). Reading is now an important way to access information, so reading is important in real life. Although today is a modern era where modern means of communication such as telephone and
television exists, the printed page has not been replaced yet. Reading means opening a wider window to the outside world.

Catts, et.al (2005: 41) state that for many years it has been recognized that reading is, at least in part, a language-based skill, and that there is a close relationship between children’s spoken language skills and their reading development.

Reading is fundamental skill upon which all formal education depends. Research now shows that a child who doesn’t learning the reading basics early is unlikely to learn them at all. Any child who does not learn to read early and well will not easily master other skill and knowledge, and is unlikely to ever flourish in school or in life. (www.aft.org.com)

From those two opinions, it can be seen that reading is an activity which cannot be separated with school-age children. In order to meet students’ need of such useful reading, students’ needs to have an ability to find, analyze, understand, and interpret ideas which is called comprehension.

Reading comprehension is needed not only by mature learners but also young learners because reading comprehension is a process which cannot simultaneously happened. Kennedy (1981: 192) says as follows:

Reading comprehension is not a skill or ability that can be developed once and for all at any level of instruction. It is a cumulative process that begins in early childhood and continues as long as an individual reads for information….Very young children use these skills at an Elementary level to select, understand, and interpret facts and make judgment. As they mature, understanding develops until they are able to apply the basic skills to interpret much more difficult materials.

From the quotation above, it can be concluded that reading comprehension is a crucial part of students’ reading process and reading comprehension is needed from early childhood until mature.

According to Kurikulum Tingkat Satuan Pendidikan (KTSP), the base of the implementation of English teaching in senior high school is in the informational literacy level. The students are expected to achieve this level in order to prepare to the higher level of education. In KTSP, the aims of English subject matter for senior high school are: improving communication ability to the information level, having awareness to the nature and the importance of English
to improve competitive ability in global society, and improving learner’s understanding of the relationship between language and culture. Besides, KTSP also mentions the scopes of the English subject matter. They are the ability to use four skills in order to achieve the informational level ability, the productive ability to understand and create kinds of texts, and the supportive ability to support in using the language in real life. With different levels of skills in reading comprehension, it is useful to fulfill students’ need in understanding material.

Students should have reading comprehension ability to build a good understanding of an English text. To attract students’ attention in teaching reading is a hard job for a teacher. For this reason, every effort is made to build wholesome attitudes in children, to give them sense of belonging and feeling of being accepted and respected, and to provide many successful experiences. Aebersold and Field (1997: 65) also state that to become better readers, students need to be aware of how they read and what they could do to improve comprehension. Therefore, the use of appropriate techniques in teaching learning process that relate to the learners is necessary to be considered.

Unfortunately, Indonesian senior high school students still found difficulties in understanding the content of English texts that they read. There were so many factors causing the low reading ability of the students. It is caused by internal factor (from the students themselves) and external factors such as, the teacher and teaching techniques used by the teacher.

In class XI IPA 3 of SMA N Colomadu, the researcher found that students’ reading comprehension was low. This was indicated by students’ difficulties, especially, in understanding word meaning, recognizing sentence meaning, identifying specific information, finding detailed information, inferring main idea of paragraph, identifying reference and inferring communicative purpose of the text. From the classroom situation, the researcher found some indicators dealing with the low level of the students’ reading comprehension of text. The indicators were: the students were noisy during English teaching learning process in the classroom, the students tended to be passive learner, the students were not willing to speak in English in the classroom. Moreover, the
students also paid little attention toward the teacher’s explanation during teaching learning activity and they were lazy to do homework.

The problem arose at in XI IPA 3 of SMA N Colomadu in reading comprehension was recognized when the researcher had given pre-test to the students of XI IPA 3. Based on the students’ average score in pre-test, the researcher found that the score was only 60.78 and it was lower than the English Standard Score in SMA Negeri Colomadu Karanganyar (65).

Dealing with the problems, the writer found that the teaching technique used by the teacher was the main factor causing the students’ difficulties in comprehending a text. The researcher noticed that the way the teacher taught reading was not encouraging to be active. The teacher was not clear enough in explaining. Sometimes, the teacher spoke quickly and the techniques the teacher used was boring. During the lesson, the teacher just read the written text without knowing whether the students got the information or not. Besides, the teacher of XI IPA 3 SMA Negeri Colomadu never used study groups or pairs in teaching reading. The students said that they needed something different from the techniques the teacher used in delivering the material. They hoped that learning English especially in reading comprehension session become interesting, enjoyable, and useful. Therefore, the teacher should find out appropriate ways in teaching reading.

Based on the explanation above, the writer proposes to use Numbered Heads Together (NHT) Technique in teaching reading comprehension to Class XI IPA 3 of SMA Negeri Colomadu Karanganyar. Numbered Heads Together (NHT) is a teaching technique that can form groups of students and it is one of strategies of Cooperative Learning method that hold accountability of each student, where students are placed in group and each student is given a number. In the first steps numbering the students, second the teacher pose a question or problem on the class, the third students head together and the last the students ready to answer.

Numbered Heads Together (NHT) involves task structures that enable learners to help and support each other in completing the task structures. Students are placed in groups and each person is given a number. It has clear steps to
follow and interesting features that will not make students boring. It is a cooperative learning technique that holds each student accountable for learning the material.

Arends (2004: 356) states that Cooperative Learning is a teaching method that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom. Within cooperative learning groups the students discuss the material to be learned with each other, help and assist each other to understand it, and encourage each other to work hard. Cooperative learning groups may be used to teach specific content (formal cooperative learning group), to ensure active cognitive processing of information during a lecture (informal cooperative learning group), and to provide long term support and assistance for academic progress (cooperative base group) (Johnson, Johnson, and Holubec, 1993: 6).

Kessler (1992: 8) also states that cooperative learning offers good learning strategy in which warm atmosphere at the class can be created. In cooperative learning, there are five key elements, namely positive interdependence, face to face promotive interaction, individual accountability, social skills, and group processing.

By applying Numbered Heads Together (NHT) Technique, students will learn by themselves, learn more, feel more confident, feel more dedicated, enjoy the class, teach each other, and become independent learners. By using Numbered Heads Together (NHT) Technique in teaching and learning, the students can also use their own knowledge and share their knowledge with their friends.

All the background above supports the researcher to conduct Classroom Action Research in implementing Numbered Heads Together (NHT) Technique in order to improve the students’ reading comprehension. The writer determines the topic of this research under the title: “Improving Students’ Reading Comprehension Using Numbered Heads Together (NHT) Technique” (A Classroom Action Research in the Eleventh Grade of SMA Negeri Colomadu Karanganyar in the Academic Year 2010/2011).
B. Problem Statement

Based on the background of the study above, the writer formulates the problems as follows:

1. Can and to what extent the use of Numbered Heads Together (NHT) Technique improve students’ reading comprehension?
2. How is the situation of the class when the teacher implements Numbered Heads Together (NHT) Technique in reading activity?

C. The Objectives of the Study

Based on the problem statement above, the objectives of the study are:

1. To find out can and to what extent Numbered Heads Together (NHT) Technique improves students’ reading comprehension.
2. To describe the situation of the class when the teacher implements Numbered Heads Together (NHT) Technique in reading activity.

D. The Benefits of the Study

The writer hopes that this study provides some benefits as follows:

1. For the students, the result of the research can show that reading is an important thing in learning a language. It also can encourage them to be active in learning, and develop their ability and skills in learning process.
2. For the teacher, the benefit is that it can be a reference in developing the learning quality, improving the technique of learning which is appropriate to the condition in the classroom.
3. For the school, the result of this study is expected to give some contributions in teaching reading in senior high school.
4. For other researchers, the writer expects that the result of this study can be a reference for other researchers in developing further research about cooperative learning.
5. For the government, the result of this study can provide some consideration for the government in making some education decisions in
Indonesia. The government should provide regular training to teachers in order to improve teachers’ quality.
CHAPTER II
THEORETICAL REVIEW

A. Review on Reading Comprehension

1. Definition of Reading

Reading is a very important activity in human life. This is due to the fact that most people mostly get information through reading. In this modern era, moreover, when every aspect of human life develops faster and faster, it becomes more essential since the development is recorded and issued through media including printed media. Reading in second language learning is one of important skills because by reading someone will enlarge and increase his / her knowledge.

Up to now, many definitions of reading have been proposed by hundreds of linguists and scientists. The followings are the definitions of reading proposed by some experts. According to Aebersold and Field (1997: 15), reading is what happens when people look at a text and assign meaning to the written symbols in that text. Similar definition is stated by Nunan (1998: 33), that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (word, clauses, and sentences).

Grellet says that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it (Grellet, 1998: 7). It means that reading just not only understand a printed material but also needs background knowledge on the field of the text.

According to Wallace (1996: 4), reading is as interpreting means reacting to a written text as a piece of communication. In other words, it can be stated that some communicative intent on the writer’s part which the reader has some purposes in attempting to understand.

Another expert, Florence Davies (1995: 1) states that reading is a mental or cognitive process that involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.
Based on theories above, it can be concluded that reading is a process of decoding written symbols, guessing, following and responding a message of the text from a writer in attempting to understand.

2. Reading Comprehension

Before we come to reading comprehension review, it will be necessary to know what comprehension is. According to Oxford Advanced Learner’s Dictionary, comprehension is defined as power to understand something. It is supported by Kennedy who states that comprehension is the ability of one to find, interpret, and use ideas. According to Wikipedia, the free encyclopedia, comprehension has several meaning. Firstly, in general usage, and more specifically in reference to education and psychology, it has roughly the same meaning as understanding. Secondly, the comprehension of an object is the totality of intension. From the theories above, it can be concluded that comprehension is a power to understand something through finding, interpreting, and using ideas.

Comprehension is part of reading activity. It cannot be separated because the purpose of reading is to understand what has been read. There are many definitions of reading comprehension stated by many experts. Kennedy argues that comprehension is one of the components in reading. Kennedy (1981: 6) states that reading comprehension is a thinking process by which one selects facts, information or ideas from printed materials; determines the meanings the author intended to transmit; decides how they relate to previous knowledge he has acquired. Grellet (1981: 3) says that reading comprehension is as a written texts means extracting the required information from it. Moreover, Howell (1993: 182) says that reading comprehension is the act of reader to combine information in passage in prior knowledge in order to construct meaning. Therefore, reading comprehension takes place when a person is reading and comprising the set of skills that lets him find information and understand it in terms of what is already known. Adams in Howell (1993: 182) defines reading comprehension is as an interactive process through which the reader uses code, context analysis, prior
knowledge, vocabulary, and language along with executive control strategies, to understand text.

In addition, Smith and Robinson (1980: 54) state that reading with comprehension is the understanding, evaluating, and utilizing of information and idea through interaction between the reader and author. Dallman (1964: 159) states that reading with comprehension means constructing meaning from what is perceived in writing.

From the definitions, it can be concluded that reading comprehension is a thinking process, extracting information from written text, to combine information in passage and understanding information or constructing meaning from the text.

3. Microskills and Macroskills for Reading Comprehension

Brown (1994: 290) proposes some micro and macro skills in reading comprehension. They are as follows:

a. Microskills

1) Discriminate among distinctive graphemes and orthographic patterns of English.

2) Retain chunks of language of different lengths in short term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognise a core of words, and interpret word order patterns and their significance.

5) Recognise grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.

6) Recognise that a particular meaning may be expressed in different grammatical forms.

