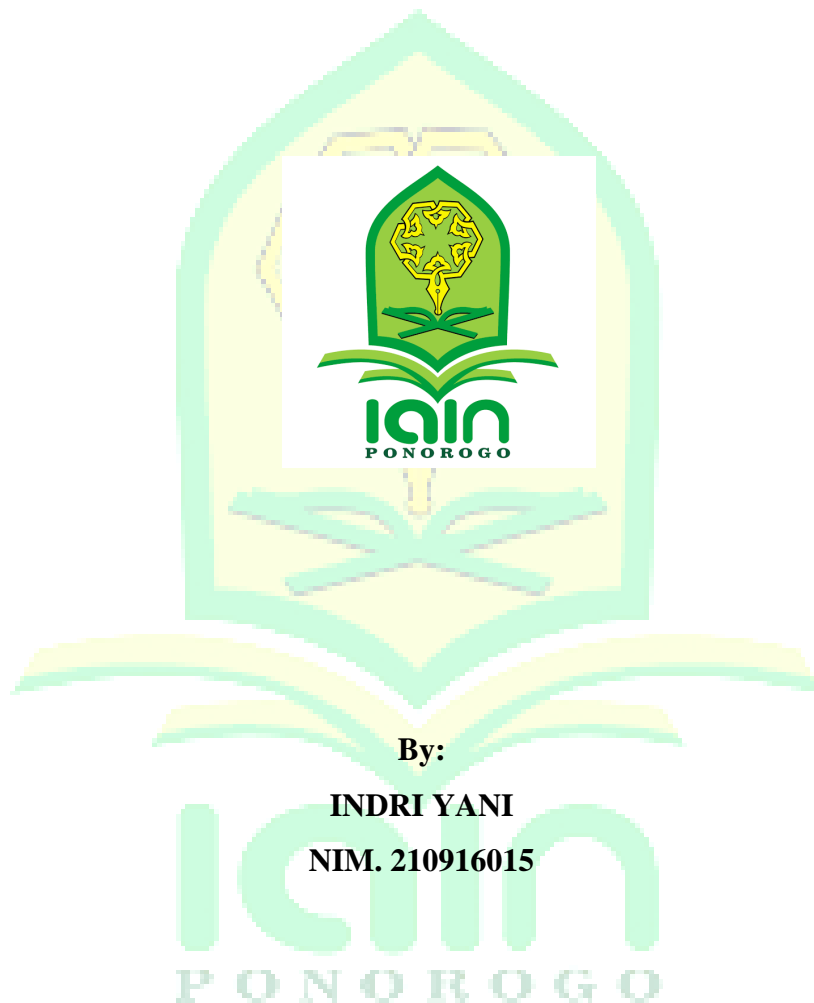


**THE EFFECTIVENESS OF NUMBERED HEADS TOGETHER  
TECHNIQUE IN READING COMPREHENSION OF MTS MA'ARIF**

**KLEGO**

**THESIS**



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**JUNE 2021**

## Abstract

Reading comprehension is the process of making meaning from the text. The goal is to gain an overall understanding of what is described in text rather than to obtain meaning from isolated word or sentences. It means that reading comprehension is important for English learners. By comprehending reading, they can get information within the text. Reading plays important role on mastering language. By reading, the students can learn about vocabulary knowledge, spelling and writing. Without a reading comprehension and good technique, the learning can not effective and interactive. The researcher tried to investigate the use of Numbered Heads Together as one of the technique to help the students improve reading comprehension. The objective of this research is to know whether Numbered Heads Together Technique is effective in teaching Reading Comprehension at MTs Ma'arif Klego in Academic Year 2020/2021.

This research was conducted in MTs Ma'arif Klego in Academic Year 2020/2021. It applied quasi-experimental design of quantitative research. The population was eighth grade students of MTs Ma'arif Klego and the sampling technique of this research as cluster random sampling. There are only two classes. The samples were class VIII B as experimental class and VIII A as control class. Both of them consisted of 21. This research used test and document in collecting the data and used t-test used SPSS version 16 to analyze the data.