7) Recognise cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
8) Recognise grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.

b. Macroskills
1) Recognise the rhetorical forms of written discourse and their for interpretation.
2) Recognise the communicative functions of written texts, according to form and purpose.
3) Infer context that is not explicit by using background knowledge.
4) From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification.
5) Distinguish between literal and implied meanings.
6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

4. Strategies for Reading Comprehension

Brown (1994: 291-296) says that for most second language learners who are already literate in a language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. He mentions some reading comprehension strategies as follows:

a. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they are looking for and can weed out potential distracting information. Whenever the
teachers are teaching a reading technique, make sure students know their purpose in reading something.

b. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)

At the beginning level of learning English, one of the difficulties students encounter in learning to read is making the correspondence between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need to be given hints and explanations about certain English orthographic rules and peculiarities.

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

If the teachers are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. The intermediate and advanced level students need not to be speed readers, but the teacher can help them to increase efficiency by teaching a few silent reading rules:

a) You do not need to pronounce each word to yourself.
b) Try to visually perceive more than one word at a time, preferably phrases.
c) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

d. Skimming

Perhaps the most valuable reading strategies for learners as well as native speakers are skimming and scanning. Skimming consists of quickly running one’s eyes across a whole text (an essay, article, or chapter, for example) to get gist. Skimming gives readers the advantage of being able to predict the purpose of the passage the main topic or message and possibly some of the developing or supporting ideas. This gives them a “head start” as they embark on more focused reading.
e. Scanning

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in the text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text.

f. Semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g. Guessing

This is an extremely board category. Learners can use guessing to their advantage to:
(1) Guess the meaning of the word,
(2) Guess a grammatical relationship,
(3) Guess a discourse relationship,
(4) Infer the implied meaning (“between the line”),
(5) Guess about a cultural reference,
(6) Guess content messages.

h. Vocabulary Analysis

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:
(1) Look for prefixes (co-, inter-, un-, etc) that may give clues
(2) Look for suffixes (-tion, -tive,-ally, etc) that may indicate what part of speech it is
(3) Look for roots that are familiar (e.g. intervening may be a word a student does not know, but recognizing that the root, ven comes from latin “to come” would yield the meaning “to come in between”

(4) Look for grammatical contexts that may signal information

(5) Look at semantic context (topic) for clues

i. Distinguish between literal and implied meanings

   This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure make special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j. Capitalize on discourse markers in English that signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learner’s reading efficiency.

5. Bases for Reading Comprehension

   There are some key factors in reading comprehension: verbal definition, educational experience, ability to comprehension, and purpose.

   a. Verbal capacity

      The innate ability to learn symbolic language and to understand abstract concepts is known as verbal capacity. Without this potential, individuals would be powerless to acquire a written or to communicate with others in any but the most simple, concrete terms. If the background language experiences have been meager, pupils maybe low in language ability even though their verbal capacity is average or high, and poor comprehension or understanding with result. When adequate background experience are provided for developing a spoken language, comprehension ability will increase in proportion to the understanding vocabulary the child is able to acquire.
b. Educational experience

Educational experience includes all the ideas, understandings, and practical knowledge gained through personal contact with the environment. The learning gained by the frequent association with new environmental factors broaden a pupil’s base for understanding and provides the knowledge essential for interpreting new concepts. In general, the more extensive the experience, the easier it will be for pupils to learn the comprehension skills.

c. Ability to concentrate

Comprehension requires concentration. The attention span determines to a great extent amount of information that can be understood in one sitting. Pupils who have the ability to concentrate for a long period rarely have difficulty in comprehending. That whose attention span is short are unable to crystallize their thinking and develops clear cut concepts of the ideas or information they discern.

d. Purpose

Purpose is directive in the sense that it helps pupils focus their mental abilities on learning particular thing. Comprehension is seldom acquired by accident, it is usually deliberate.

6. Levels of Reading Comprehension

According to Kennedy (1981: 218) the skills of comprehension are grouped under three major divisions of reading: literal, inferential and critical. Meanwhile, Burns, Roe, and Ros (1984: 177) propose four levels in reading comprehension: literal reading, interpretative reading, critical reading and creative reading. The explanation of these levels is as follows:

a. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of it and is also a prerequisite for higher-level understanding. Kennedy (1981: 218) explains that literal reading is related on what a writer says. Literal

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reading results in this kind of reading comprehension. It requires ability to (1) locate specific facts, (2) identify happenings that are described directly, (3) find answer to question based on given facts, (4) classify or categorize information given, and (5) summarize the details expressed in a selection. According to Burns, et. al. (1984: 177) there are some bases of literal comprehension; they are recognizing stated main ideas, stated details, stated causes and effects, and sequences. Here is the explanation:

(1) Recognizing stated main ideas

As we discussed earlier, the main idea of paragraph is the central thought around which the whole paragraph is organized. It is often, but not always, expressed in a topic sentence.

(2) Recognizing stated details

The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas, causes-and-effect relationships, inferences, and so on are built. Recognizing details is also important in completing exercises under the topics ‘sequence’ and following ‘directions’.

(3) Recognizing stated cause and effect

Recognizing and understanding the cause-and-effect relationship in a written passage is an important skill. It is considered a literal skill when the relationship is explicitly stated.

(4) Recognizing sequence

Sequence—the order in which events in a paragraph or passage occur—is signaled by time-order words such as now, before, while, when, yet, after, and so on.

(5) Following directions

The ability to read and follow directions is as a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence; therefore, some of the exercises under those headings are appropriate to use in teaching children to follow written directions.

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b. Interpretative Reading

Interpretative reading involves reading between the lines or making inferences. Kennedy uses the name inferential comprehension. Kennedy (1981: 224) looks inferential comprehension as about *what the writer means*. He argues that writers do not always mean exactly what they say, nor do they say everything they mean. They expect readers to understand the information they give and to draw from it many implied meanings. The-often used term reading between the lines refers to extracting the implied meanings from a selection. He adds that there are at least four skills are essential for effective use of inferential reading: (1) finding implied meanings, (2) anticipating outcomes, (3) making generalizations and (4) drawing conclusions. While for this term, Burns, et.al (1984: 183) uses interpretative reading. He says that interpretative reading is the process of deriving ideas that are implied rather than directly stated. They propose some skills for interpretative reading includes:

(1) Inferring main ideas of passages in which the main ideas are not directly stated

For some selection readers must infer the main idea related details. The teacher should model the thought process students need to follow in deciding upon the main idea of a selection before asking them to try this independently. The teacher should compare each of the possible choices to the details in selection, rejecting those that fail to encompass the details. As students practice and become more proficient in identifying implied main idea in their own words. Teacher can increase passage length as the children gain proficiency, beginning with paragraphs that do not have directly stated topic sentences and moving gradually to entire selections.

(2) Inferring cause and effect relationships when they are not directly stated
Sometimes a reader needs to be able to infer a cause and effect that has been implied in the material. Brainstorming about causes and effect out loud may help children develop more skills in this area.

(3) Inferring reference of pronouns

Writing seldom, if ever, explicitly states the connection between a pronoun and its reference, so the task of determining the reference is an inferential one.

(4) Inferring reference of adverbs

At time adverbs refer to other words or group of words without an explicitly stated relationship. Teachers can explain the relationship and using examples and then let children practice making the connections independently.

(5) Inferring omitted words

Sometimes in writing, words are omitted and said to be “understood”, a structure known as ellipsis. Ellipsis can cause problems for some students, so again teachers should provide examples and explain the structure and then give children practice in interpreting sentence.

(6) Detecting mood

Certain words and ways of using words tend to set a mood for a story, poem, or other literary work. Children have to discuss how certain words trigger certain moods—for example: *ghostly, deserted, haunted, howling* (scary); *lilting, sparkling, shining, laughing* (happy); *downcast, sobbing, dejected* (sad).

(7) Detecting the author’s purpose in writing

Writers always have a purpose for writing: to inform, to entertain, to persuade, or to accomplish something else. Teachers should encourage their students to ask, “Why was this written?” by presenting them with a series of stories by explaining the purpose of each one, then giving them other stories and asking them to identify the purposes.
(8) Drawing conclusion

In order to draw conclusions, a reader must put together information gathered from several different sources or places within the same source. Cartoons can be used to good advantage in developing this comprehension skill. Another way to help to draw conclusions is to ask questions about sentences that imply certain information.

c. Critical reading

Kennedy (1981: 232) says that after information has been found and understood (literal reading) and its implied meanings have been discovered and interpreted (inferential reading), the reader is ready to evaluate it to make judgments as to its application, accuracy, validity, and worth. This is what called critical reading. While Burns, et.al. (1984: 190) state that critical reading is evaluating written material-comparing the ideas discovered in the material with known standards and drawing conclusions about the accuracy, appropriateness, and timeliness. Critical reading depends upon literal comprehension and interpretative comprehension, and grasping implied ideas is especially important.

Some consideration related to critical reading are about the author and materials. Dealing with the author, the mature critical reader must consider and evaluate the person who wrote the material, considering the four categories that follow. The first one is about author’s purpose. The critical reader will try to determine whether the author wrote the material to inform, to entertain, to persuade, or for some other purpose. The second is author’s point of view. The critical reader will want to know if the writer belonged to a group, lived in an area, or held a strong view that would tend to bias any opinions about a subject in one to another. The third is author’s style and tone. The author’s style is the manner in which he or she uses vocabulary (vividness, precision, use of emotional words, use of figurative language) and sentence structure (the order within the language). The fourth is author’s competence. The reliability of written material is
affected by the competence of the author to write about the subject in question. To determine an author’s competence, student should consider his or her education and experience.

Dealing with the material, to comprehending the material literally, the critical reader needs to be able to determine and evaluate some things. First is *timeless*. The critical reader will wish to check the date that the material was published, because the timeless of an article or book can make a crucial difference in a rapidly changing world. Second is *accuracy and adequacy*. Nonfiction material should be approached with this question: “Are there facts presented here true?” The importance of a good background of experience evident here. A reader who has a previous experience with the material will have a basis of comparison not available to one lacking such experience. Third is *appropriateness*. Critical readers must be able to determine whether the material is suitable for their purposes. A book or article can be completely accurate and not be applicable to the problem or topic under consideration. Facts are statements that can be verified through direct observation, consultation of official records of past events, or scientific experimentation. And for various reasons, opinions cannot directly be verified. Knowledge of key words that signal opinions, such as *believe, think, seems, may, appears, probably, likely, and possibly*, can be extremely helpful to readers. Fourth is *recognition of propaganda techniques*. Elementary school children, like adults are constantly deluged with writing that attempts to influence their thinking and actions. Some of these materials may be used for good purposes and some bad ones. Since propaganda techniques are often utilized to sway people toward or away from a cause or point of view, children should be made aware of them so that they can avoid being unduly influenced by them.

d. Creative Reading

Burns, et.al (1984: 198) say that creative reading involves going beyond the material presented by the author. It requires readers to think as *commit to user*
they read, just as critical reading does, and it also requires them to use imaginations. Helen (in Burns, et.al (1984: 198) says that it is concerned with the production of new ideas, the development of new insights, fresh approaches, and original constructs.

Creative readers must be skilled in the areas discussed as follows: First is cause and effect. Creative readers must understand cause and effect relationship in a story so well that they know why a character acts as he or she does at a particular time. Second is visualization. By vividly visualizing the events depicted by the author's words, creative readers allow themselves to become a part of the story. They see the colors’ hear the sounds, feel the textures, taste the flavors, and smell the odors described by the writer. They will find that are living the story as they read. Third is making value judgments. Creative readers need to be able to determine whether actions of characters are reasonable or unreasonable. Fourth is solving problems. Creative readers relate the things as they read to their own personal problems, sometimes applying the solution of a problem encountered is a story to a different situation. Fifth is predicting outcomes. In order to predict outcomes, readers must put together available information and note trends, and then project the trends into the future, making decisions about what events might logically occur next. A creative reader is constantly predicting what will happen next in the story, reacting to the events he or she is reading about and drawing conclusions about their results. Sixth is improving story presentation. Creative readers may be able to see how a story could be improved in order to make it interesting. And seventh is producing new creation. Art, drama, and dance can be useful in elaborating what students read. By creating a new ending for a story, adding a new character, changing some aspect of a character, or adding an additional adventure within the framework of the existing story, students approach reading creatively.
7. Units of Reading Comprehension

The basic comprehension units in reading are words, sentences, paragraphs, and whole selections.

a. Words

Children’s sight vocabularies should be built from words they already comprehend, words that are a part of their meaning vocabularies. Jones (in Burns, et.al, 1984: 152) says that the growth of vocabulary is essentially the developments of labels for the child’s schemata. Because students must call upon their existing schemata to comprehend, vocabulary development is an important component of comprehension skill. Vocabulary building is a complex process involving many kinds of words: double function words (psychological characteristics of persons and physical characteristics of person and physical characteristics of objects such as sweet); abstract definitions; homophones, homographs, synonyms, antonyms. Children must also acquire meanings for a number of relational terms, such as same, more, less, different, taller/shorter, older/younger, higher/lower, and so on.

b. Sentences

Children may find complicated sentences difficult to understand, so they need to know ways to attack them, or derive their meaning. Research has shown that systematic instruction in sentence comprehension increases reading comprehension. For example, Phyllis weaver had students arrange cut-up sentences in the correct order by finding the action word first and then asking who, what, where, and why question Durkin (in Burns, et.al, 1984: 165)

c. Paragraph

Paragraphs are group of sentences that serve a particular function within a whole selection or passage. They may be organized around a main idea or topic. Understanding their functions, their general organization, and the relationship between the sentences in paragraph is important in reading comprehension.

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d. Whole selections

We know that entire selections consist of words, sentences, and paragraph, and that understanding of whole selections depends upon understanding the smaller units. Selections are longer than paragraph, such as articles, stories, chapters, or books, may present special problems. Among these are questions as to how to get the most value from center heading, side headings, and transitional words or phrases, or how to study the interrelationships between various types of paragraph.

8. Teaching Reading Comprehension

Reading means many things to people. To some people, it is a necessity to pursue employment or education or it may mean as a major source of pleasure information for the reality that happen in our society. In an educational scene in which the objectives are many, the development of reading is one of the important outcomes of education. Reading instruction always has an important place in the school curriculum. School day without reading is impossible. Everybody knows that the printed page is major aid to learn where children try to get meaning from reading materials. Strong reading comprehension skills help in all the other objects and in the personal and professional lives. For school-age children, reading is mostly important. It is bridge to learn other subjects. For wider scene, the act of reading comprehension plays crucial role in our complex modern society.

It is important to get themselves doing reading because reading is one of language skill. Williams (1996: 13) says that reading in a foreign language is important for language learner. He says that learner can have further practice of language that they have already met through listening and speaking, then, they can practice language in order to re-use it in writing. Moreover from reading, learner can extract the information they need.

Harmer (1998: 68) mentions the reasons why getting students to read English texts are an important part of the teacher’s job. He says that reading
English text is important for the students either for their careers, for study purposes or simply for pleasure. Reading text also provides good models for English writing. When teacher teaches the skill of writing, he will need to show students models of what he are encouraging them to do. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way of constructing sentences, paragraphs, and text.

B. Numbered Heads Together (NHT)

The writer suggests the implementation of Numbered Heads Together (NHT) as one variety of teaching techniques in improving students’ reading comprehension. Before defining what Numbered Heads Together (NHT), it is necessary to understand each term in it.

1. Review of Cooperative Learning

In education, learning is an important component. In accordance with the development of education, innovation in the language teaching field has been stimulated by a special concern for the language process. The attention of learners should not only direct toward the language itself, but also to the learning process. Teaching methodologies that grow up are influenced by the development of education and environment make the teachers make a lot of choices to decide which technique is appropriate.

There are a lot of ways to make the teaching and learning process optimal. Cooperative learning can be one of the alternative ways. Cooperative learning gives a chance for the learners to study within a group. According to Cruickshank (1999: 205), cooperative learning (a variation on the theme of student-team learning) is the term used to describe instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments. Similar to Cruischank’s opinion, Kagan and Olsen (in Kessler, 1992: 8) states that cooperative learning is group learning activity so organized that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his
or her own learning and is motivated to increase the learning of others. It means that the interactions in cooperative learning may be as simple as having students discuss points of a lecture in pairs; or they may be very complex, based on precise grouping, grading, or specialized tasks.

Kohonen (in Nunan, 1992: 33) also says that in cooperative learning situations learners work together to accomplish shared goals. Kagan 1987 and Kessler 1992 (in Richards and Lockhart, 2000: 102) stated that cooperative learning attempt to redefine the roles of both teacher and learner through a methodology which relies less on teacher-directed teaching and more on cooperative group work and pair work activities.

Slavin (1995: 2) states that Cooperative Learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other’s current knowledge and fill in gaps in each other’s understanding. Cooperative work rarely replaces teacher’s instruction, but rather replaces individual seatwork, individual study, and individual drill. When properly organized, students in cooperative group work with each other to make certain that everyone in the group has mastered the concept being taught.

According to Arends (2004: 313), cooperative learning model was developed to achieve at least three important instructional goals; academic achievements; tolerance and acceptance of diversity, and social skill development. It means that cooperative learning is not only a way to gain learning objective, but also aims at improving students’ interaction and in making they respect to each other.

Based on the definitions above, cooperative learning is student team learning where learners work in groups, to share the information to achieve the goal. The teaching and learning process is not teacher-centered but is focused on students work activities on cooperative group. Moreover, Slavin (1995: 12) mentions the characteristics cooperative learning as follows:

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1) Group Goals
Most cooperative learning methods use some form of group goals. In the Student Team Learning methods, these may be certificates or other recognition given to teams that meet a preset criterion; in the Johnson’s methods, group grades are often given.

2) Individual Accountability
This is achieved in two ways. One is to have group scores be the sum or average of individual quiz scores or other assessments, as in the Student Team Learning models. The other is task specialization, whereby each student is given a unique responsibility for part of the group task.

3) Equal Opportunities for Success
A characteristic unique to the Student Team Learning methods is the use of scoring methods that ensure all students an equal opportunity to contribute to their teams. These methods consists of improvements points (STAD), competition with equals (TGT), or adaptation of tasks to individual performance levels (TAI and CIRC).

4) Team Competition
Early studies of STAD (Students Teams Achievement Division) and TGT (Teams Group Tournament) used competition between teams as a means of motivating students to cooperate within teams.

5) Task Specialization
A key element of Jigsaw, Group Investigation, and other task-specialization methods is the assignment of a unique subtask to each group member.

6) Adaptation to Individual Needs
Most cooperative learning methods use group-paced instruction, but two (TAI and CIRC) adapt instruction to students’ individual needs.

Slavin (in Cruickshank, 1999: 206) says that groups must be heterogeneous in terms of gender, academic achievement ability, race and other traits. There are five factors necessary for successful cooperative learning like what have been said by Kagan and Olsen (in Kessler, 1992: 8). They state that
cooperative learning is distinctive because it may include attention to positive interdependence, team formation, accountability, attention to social skills, structures and structuring of learning.

According to Arends (2004: 356), the characteristics of cooperative learning are: a) Students work to master learning goals, b) Teams are made up of high-, average-, and low-achieving students, c) Whenever possible, teams include a racial, cultural and gender mix, d) Reward systems are oriented to the group as well as individual.

Like what have been said by Arends that cooperative learning teams are made up of high-, average- and low-achieving students, similarly, Slavin (in Nunan, 1992: 35) says that basically cooperative learning is heterogeneous, where there is a higher achiever, average achiever and a low achiever. The teams are responsible for learning the task together, helping each other. He adds that the faster learners will share and consolidate their own understanding when explain to slower learners. The slower learners will get benefit from peer tutoring. Sometimes learner seems to be more able to translate the teacher explanations into a simpler sentence, it is called “kid language”.

The work in cooperative learning is structured so that there is positive interdependence among the members in the group. Positive interdependence encourages the learners to work together and work to their full capacity for mutual benefit. In this case, individual accountability is needed where each member should give contribution to the group in order to catch the goal. Interaction within the group happens and it promotes communication among the members. Simultaneously, it develops their social skills. A reward systems of cooperative learning is related to the positive or negative consequence from the result whether the students are success or not in doing their tasks from the test given.

2. Review of Numbered Heads Together (NHT)

According to Arends (1998: 317), there are some approaches in cooperative learning including Student Team Achievement Division (STAD),
Jigsaw, Group Investigation, and Structural Approach. Structural approach has been developed over the past decade mainly by Spencer Kagan (1993). Although it has much in common with other approaches, the structural approach emphasizes the use of particular structures designed to influence student interaction patterns. The structures developed by Kagan are intended to be alternatives to the more traditional classroom structures, such as the recitation, in which the teacher poses questions to the whole class and students provide answers after raising their hands and being called on. Kagan’s structures call for students to work interdependently in small groups and are characterized by cooperative rather than individual rewards. Some structures have goals for increasing students’ acquisition of academic content; other structures are designed to teach social or group skills. Think Pair Share and Numbered Heads Together (NHT) are two examples of structures teachers can use to teach academic content or check on students’ understanding of particular content.

Kessler (1992: 17) says that the structural approach is based on the use of various distinct sequences of classroom behaviors, called structures. A structure is a content-free way of organizing distinct sequences of classroom behaviors, including specified types of interactions among individuals at each step. Structures are distinct from activities. Activities are content-bound and specific and usually have a specific objective, such as creating a class banner to build a class identity or finding the small words possible in a set of words. Kessler also states that activities cannot be repeated meaningfully many times. In contrast, structures are content-free ways of organizing interactions. They may be used repeatedly with variety of curriculum materials, at various places in the lesson plan, and throughout the syllabus.

Numbered Heads Together (NHT) involves task structures that enable learners to help and support each other in completing the task structures. In cooperative learning, learners will have an assumption that they have the same goal. They have responsibility to the material and they should comprehend and try to share what they have learnt and known to the others.
Numbered Heads Together (NHT) is a technique developed by Spencer Kagan (1993) to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson’s content (Arends, 1998: 322). Instead of directing questions to the whole class, teachers use the following four-step structure. Step 1-numbering: teacher divides students into three-to-five-member teams and have them number off so each student on the team has a different number between 1 and 5. Step 2-questioning: teachers ask the students questions. Step 3-Heads Together: students put their heads together to figure out and make sure everyone knows the answer. Step 4-answering: the teacher calls a number and students from each group with that number raise their hands and provide answers to the whole class. “Number Heads Together is a learning model that they put forward to the activities of students in seeking, processing, and report information from various sources that eventually presented to the class. This learning model is usually preceded by dividing the class into several groups. Each student in the group accidentally given a number to facilitate group work performance, changing the position of the group, arrange the material, presenting, and received responses.” (www.kaganonline.com).

The same statement is that Numbered Heads Together is cooperative learning technique that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. (www.nhtspencerkagan.com). Group learning techniques encourage students to take greater responsibility for their own learning and to learn from one another, as well as from the instructor (Terenzini & Pascarella, 1994 in www.kaganonline.com).

Kessler (1992: 17) states that Numbered Heads Together is a simple four-step cooperative learning structure as follows: students number off within groups.
If students are in groups of four, every student will be either 1, 2, 3, or 4. The teacher asks the students questions. Students put their heads together to make sure everyone on the team knows the answer. The teacher calls a number from one to four. Only students with that number can raise their hands if they know the answer. He also states that Numbered Heads Together meets the criteria of being a structure because it is a content-free way of organizing social interaction in the classroom. It is a cooperative learning structure because student’s interaction is necessary to ensure that everyone in the group knows the answer.