The result of this research showed that the mean score of post-test from experimental class (72,62) was higher than control class (63,33). It had been found that comparison between the students' score who were taught using Numbered Heads Together Technique and those were not was 2,567. This score was higher than t-table which was 1.68385 at the level of significant 5% with  $df = 40$ . It means that  $H_a$  was accepted and  $H_0$  was rejected. In the other word, Numbered Heads Together Technique was effective in teaching reading comprehension, because it had different significance score on reading comprehension between the students who were taught by using Numbered Heads Together Technique and who were not on the eighth grade students at MTs Ma'arif Klego in academic year 2020/2021.

**Keywords:** Numbered Heads Together, Reading Comprehension

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Klego

Has been approved by the board examiners on:

Day : Tuesday  
Date : May 4, 2021

And has been accepted as the requirement for the degree the sarjana in English  
Education on:

Day : Monday  
Date : May 24, 2021

Ponorogo, May 31, 2021

Certified by

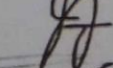
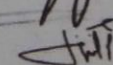
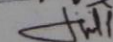
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English has four basic language skills. They are listening, speaking, reading, and writing. Listening and reading are included receptive skill, meanwhile speaking and writing are productive skill.<sup>1</sup> The four skills are learned by the people in order to make them understand English well. It is taught to develop the students' language competences. It is learnt by the students in order to get comprehension.

Reading comprehension is a cognitive process that integrates complex skills and cannot be understood without examining the critical role of vocabulary learning and instruction and its development.<sup>2</sup> From explanation above, reading comprehension is about understanding of a text or message. So, the best step to enhance comprehension is by practicing on reading.

According to Geoffrey Broughton, reading is a complex skill which includes the components of recognizing the black marks, the correlations of linguistic elements, and also the correlations of the meaning. Black marks that is meant here is the shapes, lines, and dots patterned in a text. Then, dealing with linguistics elements, it is the correlation between the patterned shapes and the language itself. For example, the elements contain group of sounds called "words", "phrases", or "sentences". The last is how the reader can

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<sup>1</sup> Marsha Chan, Technology and the Teaching of Oral Skills (the catesol journal, 2003). (Online), [http://www.catesoljournal.org/wp-content/uploads/2014/07/CJ15\\_chan.pdf](http://www.catesoljournal.org/wp-content/uploads/2014/07/CJ15_chan.pdf), accessed at 02 February 2020.

<sup>2</sup> Elaine k. McEwan, *Raising Reading Achievement in Middle and High Schools* (California: Corwin Press INC, 2001), 35.

correlate the meaning inside the text. It belongs to an intellectual skill which includes how the reader correlate the words symbolized, the words sounds, and also its meaning.<sup>3</sup> Wendy A. Scott said, Reading is also the language skill which is easiest to keep up - many of students can still read in a foreign language that students used to be able to speak as well. Books open up other worlds to young children, and making reading an enjoyable activity is a very important part of the language learning experience.<sup>4</sup>

According to Beatrice S. Mikulecky and Linda Jeffries, Reading can do students much more, as follows: 1. Reading helps students learn to think in English, 2. Reading can enlarge students' English vocabulary, 3. Reading can help students improve their writing, 4. Reading may be a good way to practice their English if students live in a non-English-speaking country, 5. Reading can help students prepare for study in an English-speaking country, 6. Reading is a good way to find out about new ideas, facts, and experiences.<sup>5</sup> In real condition, the students have some problems in reading especially in narrative text.

According to Susan Neuman, narratives tell a story about learning experience for or by children, sometimes part of a narrative is written at different times, but their purpose is to make more visible to other change and

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<sup>3</sup> Geoffrey Broughton, *Teaching English As A Foreign Language* (NY: Taylor & Francis e-Library, 2003), 89.

<sup>4</sup> Wendy A. Scott & Lisbeth H. Ytreberg, *Teaching English to Children* (New York: Longman, 1996), 49.