High achievers share answers because they know their number might not be called; lower achievers listen carefully because they know their number might be called, so positive interdependence is built in. A cooperative learning structure engages positive interdependence, individual and group accountability, motivates individuals to increase other’s learning. It can be used with almost any subject matter, at a wide range of grade levels, and at various places in a lesson. Structures allow teachers to focus on the interactional framework rather than on the sequencing of presentation of curriculum material.

3. Teaching Reading Comprehension through Numbered Heads Together (NHT) Technique

About the procedure in reading comprehension, Williams (1996: 15) says that the procedure involves splitting a class into groups, and giving each group a part of the information in a topic or situation. The groups then have to reassemble the information in order to recreate a situation or solve a problem. The reason why Numbered Heads Together (NHT) Technique can improve students’ reading comprehension.

The major function of the team is to make sure that all team members are learning, and more specifically, to prepare its member to do well. Numbered Heads Together (NHT) Technique can improve students’ reading comprehension because:

1) It gives a chance for students to be active and attracted to the new technique that will make them interesting.
2) By using this technique, they can work together with their friends; they can share a lot of information about the learning material with their friends. The weak students which lose confidence in their ability to learn English and always sit by themselves by giving no attention to the teaching process will get the benefit by using this technique.

3) It can motivate students to encourage and help each other. Students can identify the main idea of the text with their friends.

4) It can accelerate student achievement.

5) It can facilitate gains in self-esteem, liking of class and student attendance.

6) By working in groups, it can solve the problem in teaching and learning process. Shy students who do not like to be active in a large class are more comfortable in a smaller group. Group members can complement each other’s strengths and weaknesses in learning English. It is because each student has a different background and ability in English.

7) Then, by using Numbered Heads Together (NHT) Technique, they will work together in a small group with their friends by no feeling worry to ask anything to their friends because it feels like a learning by games or learning in informal situation.

C. Rationale

Reading comprehension is a thinking process, extracting information from written text, to combine information in passage and understanding information or constructing meaning from the text. It is very important in language learning due to the fact that most people mostly get information through reading. By reading someone will enlarge and increase his / her knowledge. Reading is now an important way to access information. Reading means opening a wider window to the outside world. Reading instruction always has an important place in the school curriculum. Everybody knows that the printed page is major aid to learn where children try to get meaning from reading materials. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the ways of constructing sentences, paragraphs, and text.
The problem which arises in XI IPA 3 of SMA N Colomadu is that the students have low reading comprehension. The indicators of reading comprehension can be identified: literal comprehension (understanding word meaning, recognizing the sentence meaning, identifying specific information, finding detailed information) and inferential comprehension (inferring main idea of paragraph, identifying reference, inferring communicative purpose of the text).

From the classroom situation, the problems that can be identified are: (1) the students were noisy during English teaching learning in the classroom, (2) the students tended to be passive learner, (3) the students were not willing to speak English in the classroom, (4) the students also paid little attention toward teacher’s explanation, and (5) the students were lazy to do homework.

The problem was caused by the teacher’s way of teaching reading which was not encouraging. Sometimes, the teacher spoke quickly and technique the teacher used was boring. Most of the students were sleepy, bored, and not enthusiastic to follow the teaching and learning process. During the lesson, the teacher just read the written text without knowing whether the students got the information or not. Besides, the teacher in SMA Negeri Colomadu never used study groups or pairs in teaching reading. Only some students have good achievements and are active to follow the teaching learning process and the others were passive. Thus, the interaction in the class was low.

In solving these problems, teacher needs a technique that is able not only to lessen the difficulties but also is also able to enhance or improve the students’ reading comprehension. The researcher proposes Numbered Heads Together (NHT) Technique as the solution. Numbered Heads Together (NHT) involves task structures that enable learners to help and support each other in completing the task structures. It is a cooperative learning technique that holds each student accountable for learning the material. Students are placed in groups and each person is given a number. It has clear steps to follow and interesting features that will not make the students boring. In Numbered Heads Together (NHT), students put their heads together to make sure everyone on the team knows the answer. The teacher calls a number from one to four. Only students with that number can

commit to user
raise their hands. Teacher also can ensure that all of group members understand the reading text because all students must be able to answer question about reading text and the answer represents the result of their group discussion.

By using Numbered Heads Together (NHT), students will be given a chance to be active in learning reading comprehension, work together with their friends, encourage and help each other to understand word meaning, recognize sentence meaning, identify specific information, find detailed information, find main ideas, identify reference and infer communicative purpose of the text. They will feel confident and not feeling worry to ask anything to their friends because it feels like informal situation.

From the explanation above, the researcher assumes that Numbered Heads Together (NHT) Technique is able to solve the students’ problem in reading comprehension.

D. Hypothesis

Numbered Heads Together (NHT) Technique can improve the reading comprehension of the eleventh grade students of SMA Negeri Colomadu, Karanganyar (Academic Year of 2010/2011).
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research method that is used in this study. This chapter covers place and time of the research, subject of the research, the method of the research, the technique of collecting data, and the technique of analyzing data.

A. Place and Time of the Research

The research was conducted in SMA N Colomadu. The school is located in Baturan, Colomadu, Karanganyar. This location is very strategic, about two kilometers from main street (Fajar Indah Gate). The situation of the school environment is safe and quiet. The condition of the school is good. There is a gate around the school. It can prevent the school from other people to freely enter the school.

SMA N Colomadu has three grades. They are the tenth grade, the eleventh grades, and the twelfth grade. The tenth grade consists of eight classes. There is one bilingualism class. The eleventh grade consists of four science program classes and four social programs classes. The twelfth grade consists of three science program classes and four science program classes. Besides the twenty classrooms, the other rooms are a headmaster office, a teacher office, an administration office, a library, laboratory, a multimedia laboratory, a computer room, a language laboratory, and a mosque.

The study was conducted from April to June 2011. It can be shown as follows:

Table 3.1 The activities and time of research

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Time of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparation of try out and pre test</td>
<td>April 2011</td>
</tr>
<tr>
<td>2</td>
<td>Pre Test</td>
<td>April 2011</td>
</tr>
</tbody>
</table>
B. The Subject of the Research

The subject of the research was the students XI IPA 3 of SMA N Colomadu in the Academic Year of 2010/2011. Class XI IPA 3 consisted of 32 students. There were 12 boys and 20 girls. The students of SMA N Colomadu especially in class XI IPA 3 had average achievement of English. In fact, the students in class XI IPA 3 had difficulties in reading comprehension. There were varieties of the students’ achievement. There were some students who have higher achievement than the others. There were also some students with average achievement. There were students with below average achievement in reading comprehension.

There were some characteristics of the students in Class XI IPA 3. The boys tended to be lazy and less motivated. However, there were some boys who were diligent and motivated in the learning activity. Usually the good ones were diligent, active, motivated, serious and interested to know further about the material. The weak students tended to be passive, lack of motivation, not serious, noise and disturbed the other students.

C. The Method of the Research

1. The Nature of Action Research

Kemmis (1983) in Hopkins (1993: 44) states that action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding to these practices, and; (c) the situations in which the practices are carried out. It is most rationally empowering when

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Action</td>
<td>April-June 2011</td>
</tr>
<tr>
<td>4.</td>
<td>Post test</td>
<td>June 2011</td>
</tr>
<tr>
<td>5.</td>
<td>Analyzing the data</td>
<td>July 2011</td>
</tr>
</tbody>
</table>
undertaken by participants collaboratively, though it is often undertaken by individuals and sometimes in cooperation with outsiders.

Rapport (1970) in Hopkins (1993: 44) says that action research is aimed to contribute both to the practical concern of people in an immediate problematic situation and to the goals of the school science by joint collaboration within a mutually acceptable ethical framework. Meanwhile, Ebbutt (1985) in Hopkins (1993: 45) states that action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of own reflection upon the effects of those actions.

There is a view that an action research is essentially done collaboratively. Burns (1999: 34) explains that it is important to bear in mind that action research may be carried out through different combinations of people working together: by group of teachers working with university researchers; by teacher-researchers pairs or group working together; by teachers working in partnerships with administrators, students, parents or community members.

From the definitions above, it can be concluded that action research is a systematic study and is a form of self-reflective inquiry undertaken or carried out by participants in educational situation rather than outside researches to solve the problem in order to improve the students’ ability. And in this content of the research, action research will be used to solve the reading comprehension problems and improve students’ reading comprehension.

2. The Model of Action Research

Kemmis and McTaggart (1998) in Burns (1999: 32) state that Action Research occurs through a dynamic and complementary process, which consists of four fundamental steps in a spiraling process. They are as follows:

a. Planning

Develop a plan of critically informed action to improve what is already happening.
b. Action
   Act to implement the plan.

c. Observation
   Observe the effects of the critically informed action in the context in which it occurs.

d. Reflection
   Reflecting process on these effects as the basis for further planning, subsequent critically informed and so on, through a succession of a stages.

The Model of Action Research can be illustrated as follows:

Figure 3.1 The Model of Action Research
3. The Procedures of Action Research

The four steps at the model can be expanded into six steps which are included in the procedure of action research. The procedures are: 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing the action; 5) reflecting the action; and 6) revising the plan. In further, the process done in this research runs as follows:

a. Identifying the problems

The researcher identified the problem before planning the action. The problem referred to the students’ difficulty in learning reading comprehension. It was obtained by observing the teaching learning process. By doing pre-observation in XI IPA 3 SMA N Colomadu, the researcher tried to identify the problems. The pre-observation activities were that the researcher interviewed the teacher and the students then did the pre-test.

b. Planning the Action

The researcher prepared everything related to the action that would be implemented. He planned the steps and technique for delivering the materials in the form of lesson plans, designed the steps in doing the action, prepared the material, prepared sheets for classroom observation (to know the situation of teaching learning process when the technique is applied), prepared teaching aids and prepared a test to know whether students’ reading comprehension could be improved or not.

c. Implementing the Action

The researcher implemented the teaching learning activity of reading comprehension through Numbered Heads Together (NHT) Technique. In this case, the researcher implemented his plan in each cycle of action research. The implementation was done in two cycles. Cycle one consisted of three meetings and cycle two consisted of two meetings.
the end of each cycle, the researcher conducted a post-test to see the students’ progress in reading comprehension.

d. Observing and Monitoring the Action
The researcher observed all activities in the teaching learning process. As long as the plan implemented, the researcher observed the situation of the reading class through students’ behavior in teaching and learning process.

e. Reflecting the Result of the Observation
The researcher evaluated all actions in each cycle. The researcher observed the actions to find the problems of the activities that had been carried out through Numbered Heads Together (NHT) Technique in teaching reading comprehension. The researcher also analyzed the obtained data to identify the strengths and the weaknesses in each cycle. The result of reflection was used as the basic for the next planning and as determiner whether the action was successful or not.

e. Revising the Plan
If there were some remaining problems of the activities that had been carried out through Numbered Heads Together (NHT) Technique in teaching reading comprehension, the researcher revised the plan for the next cycle.

4. The Techniques of Collecting Data
In this classroom action research, the researcher collected the data using qualitative and quantitative method. Wallace (1998: 38) defines that Quantitative method is broadly used to describe what can be counted or measured and can therefore be considered ‘objective’ while Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore ‘subjective’.
The action research may utilize qualitative or quantitative methodology or a mixture of both. The techniques are as follows:

First, Qualitative method consists of observation, field notes, interview, diaries and photograph.

1. Observation
   The researcher did an observation dealing with the real situation of the teaching and learning process. It was conducted to describe class situation before and when Numbered Heads Together (NHT) Technique was implemented in reading class. Thus, observation was conducted before and during the research.

2. Field-notes
   Notes or field notes are descriptions and accounts of events in the research context which are written in relatively factual and objective style (Burns, 1999: 87). The researcher made notes to all activities during the lesson and also notes about the students’ reaction and response to learn. It was done before and during the action implemented.

3. Interview
   The researcher made interviews with the teacher and students. In the pre-research, the researcher made interviews in order to know what problems both the teacher and the students face especially in reading class. The interviews were given in the process of the action and at the end of the research aimed to know how far the action influences the students’ reading comprehension.

4. Diaries or Journals
   Diaries or Journals are an alternative or supplement to field notes, if time permits. They provide continuing accounts of perceptions and thought processes, as well as of critical events or issues, which have surfaced in the classroom. It was done before and during the action implemented.
5. Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli, which can be integrated into reporting and presenting the research to others.

Second, the technique of collecting the data using quantitative method is a test. In this research, the researcher used the objective test type for both pre-test and post-test. The result of the test was analyzed to know the students’ ability on reading comprehension. The result could indicate whether or not the use of Numbered Heads Together (NHT) Technique could improve the students’ reading comprehension.

5. The Techniques of Analyzing Data

In analyzing the qualitative data the researcher used qualitative technique as suggested by Burns (1999: 156). He says that there are various techniques developed from qualitative research approaches which can be used for data analysis, such as identifying patterns, categories or themes that are repeated across the data and making connections between these categories.

McKernan (1996) in Burns (1999: 156) states that there are five stages in analyzing the qualitative data:

1. Assembling the Data
   The first step is to assemble the data that the researcher collects over the period of the research: field-notes, journal entries, questionnaires and so on.

2. Coding the Data
   In this stage, once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically.

3. Comparing the Data
   At this stage, comparison can be made to see whether themes or pattern are repeated or developed across different data gathering techniques.
4. Building Interpretations

It is the point where moving beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data.

5. Reporting the Outcomes

The final stage involves presenting an account of the research for others.

The quantitative data were analyzed by comparing the mean scores of the pre-test and the post-test to know the difference before and after the cycles were conducted. In analyzing the data in the form of numbers as the result of the test, the researcher found the mean scores of the pre-test and the post-test. Then, the researcher compared those scores. The improvement was seen if the score in post-test was higher than in pre-test.

The mean scores of pre-test and post-test can be calculated with the formula as follows:

\[ X = \frac{\Sigma X}{N} \quad Y = \frac{\Sigma Y}{N} \]

in which:

- \( X \): Mean of pre test scores
- \( Y \): Mean of post test scores
- \( N \): Number of subject
- \( \Sigma X \): The sum of pre test score
- \( \Sigma Y \): The sum of post test score
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of the research. It presents findings and discussions about the use of Numbered Heads Together (NHT) Technique in reading comprehension. This chapter covers research implementation and discussion. Each cycle of the research implementation consists of planning, acting, observing and reflecting activities is described in this chapter. This chapter also describes the improvement of students’ comprehension of narrative text taught using Numbered Heads Together (NHT) Technique.

Introduction

Based on the pre-observation and interview done in the pre-research, the researcher found the fact that the students of XI IPA 3 SMA N Colomadu had a problem in reading, that is the students’ reading comprehension was still low. It could be seen from the students’ reading achievement scores.

In this study the researcher had two categories of indicators related to students’ comprehension of narrative texts. The first category was related to the students’ competence including: students’ difficulties in understanding word meaning, recognize sentence meaning, identifying specific information, finding detailed information, inferring main idea of paragraph, identifying reference and inferring communicative purpose of the text.

The second category was related to classroom situation where researcher found some indicators dealing with the low level of the students’ reading comprehension of text. The indicators were: the students were noisy during English teaching learning in the classroom, the students tended to be passive learner, the students were not willing to speak in English in the classroom. Moreover, the students also paid little attention toward their teacher’s explanation during teaching learning activity and they were lazy to do homework.

Dealing with the problems, the writer found that the teaching technique used by the teacher was the main factor causing the students’ difficulties in
comprehending a text. The researcher noticed that the way the teacher taught reading did not encourage the students to be active. The teacher did not explain the material clearly. Sometimes, the teacher spoke quickly and the techniques the teacher used was boring. Most students were sleepy, bored, and not enthusiastic to follow the teaching and learning process. Only few students have good achievements and are active to follow the teaching and learning process. During the lesson, the teacher just read the written text without knowing whether the students got the information or not. Besides, the teacher of XI IPA 3 SMA Negeri Colomadu never used studying groups or pairs in teaching reading.

A. Process of the Research

In this classroom action research, the researcher was a practitioner, teacher and observer who implemented the action in teaching learning process in the classroom and the English teacher in class XI IPA 3 of SMA N Colomadu. Before conducting the research, the researcher told teacher GD as the English teacher of XI IPA 3 SMA N Colomadu that the researcher would conduct a Classroom Action Research (CAR) for his thesis. He said that he had heard about action research before, but he had not understood yet how to conduct a Classroom Action Research (CAR). Therefore, the researcher and teacher GD shared knowledge of the CAR. After getting more understanding about CAR, he permitted the researcher to conduct CAR in his classroom. He wanted to know his students’ improvement through the research. Teacher GD and researcher worked together in implementing CAR. Teacher GD was the observer while the researcher was the practitioner and the observer too.

The researcher conducted the action research in two steps. First, he did the pre-research observation and then he conducted the action research. In this research, the implementation was held in two cycles. During the process of the research, the researcher noticed that cycle one was conducted through stages of planning, implementation, observation, reflection and revising plan. Cycle two was conducted through stages of planning, implementation, observation,
reflection of observation result and final reflection too. The whole process of this study can be seen in Table 4.1

**Table 4.1. The Whole Process of the Research**

<table>
<thead>
<tr>
<th>I. Pre-research</th>
<th>Identifying and focusing the problems during teaching and learning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Observation</td>
<td>Identifying the students’ comprehension on narrative text</td>
</tr>
<tr>
<td>b. Pre-test</td>
<td>Identifying and confirming teacher’s and students’ difficulties in teaching and learning narrative text</td>
</tr>
<tr>
<td>c. Interview</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. Research Implementation</th>
<th>Preparing the materials, lesson plan, teaching aids, camera, texts, worksheet and everything related to the Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td></td>
</tr>
<tr>
<td>a. Planning</td>
<td></td>
</tr>
<tr>
<td>b. Action</td>
<td>A. The teacher used text to explain narrative genre</td>
</tr>
<tr>
<td>a) Meeting 1</td>
<td>B. The students practiced reading and understanding narrative genre using Numbered Heads Together (NHT) Technique</td>
</tr>
<tr>
<td>b) Meeting 2</td>
<td>C. The teacher used Numbered Heads Together (NHT) Technique to teach narrative text</td>
</tr>
<tr>
<td>c) Meeting 3</td>
<td>D. The students practiced and understood narrative text using Numbered Heads Together (NHT) Technique</td>
</tr>
<tr>
<td>d) Post-test 1</td>
<td>Preparing the test for identifying the students’ comprehension on narrative text after conducting cycle 1.</td>
</tr>
<tr>
<td>c. Observation</td>
<td>a. Students enjoyed activity of understanding narrative text using Numbered Heads Together (NHT) Technique</td>
</tr>
<tr>
<td></td>
<td>b. Students could interact with their friends in studying narrative text and they were also active during English teaching learning process</td>
</tr>
<tr>
<td>d. Reflection</td>
<td>a. Positive result: the improvement of students’ comprehension on narrative text</td>
</tr>
<tr>
<td></td>
<td>b. Weaknesses: few students were still passive learners, few group still relied on the smartest member, few students still got difficulties in identifying main idea.</td>
</tr>
<tr>
<td>e. Revising Plan</td>
<td>Focusing on managing students to read and understand the text, using different texts and more variation in task especially in identifying word meaning and main idea. Moreover, the researcher gave more students chance to share with their friend in understanding narrative text.</td>
</tr>
</tbody>
</table>

<p>| Cycle 2                    | Preparing lesson plan, teaching aids, camera, text and everything                                                   |
| a. Planning                |                                                                                                                         |</p>
<table>
<thead>
<tr>
<th>b. Action</th>
<th>related Classroom Action Research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) Meeting 1</td>
<td>a. The students practiced reading and understanding the narrative text.</td>
</tr>
<tr>
<td>b.) Meeting 2</td>
<td>b. Preparing the test for identifying the students’ comprehension on narrative text after conducting cycle 2.</td>
</tr>
<tr>
<td>c.) Post-test 2</td>
<td>Students were active and responsible in the class.</td>
</tr>
</tbody>
</table>

c. Observing | |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Positive Result: the improvement of class situation, the improvement of the students’ achievement.</td>
<td></td>
</tr>
<tr>
<td>b. Weaknesses: few students tended to make noise and not wrote down the answer in the worksheet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d. Reflecting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Positive Result: the improvement of students’ comprehension on narrative text and the classroom situation.</td>
<td></td>
</tr>
<tr>
<td>b. The students’ score from pre-test was 60.78; post test one was 70.43; final post-test was 80.37</td>
<td></td>
</tr>
<tr>
<td>c. Weaknesses: few students tended to make noise and did not write down the answer in the worksheet.</td>
<td></td>
</tr>
</tbody>
</table>

e. Final Reflection | |

More detailed explanation of the procedure of the study is described in the following section:

1. Pre-research

As shown in the table 4.1. above, the pre-research was conducted before the implementation of the study. The goal of the pre-research is to identify the problems occurring during the teaching learning process. The problems were identified through observation in the class. The researcher focused on the identification of students’ reading comprehension before using Numbered Heads Together (NHT), the identification of students’ attitude during teaching learning process and the teacher’s technique in teaching genre especially narrative. The pre-research covered three steps: 1) Observing the teaching learning process; 2) Giving pre-test to the students; and 3) Interviewing the teacher and the students.

The result of the observation and the interview in pre-research showed that in teaching learning process, teacher GD taught the students by using students’ **commit to user**
worksheet in LKS and developed all the learning activities from LKS, especially
the reading comprehension activity. Teacher GD gave explanation and task to the
students in every meeting. He asked the students to read the text, one student one
paragraph then tried to translate the text paragraph by paragraph. The teacher
asked the students to answer the question in LKS and to write it in front of the
class. He did not use any other teaching aids in teaching English. He used the
same technique in every meeting. He informed that the students found it was
difficult to comprehend the narrative text and to do the exercises. In order to solve
the problems, teacher GD asked them to read some texts from LKS. Then they
were asked to translate each word that they had read. As a result, the students got
tired so that they made noise during teaching learning process.

Based on the observation and interview, the problems could be identified
into two categories: First, the students’ reading competence of narrative text was
low. This was indicated by students’ difficulties, especially, in understanding
word meaning, recognize sentence meaning, identifying specific information,
finding detailed information, inferring main idea of paragraph, identifying
reference and inferring communicative purpose of the text.

The second problem deals with the classroom situation where the
researcher found some indicators dealing with the low level of the students’
reading comprehension of text. The indicators were: the students were noisy
during English teaching learning in the classroom, the students tended to be
passive learner, the students were not willing to speak in English in the classroom.
Moreover, the students also paid little attention toward their teacher’s explanation
during teaching learning activity and they were lazy to do homework.

Dealing with the problems, the writer found that the teaching technique
used by the teacher was the main factor causing the students’ difficulties in
comprehending a text. The researcher noticed that the way the teacher taught
reading was not encouraging. The teacher did not explain the material clearly.
Sometimes, the teacher spoke quickly and the techniques the teacher used was
boring. Most students were sleepy, bored, and not enthusiastic to follow the
teaching and learning process. Only few students have good achievements and are
active to follow the teaching learning process and the others were passive. During the lesson, the teacher just read the written text without knowing whether the students got the information or not. Besides, the teacher of XI IPA 3 SMA Negeri Colomadu never used study groups or pairs in teaching reading.

The students’ comprehension of texts was measured by reading comprehension test. The test was conducted in class XI IPA 3 SMA N Colomadu, which consisted of 32 students. From the test, it could be concluded that the students’ comprehension of genre was low. It was shown in the mean score of pre-test of 60, 78.

2. Research Implementation

The implementation of teaching reading comprehension using Numbered Heads Together (NHT) Technique in Classroom Action Research (CAR) covered two cycles. The researcher divided the first cycle into three meetings, and every meeting lasted for 90 minutes. The first cycle was conducted on April, 21st 2011, April, 30th 2011, and May, 5th 2011. In this research, the researcher used narrative texts. The topics are fairy tale and popular tale. The second cycle was conducted on June, 1st 2011 and June, 4th 2011. In this second cycle, the researcher also used narrative texts. The topics are popular tale and fairy tale. Each cycle in this action research consists of six steps: identifying the problems, planning the action, implementing the action, observing the action, reflecting the action and revising the plan.

3. CYCLE I

a. Identifying the Problems

Before making the planning of the action for this cycle, the problems identified on the pre-research are as follows: the students’ reading comprehension was low, the students had difficulties in understanding the narrative text. To solve these problems, the researcher decided to conduct an action research by using Numbered Heads Together (NHT) Technique to improve students’ reading
comprehension on narrative text. The researcher believed that teaching reading using Numbered Heads Together (NHT) Technique would improve the students’ reading comprehension and changed their assumptions toward English lesson especially in reading comprehension.

b. Planning the Action

Considering the facts explained above, the researcher planned and differentiated kinds of materials’ resources to solve the problem. The researcher chose to use Numbered Heads Together (NHT) Technique to teach narrative text. The researcher believed that teaching reading comprehension by using Numbered Heads Together (NHT) Technique would improve students’ reading comprehension and changed their assumptions toward English lesson especially in reading comprehension.

The researcher prepared the research instrument based on the syllabus. The researcher also prepared materials which supported the action, like: observation sheets and camera.

The researcher prepared the lesson plans that consisted of three terms. They are opening, main activity and closing. The time allotment for every meeting is 90 minutes. The researcher prepared the texts from some references, books and internet. The theme was narrative text. In the first cycle, the researcher planned to have three meetings. The first cycle used narrative texts with the different topics.

c. Implementing the Action Research

1) The first meeting (21st of April, 2011)

a. Opening

The first meeting was conducted on Thursday 21st of April, 2011. In the beginning of the lesson, the researcher as the teacher, greeted the students and checked the students’ attendance. The researcher tried to make a good condition
in the class by telling to the students that the day’s activities would be reading lesson through Numbered Heads Together (NHT) Technique.

b. Main Activity

Firstly, the teacher distributed the text of “Why the Cock Eat Millipede?” In the first meeting, the researcher explored the students’ knowledge about the topic by giving some pre-readings questions. The questions were such as, “Have you ever been deceived or tricked?”; “How do you feel after being deceived?”, After that, the researcher divided students into eight groups consisting of four students for each group. The researcher divided the class based on their scores in pre-test to make students complete each other’s strengths and weaknesses in teaching learning process, because each student has a different background knowledge in English. In each group, there must be students who have high score, average score and low score (heterogeneous). The researcher gave each group numbers (number 1-4). He asked the students to sit with their groups. He gave texts for each group, all students must do worksheet given by the teacher so each group’s member would get a worksheet. Then, he explained to the students about some skills in reading comprehension (word meaning, sentence meaning, specific information, detailed information, main idea, reference and communicative purpose of the text). Teacher then asked each students in each group to read the text silently and understand it with their group. Next, he asked students to do the tasks (understanding word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text). He explained the procedure and repeated it in Indonesian. Teacher told the students that they had to have member number. Each time the researcher gave question, all the group had to discuss it. Each member should be ready when the teacher called the group and the member to answer the teacher’s question. He moved around at the same time and reminded the students to do the tasks (understanding word meaning, sentence meaning, specific information, detailed information, main idea, referents, and communicative purpose of the text). All the students read the text, sometimes there were students who asked directly to the teacher about the text. There were some students who made a little note about the
text. I saw that everyone in all groups read and discussed about the text. Maybe they made preparation anytime teacher gave them question. Teacher called the student’s number one from group eight. The student who is called then answers until all groups turned to present their group’s discussion. After one group presented their discussion’s result, the other groups gave comment. Then, teacher gave explanation of the students’ tasks such as understanding word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text.

c. Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not, and then he summed up the topic of today’s lesson together with the students in order to review the students’ understanding in reading narrative texts. When the researcher found that the students had understood the lesson, he closed the lesson by saying goodbye.

2) The second meeting (30th of April, 2011)

a. Opening

The second meeting was conducted on Saturday 30th of April, 2011. The researcher opened the lesson by greeting and checking the students’ attendance. Besides, the researcher reminded and checked the students understanding about the previous topic which is narrative text. Also, the researcher asked the students to collect their homework from the previous meeting. After that, he continued teaching the next reading text.

b. Main Activity

Firstly, the teacher explored the students’ knowledge about the topic by giving some pre-reading questions. The questions were such as, “Have you ever been jealous of your friend? “In your opinion, is being jealous good?” and “What will you do if your best friend is jealous of you?” After that, the researcher divided students into eight groups consisting of four students of each groups. He gave
number for each group (number 1 - 4). The researcher then distributed the text of “The Jealous Crow”. He explored students’ background knowledge by asking pre-reading question once more. Teacher then asked the students to read the text silently and understand it. Then he asked students to do the tasks (understanding word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text). Teacher explained the procedure and repeated it in Indonesian. Teacher told the students that they had to have member number. Each time the researcher gave questions, all the group had to tell discussion. Each member should be ready when the teacher called the group and the member to answer the teacher’s question. Teacher then asked each group to read that text with their group. He moved around, in the same time, he reminded the students to understand word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text. All the students read the text, sometimes there were students who asked directly to the teacher about the text. There were few students who made a little note about the text. At that time, a student (NH) asked him, “Pak, ini artinya apa Pak?”. Then, the researcher answered, “Cari aja artinya di kamus, You may use your dictionary.” I saw that everyone in all groups read and discussed about the text. The teacher called the student’s number three from group four (IS). He looked so surprise when I was calling him. Meanwhile, the other students laughed at him. Then, he presented his group’s discussion. All groups turned to answer or presented the group discussion. After one group presented their discussion’s result, the other groups gave comment. Then, teacher gave explanation of the students’ tasks such as understanding word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text.

c. Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not, and then he summed up the topic of today’s lesson together with the students in order to review the students’
understanding in reading narrative texts. When the researcher found that the students had understood the lesson, he closed the lesson by saying goodbye.

3) The third meeting (5th of May, 2011)

a. Opening

The third meeting was conducted on Thursday, 5th of May, 2011. The researcher opened the lesson by greeting and checking the students’ attendance. Besides, the researcher reminded and checked the students understanding about the previous topic which is narrative text. Also, the researcher asked the students to collect their homework from the previous meeting. After that, he continued teaching the next reading text.

b. Main Activity

Firstly, the teacher asked the students to sit with their group. The researcher then distributed the text of “Let Me Love You”. The teacher explored the students’ knowledge about the topic by giving some pre-reading questions. The questions were such as, “Have you ever read love story?”, “Can you tell us about your favorite love story?”, and “How is the ending of your favorite love story?” After asking the students to read the text silently, the teacher asked the students to do the task (understanding word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text). Teacher told the students that they had to have member number in each group (number 1 - 4). Each time the researcher gave questions, all groups had to discuss it. Each member should be ready when the teacher called the group and the member to answer the teacher’s question. Teacher then asked each group to read that text silently with their group. He moved around, in the same time, he reminded the students to understand word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text. All the students read the text, sometimes there were students who asked directly to the teacher about the text. The teacher then called the student’s number two group six (AT). He looked so ready to answer the question. All groups turned to answer or presented the group discussion. After one
group presented their discussion’s result, the other groups gave comment. Then, teacher gave explanation of the students’ tasks such as understanding word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text.

c. Closing

Having finished conducting the second meeting, the researcher asked the students whether they had difficulty or not, and then he summed up the topic of today’s lesson together with the students in order to review the students’ understanding in reading narrative texts. He also reminded the students that there would be test in the next meeting. When the researcher found that the students had understood the lesson, he closed the lesson by saying goodbye.

4) The fourth meeting (12th of May, 2011)

In the fourth meeting there was a post-test 1. The post-test was aimed to know the improvement of students’ comprehension on narrative genre. The result of the post-test showed that the students’ mean score increased from 60.78 in the pre-test to 70.43 in post-test 1.

d. Observing and Monitoring the Action

To observe the result of the action done in cycle 1, the researcher used some techniques: test, interview and observation. The researcher conducted the post-test 1 on 12th of May, 2011 at the end of cycle 1 in order to measure how far the improvement the students made was. The improvement of the students’ achievement could be seen in the mean score of the test. The researcher also interviewed the students. The interview was given to know how far the action influenced the students’ behavior. The next technique was observation. It was done during the teaching and learning process and the data was poured in the field notes.

From observing the teaching learning process in the first cycle, the researcher found that Numbered Heads Together (NHT) Technique could
motivate students in learning English, especially in learning comprehending narrative texts. It could be seen from their activeness during the lesson when they found difficult words or unfamiliar words. They were not reluctant to open their dictionary, asked to their group member or raise their hands to ask for difficult words. The class could be controlled although sometimes they were noisy during the lesson. The improvement of the comprehension skill can be seen from the score of pre-test and post-test 1 below.

Table 4.2. The mean scores of comprehension aspects in the pre-test and post-test 1

<table>
<thead>
<tr>
<th>No</th>
<th>Comprehension Skills</th>
<th>Pre-test</th>
<th>Post-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word Meaning</td>
<td>7.1</td>
<td>5.8</td>
</tr>
<tr>
<td>2.</td>
<td>Sentence Meaning</td>
<td>4.6</td>
<td>7.3</td>
</tr>
<tr>
<td>3.</td>
<td>Specific Information</td>
<td>7.1</td>
<td>8.1</td>
</tr>
<tr>
<td>4.</td>
<td>Detailed Information</td>
<td>6.9</td>
<td>8.5</td>
</tr>
<tr>
<td>5.</td>
<td>Main Idea</td>
<td>4.8</td>
<td>5.6</td>
</tr>
<tr>
<td>6.</td>
<td>Reference</td>
<td>6.7</td>
<td>8.6</td>
</tr>
<tr>
<td>7.</td>
<td>Communicative Purpose</td>
<td>4.5</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Table 4.3. The mean score of the pre-test and post-test 1

<table>
<thead>
<tr>
<th>Kind of test</th>
<th>Pre-test</th>
<th>Post-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60.78</td>
<td>70.43</td>
</tr>
</tbody>
</table>

In cycle 1, the researcher conducted three meetings. The result of the observation can be explained as follows:

a) The first meeting

The researcher came on time to the class. In the first meeting, the teacher focused the activity of teaching learning English through Numbered Heads
Together (NHT) Technique. In fact, Numbered Heads Together (NHT) could help the students to be more active to do exercise and speak English. Numbered Heads Together (NHT) could also help the students interact with their friend. They did not get heavy burden to do the tasks. They were happy when they were asked to discuss with their friends. They were enthusiastic when they asked to do the tasks in groups. Through this activity, they were also enthusiastic to study and read the text. Besides, they could interact with their friends in a group, they could also be willing to speak English and show up their selves. They could read English text and speak a little English in front of their friends although they were surprised when they were pointed to present their groups’ discussion.

b) The second meeting

In the second meeting, the students could learn and think creatively. They could learn and caught the information from the text. They did not recognize that they became active learners. They enjoyed doing the tasks, so that they did not recognize that the time was up. They could be responsible to do their best they could do for their groups. After being pointed, they could answer the questions related to the text.

c) The third meeting

In the third meeting, the students still learned narrative text. The researcher explained the generic structures and language features of it. Numbered Heads Together (NHT) Technique made the students’ comprehension of reading increases. Besides comprehending of narrative text, they also enjoyed doing Numbered Heads Together (NHT). In this meeting, the students were aware that they had responsibility to do their job. They were not shy to speak English and read English text. The students were diligent to do their homework, and then they submitted their homework on time.
e. Reflecting and Evaluating the Result of the Observation

After observing and evaluating the result of the observation in cycle 1, the writer found several positive results and some weaknesses in cycle 1. They were as follows:

1) Positive Results
   a. There was an improvement of the students’ reading comprehension. It was shown in the result of the first post-test 1 that was 70.43. It was higher than the mean score of the pre-test that was 60.78.
   b. There was an improvement of the reading comprehension aspects. It can be seen in table 4.2
   c. Most of the students became more active in English teaching learning process.
   d. The students became more enthusiastic in learning English.
   e. The students were diligent to do their homework and submitted it on time.
   f. The students enjoyed doing NHT.
   g. The classroom situation was live.
   h. The students paid attention to the teacher’s explanation.

However, some weaknesses were still found in this cycle, the weaknesses were described as follows:

   a. Few students were still passive learners. They were not involved in finding the meaning of unfamiliar words by looking for in the dictionary because they did not bring it.
   b. Few groups still relied on the smartest member.
   c. Few students still got difficulties in identifying main idea.
   d. Few students were noisy.
   e. Few students were still nervous when they answer the result of the group’s discussion.
From the result of the reflection above, it can be seen that the action resulted in positive results and weaknesses. With consideration of those results, the researcher thought that it was important to make the next planning in order to overcome those weaknesses.

4. CYCLE II

a. Revised Plan

Based on the first cycle, it was found that few students were still passive learners. In this cycle the researcher taught the same topic of narrative text as the one in the first cycle, but he taught by using different texts and more variation in the task especially in identifying word meaning and main idea. Moreover, the researcher gave more students chance to share with their friend in understanding narrative text.

b. Implementing the Action

1) The first meeting (1st of June, 2011)

a. Opening

The first meeting of cycle 2 was conducted on Wednesday 1st of June, 2011. The researcher opened the class by greeting and checking the students’ attendance. Before the teacher started the lesson, he gave the students some questions dealing with the last topic. It was done in order to check the students’ understanding about the materials they had learned. Most of them still remembered it.

b. Main Activity

Firstly, the teacher asked the students to sit with their group. The researcher then distributed the text of “Tangkuban Perahu”. Teacher then asked the students to read the text silently and then asked to do the task (understanding word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text). Teacher told the
students that they had to have member number. Each time the researcher gave
question, all the group had to discuss it. Each member should be ready when the
teacher called the group and the member to answer the teacher’s question. Teacher
then asked each group to read that text silently with their group. He moved
around, in the same time, he reminded the students to understand word meaning,
sentence meaning, specific information, detailed information, main idea,
reference, and communicative purpose of the text. All the students read the text,
sometimes there were students who asked directly to the teacher about the text.
The teacher then called the students’ number four group six (GF). He looked so
surprise to answer the question. All groups turned to answer or presented the
group discussion. After one group presented their discussion’s result, the other
groups gave comment. Then, teacher gave explanation of the students’ tasks such
as understanding word meaning, sentence meaning, specific information, detailed
information, main idea, reference, and communicative purpose of the text.

c. Closing

Having finished conducting the first meeting, the researcher asked the
students whether they had difficulty or not, and then he summed up the topic of
today’s lesson together with the students in order to the students’ understanding in
reading narrative texts. When the researcher found that the students had
understood the lesson, he closed the lesson by saying goodbye.

2) The second meeting (4th of June 2011)

a. Opening

The second meeting of cycle two was conducted on Saturday, 4th of June
2011. The researcher opened the class by greeting and checking the students’
attendance. Before the teacher started the lesson, he gave the students some
questions dealing with the last topic. It was done in order to check the students’
understanding about the materials they had learned. Most of them still
remembered it.
b. Main Activity

Firstly, the teacher asked the students to sit with their group. The researcher then distributed the text of “Mosquito”. He then asked the students to read the text silently. After that, the students were asked to do the task in each group. The teacher checked the students whether they could do the task or not. Teacher helped students’ difficulties. One of the students (AA) asked, “Pak, Pak ini artinya apa?”, and the researcher answered, “Ini artinya merayap. Bawa kamus gak?”, then he responded, “Bawa Pak.”. Teacher explained the generic structure of narrative text once more. After the students finish doing the task, the researcher called group eight number three (IP) to answer teacher’s question. Meanwhile, the other groups gave comments. He looked so ready to answer the question. All groups turned to answer or presented the group discussion. After one group presented their discussion’s result, the other groups gave comment. Then, teacher gave explanation of the students’ tasks such as understanding word meaning, sentence meaning, specific information, detailed information, main idea, referents, and communicative purpose of the text.

c. Closing

Having finished conducting the first meeting, the researcher asked the students whether they had difficulty or not, and then he summed up the topic of today’s lesson together with students in order to review narrative texts. He also reminded the students that there would be test in the next meeting. When the researcher found that the students had understood the lesson, he closed the lesson by saying goodbye.

c) Observing and Monitoring the Action

To observe the result of the action done in cycle two, the researcher used some techniques which were the same as the technique used in cycle 1; they were test, interview and observation. The researcher conducted the final post test on 6th of June 2011 at the end of cycle 2 in order to know the student’s improvement. The improvement of the students’ achievement could be seen from the mean score

commit to user
of the test. The next technique, interview was given in order to know how far the action influenced the students toward the lesson. The observation was done during the teaching and learning process. The data were written in the form of field notes.

From observing the teaching learning process in the second cycle, the researcher found that the use of Numbered Heads Together (NHT) motivated the students in learning English, especially in learning comprehending texts. It could be seen from the students’ activeness during the lesson when they found difficult words or unfamiliar terms. They weren’t reluctant to open their dictionary and answer the questions in front of the class. The students also weren’t reluctant to cooperate with their friend while doing their tasks. The class could be controlled although sometimes they are noisy during the lesson.

Generally, the improvement of those aspects could be seen from the result of post-test 2 score. The mean score of post-test 2 increased from the mean score of post-test 1.

Besides the improvement of the score, there were some improvements on students’ reading comprehension. The improvements were in the aspect of understanding word meaning, sentence meaning, specific information, detailed information, main idea, reference, and communicative purpose of the text. The improvement of the comprehension skill can be seen from the scores of the post-test 1 and post-test 2 below,

<table>
<thead>
<tr>
<th>No</th>
<th>Comprehension Skills</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word Meaning</td>
<td>5.8</td>
<td>6.5</td>
</tr>
<tr>
<td>2.</td>
<td>Sentence Meaning</td>
<td>7.3</td>
<td>8.3</td>
</tr>
<tr>
<td>3.</td>
<td>Specific Information</td>
<td>8.1</td>
<td>8.4</td>
</tr>
<tr>
<td>4.</td>
<td>Detailed Information</td>
<td>8.5</td>
<td>8.3</td>
</tr>
<tr>
<td>5.</td>
<td>Main Idea</td>
<td>5.6</td>
<td>7.7</td>
</tr>
</tbody>
</table>
6. Reference  
7. Communicative Purpose

<table>
<thead>
<tr>
<th>Kind of test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70.43</td>
<td>80.37</td>
</tr>
</tbody>
</table>

### Table 4.5. The mean score of the post test 1 and post-test 2

**d. Reflecting and Evaluating the Result of the Observation**

After analyzing the observation result in cycle 2, the researcher found some differences between the result of the action in cycle 2 and cycle 1. In cycle 2, there were some positive results and weaknesses that can be explained as follows:

1) Positive Result
   a) There was an improvement of the students’ reading comprehension. It was shown from the result of the post-test 2 that was 80.37. It was higher than the mean score of the post-test 1 that was 70.43.
   b) There was an improvement of the reading comprehension aspects. It can be shown in the table 4.4
   c) Most of the students became more active in English teaching learning process.
   d) Students paid attention to the teacher’s explanation.
   e) Students became diligent to do their homework then submitted it on time.
   f) Students’ responsibility increased.
   g) Students could interact to their friends.

2) Weakness
In the teaching learning process, few students tended to make noise because the researcher’s control was not optimal. He could not manage all students because of limited time and condition. Besides, few students did other activities such as talking each other and they did not write down their answer in worksheet.

B. Research Findings and Discussion

a. Research Findings

After analyzing the research result which has been gathered from several sources of data such as field notes, research diary, pre-research observation report, interview report, the score of pre-test and post-test, photograph and lesson plan, the researcher concluded several findings which answered the research question as stated in chapter one. The research findings include the improvement of the students’ reading comprehension and the response of the students when Numbered Heads Together (NHT) Technique is being used in reading lesson. The findings are presented in the following table.

Table 4.6. The Findings

<table>
<thead>
<tr>
<th>No</th>
<th>Point</th>
<th>Before AR</th>
<th>After AR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students’ comprehension improvement</td>
<td>Students’ comprehension was low</td>
<td>Students’ Comprehension Improved</td>
</tr>
<tr>
<td></td>
<td>a. The students’ test score</td>
<td>a. The achievement of the students’ test score was low</td>
<td>a. The achievement of the students’ test score increased</td>
</tr>
<tr>
<td></td>
<td>b. The students’ comprehension of narrative genre.</td>
<td>b. The mean score in pre-test was 60.78</td>
<td>b. The mean score in the post-test 1 was 70.43 and post-test 2 was 80.37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The students got difficulties to understand word meaning</td>
<td>c. The students could understand word meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. The students got difficulties to recognize sentence meaning</td>
<td>d. The students could recognize sentence meaning</td>
</tr>
<tr>
<td></td>
<td>e. The students got difficulties to identify specific information</td>
<td>f. The students got difficulties to identify detailed information</td>
<td>g. The students got difficulties to infer main idea of paragraph</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>e. The students could identify specific information</td>
<td>f. The students could identify detailed information</td>
<td>g. The students could infer main idea of paragraph</td>
</tr>
<tr>
<td>2.</td>
<td>The classroom situation</td>
<td>a. The students were noisy during English teaching learning in the classroom</td>
<td>b. The students tended to be passive learner.</td>
</tr>
<tr>
<td></td>
<td>a. The students were not noisy in English teaching learning in the classroom</td>
<td>b. The students tended to be active learners.</td>
<td>c. The students were willing to speak in English in the classroom</td>
</tr>
<tr>
<td></td>
<td>c. The students got difficulty in comprehending a text</td>
<td>a. The students enjoyed and interested in the classroom situation.</td>
<td>b. All the students involved activity in TL process.</td>
</tr>
</tbody>
</table>
As seen in table 6 above, there are two findings related to the research questions. The first finding is the improvement of the students’ reading comprehension which is presented in the result of pre-test and both post-tests, from 60.78 to become 70.43 and 80.37. When the students were being tested in post-test, the researcher observed that most students could comprehend the narrative genre. It can be seen from the students’ test which indicated that they could understand word meaning, recognize sentence meaning, identify specific information, identify detailed information, infer main idea of paragraph, identify reference and infer communicative purpose of the text. Related to the improvement of the students’ comprehension from cycle 1 to cycle 2, it can be summarized in table below,

**Table 4.7. The Improvement of the Students’ Score**

<table>
<thead>
<tr>
<th>Sub cycle</th>
<th>Observation</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind of test</td>
<td>Pre-test</td>
<td>Post-test 1</td>
<td>Post-test 2</td>
</tr>
<tr>
<td>Mean of the students’ score</td>
<td>60.78</td>
<td>70.43</td>
<td>80.37</td>
</tr>
</tbody>
</table>

**Table 4.8. The Sample of the Students’ Comprehension Score**

<table>
<thead>
<tr>
<th>Students’ Initial Name</th>
<th>S YSM</th>
<th>S DMR</th>
<th>S VPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>43</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>70</td>
<td>66</td>
<td>90</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>76</td>
<td>76</td>
<td>96</td>
</tr>
<tr>
<td>Mean Score</td>
<td>43</td>
<td>60</td>
<td>80</td>
</tr>
</tbody>
</table>

*Note:*

*S YSM : Student YODI SAMUDRA*

*S DMR : Student DIAN MURTINI*

*S VPA : Student VICTOR PUNDI ANUGERAH*

Table 8 is the sample of three students who are categorized to have high competence, average competence and low competence. From the table, it can be seen that there is improvement between pre-test to post-test 1 to post test 2. The
three students’ sample indicated that the students’ comprehension toward genre score improves.

The second finding is the development of the classroom situation. Before this research, the students were noisy during teaching learning process. It happened because they were bored with the learning activities. However, after implementing this research, it can be seen that the students became happy and enthusiastic during teaching learning process. Moreover, the students became more active in English teaching learning process, paid attention to the teacher’s explanation, became diligent to do their homework and submitted it on time, their responsibility increased and could interact with their friends.

Based on the result of the observation, the researcher concluded that teaching narrative text using Numbered Heads Together (NHT) Technique encouraged and made the students more active during the teaching and learning process. Teaching narrative texts using Numbered Heads Together (NHT) Technique made the students understand comprehending the texts. As the result, the students showed that they made good improvement on reading comprehension.

b. Research Discussion

This section presents the discussion of the research findings focusing on students’ reading comprehension and classroom situation. In more detail, each of the findings is presented as follows.

1) NHT improve the students’ reading comprehension

The implementation of Numbered Heads Together (NHT) as a teaching technique improves the students’ reading comprehension. The focuses of the research involved seven aspects of reading comprehension: understanding word meaning, recognizing sentence meaning, identifying specific information, finding detailed information, inferring main idea of paragraph, identifying reference, and inferring communicative purpose of the text. The findings show that those aspects have higher final achievement after the research.
The students’ competence to comprehend reading increased after the implementation of Numbered Heads Together (NHT) and the indicators of problems related to students’ comprehension problem drastically decrease. The researcher would relate the finding with some theories about Numbered Heads Together (NHT).

According to Cruickshank (1999: 205), cooperative learning (a variation on the theme of student-team learning) is the term used to describe instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments. Similar to Cruischank’s opinion, Kagan and Olsen (in Kessler, 1992: 8) states that cooperative learning is group learning activity so organized that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Related to the theories, researcher found that the students helped each other, argued with each other, assessed each other’s current knowledge and filled in gaps in each other’s understanding. In addition, students worked with each other to make sure that everyone in the group has mastered the concept being taught.

Arends (1998: 322) states that Numbered Heads Together (NHT) is an approach developed by Spencer Kagan (1993) to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson’s content. Similar to the theories, researcher found that Numbered Heads Together (NHT) could make the students get involved to solve the problem, did the task, discussed and presented the material given by the teacher and worked together in a small group with their friends in attempting to understand the reading text and answer the worksheet given by teacher in the teaching learning process. Moreover, Numbered Heads Together (NHT) can also make sure that everyone in the group has mastered material taught by the teacher.

Kessler (1992: 17) also states that Numbered Heads Together (NHT) is a simple four-step cooperative learning structure as follows: students number off within groups. If students are in groups of four, every student will be either 1, 2,
3, or 4. The teacher asks a high-consensus question. Students put their heads together to make sure that everyone on the team knows the answer. The teacher calls a number from one to four. Only students with that number can raise their hands if they know the answer. He also states that Numbered Heads Together (NHT) meets the criteria of being a structure because it is a content-free way of organizing social interaction in the classroom. It is a cooperative learning structure because students’ interaction is necessary to ensure that everyone in the group knows the answer. These theories are related to the activity in using Numbered Heads Together (NHT) Technique to teach narrative texts. In implementing Numbered Heads Together (NHT) Technique to teach narrative texts the students were motivated to encourage and help each other in each group and not shy to present their result of discussion to their friend because it was like in an informal condition. It made the student motivated and interested in comprehending the narrative text.

Dealing with the improvement of the students’ comprehension, Williams (1984: 3) says that reading is a process whereby one looks at and understands what has been written. Kennedy (1981: 192) also states that reading comprehension is a thinking process by which pupil selects facts, information or ideas from printed materials. From those theories, it can be concluded that reading comprehension is a process to understand and select the information. The information can be the character, setting time and place. Related to the comprehension on narrative texts, the students could understand word meaning, recognize sentence meaning, identify specific information, find detailed information, infer main idea of paragraph, identify reference, and infer communicative purpose of the text.

From the analysis of the mean score of the reading comprehension test, it can be concluded that the use of Numbered Heads Together (NHT) Technique in reading class does improve the students’ reading comprehension.

Table 4.9. The mean score of the test
2) **NHT refines the situation on reading class**

The use of Numbered Heads Together (NHT) Technique leads the situation of reading class to get better than the situation prior to the research implementation. At first, the students spent longer time to be ready to have a class. Yet, during the research implementation, the students’ readiness got better and better. It indicated that the students were motivated in reading class.

Related to the students’ motivation, the researcher found that the students did the homework, the students paid attention, and they tended to be active learners. Besides, they could discuss reading text with their friends; therefore the students could build their communication with others. It made the students improve their motivation to study narrative texts. It is supported by the theory from Littlewood (1998: 43) that the learners must pay greater attention to the social as well as the functional meanings that language conveys. It also means that the activities in the classroom tend to give students with the kind of real communication situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behavior. Moreover, it also supported by Slavin’s theory (in Nunan, 1992: 35), that basically cooperative learning is heterogeneous, where there is a higher achiever, average achiever and a low achiever. The teams are responsible for learning the task together, helping each other. He adds that the faster learners will share and consolidate their own understanding when explain to slower learners.

Related to the positive results after conducting and analyzing research in cycle 2, the research found that there was an improvement of the students’ reading comprehension; the reading comprehension aspects also improves; the researcher could manage the class well; students were not noisy; students became more active in English teaching learning process; students paid attention to the teacher’s explanation; students became diligent to do their homework then
submitted it on time; and students’ responsibility increased. However, few weaknesses were still found that few students tended to make noise because the researcher’s control was not optimal. He could not manage all students because of limited time and condition. Besides, few students did other activities such as talking each other and they did not write down their answer in worksheet.

Finally from the explanation, it can be concluded that Numbered Heads Together (NHT) Technique can improve students’ reading comprehension. It is proved by the increase of students’ reading comprehension score and motivation in joining the learning activity.
CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the result of this study, the implementation and suggestion others after conducting this study. Below is the conclusion, implication and suggestion of the study.

A. Conclusion

Based on the discussion in the previous chapter, the writer draws conclusion that the use of Numbered Heads Together (NHT) Technique can improve the students’ reading comprehension. The first is about the answer of the research problem: can and to what extent the use of Numbered Heads Together (NHT) Technique improve students’ reading comprehension. After the writer analyzed the result of the action research, it can be seen that the use of Numbered Heads Together (NHT) Technique in teaching reading comprehension can improve the students’ reading comprehension.

The result of the research shows that the use of Numbered Heads Together (NHT) Technique in teaching learning of narrative texts is able to improve the students’ comprehension that cover reading to understand word meaning, recognize sentence meaning, identify specific information, find detailed information, infer main idea of paragraph, identify reference, and infer communicative purpose of the text.

The improvement of the students’ reading comprehension is supported by the result of the test scores. The mean score of pre-test was 60.78, and it improved to 70.43 in post-test 1 and it also improved to 80.37 in post-test 2. It proved that the use of Numbered Heads Together (NHT) Technique in teaching reading can improve students’ reading comprehension.
The second is the situation of the class when the teacher implemented Numbered Heads Together (NHT) Technique in reading activity. Numbered Heads Together (NHT) Technique is able to make students not to be noisy during English teaching learning process in the classroom; students tends to be active learners; students are willing to speak English in the classroom; students pay attention toward the teacher’s explanation during teaching learning activity; students are diligent to do their homework; students’ responsibility increases and students can interact to their friends.

In conducting the Classroom Action Research (CAR), the researcher encouraged the students to enjoy the activities during the lesson. One of the techniques that was proven to be an effective way was using Numbered Heads Together (NHT) in teaching reading.

B. Implication

Based on the conclusion above, Numbered Heads Together (NHT) Technique can be applied in teaching learning process to improve students’ reading comprehension. Numbered Heads Together (NHT) is an effective way to develop students’ reading comprehension. It works best with four students per group. The students discuss one another to comprehend the reading text and do the task. Then, they share what they have learned to their members. This step promotes equal participation where each member in the whole group or class gets chances to present their findings in the class. In addition, by implementing Numbered Heads Together (NHT) Technique, the students have more responsibility in doing their task and can create a situation in which they can learn from each other. It helps students to personalize their learning and listen to and appreciate their ideas and thinking of others that Numbered Heads Together can develop the social skill of students by sharing, discussing, and solving problems because teamwork is needed in order to accomplish the goal. Thus, they become learners that are more active because all of them are involved in teaching learning
process. The teacher can imply that Numbered Heads Together (NHT) is an effective technique to teach reading in the eleventh grade students of senior high school.

C. Suggestion

After concluding the result of the study, the researcher would like to recommend some suggestions, as follows:

1. For the English Teachers
   a) Teachers should improve their creativity in teaching English, for example by using Numbered Heads Together (NHT) Technique to attract the students’ interest and motivation, using aids to present the material, using various techniques in teaching learning process.
   b) Teachers should improve their skill in managing the class by optimizing some techniques and one of it is Numbered Heads Together (NHT), in order to create improvement during teaching learning process.
   c) Teachers can use Numbered Heads Together (NHT) Technique as a teaching technique for reading skill to create variety of English teaching learning process.
   d) Teachers can combine the use of Numbered Heads Together (NHT) Technique with video, flashcard, picture in teaching English to make students interested learning English.

2. For the English Department of FKIP UNS
   a) English Department of FKIP UNS should encourage the students to conduct Classroom Action Research (CAR) in fulfilling one of the requirements to get Undergraduate of English Education, because Classroom Action Research (CAR) is an effective strategy for them to be professional teachers.
b) English Department of FKIP UNS should encourage the students to be able to use many teaching techniques for improving the students’ achievement of English lesson.

c) English Department of FKIP UNS should give the students more practice of teaching skills so that they can be the professional teacher who have high language competence of English, creative and supported teaching skill.

d) English Department of FKIP UNS should encourage the students to conduct research in English education in college, school or other institution in town or village to improve the Indonesian education especially to improve English language competence.

3. For other Researchers

a) Others researchers are expected to use the finding of this research as a foothold to conduct other research by using Numbered Heads Together (NHT) Technique to other language skills such speaking, writing, listening even vocabulary mastery.

b) This thesis can be a reference for other researchers to conduct the next research because there was still weakness in teaching reading comprehension through Numbered Heads Together (NHT) Technique.