<sup>5</sup> Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power* (United States of America: Longman, 1996), 1-2.



growth in a child's knowledge, skills and disposition.<sup>6</sup> From explanation above, narrative text is interesting material for the students in junior high school.

English learning is considered difficult and easy for students because is a foreign language.<sup>7</sup> Especially, English is not used in their daily life. Therefore, the teacher must use specific methods to make the learning process more enjoyable for the students. So that, students more easily grasp what the teachers, and slowly generate negative thoughts if English is difficult and scary. One of method is the use of Numbered Heads Together during learning.

Numbered Heads Together is an alternative variation of learning process which built a heterogeneous group. The group consists of 3-5 students and each student has a number. This is unique model of teaching because the teacher just asking the student to represent their group without notice before.<sup>8</sup> Spencer Kagan explains, in Numbered Heads Together technique the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one of the ways to ensure more equitable response opportunities by stop calling on students who raise their hands. Besides that, it can give same opportunities for each student to actively engage in the

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<sup>6</sup> Susan Neuman, *Learning to Read and Write: Developmentally Appropriate Practices for Young Children* (Washington DC: National Association for the Education of Young Children, 2000), 136.

<sup>7</sup> Lorena Manaj Sadiku, *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour* (European Journal of Language and Literature Studies, 2015). (Online), [http://journals.euser.org/files/articles/ejls\\_jan\\_apr\\_15/Lorena\\_Manaj.pdf](http://journals.euser.org/files/articles/ejls_jan_apr_15/Lorena_Manaj.pdf), accessed at 02 February 2020.

<sup>8</sup> Kurniasih Imas & Sani Berlin, *Ragam Pengembangan Model Pembelajaran untuk Peningkatan Profesionalitas Guru* (Bandung: Yrama Widya, 2014), 29.

teaching and learning process. Here, 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.<sup>9</sup>

Besides, based on ELECTRONIC ISSN Journal the advantages of Numbered Head Together technique are: (1) Numbered heads together can encourage positive interdependence because the members become intellectually and socially active to participate and contribute to arrive at the correct answer and to help each member to be able to explain the answer, (2) Individual accountability is also emphasized because everyone needs to be ready to represent the team and to help the others be ready, (3) Simultaneous interaction is enhanced because once the teacher announces the questions, all the members will join their heads together, (4) Equal participation since all the members have the chance to be called as the teacher calls the numbers (1,2,3,4,) at random using a number wheel or any other device that can be improvised by the teacher.<sup>10</sup>

The researcher argued that Numbered Heads Together technique is effective to enhance students reading comprehension because each student has responsibility to understand the context of the text. Besides, in the

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<sup>9</sup> Spencer Kagan, *Cooperative Learning* (San Clemente, CA: Kagan, 1994), 20.

<sup>10</sup> Isna Nur Adhini, *The Use of Numbered Head Together Technique on Students Reading Ability In Narrative Text Collaborative/Cooperative Learning* (ELECTRONIC ISSN: 2579-7263 CD-ROM ISSN: 2579-7549, 2017). (Online), <file:///C:/Users/GC-COMP/Downloads/2433-5189-1-PB.pdf>, Accessed at 27 January 2020.

classroom all of the students will be active and do not distinguish the range between clever students and low students.

Based on the statements above, the researcher interests in conducted an experimental research. This research is carried out in MTs Ma'arif Klego in two classes, one class to be the experimental group and another one to be the control group. The researcher wants to find out that Numbered Heads Together technique is effective or not for teaching reading comprehension for the eighth grade students of MTs Ma'arif Klego. The experimental research entitled "The Effectiveness of Numbered Heads Together Technique in Reading Comprehension of MTs Ma'arif Klego".

#### **B. Limitation of the Study**

The researcher wants to focus on the effectiveness of Numbered heads together technique on reading comprehension in narrative text to the eighth grade students of MTs Ma'arif Klego in academic year 2020/2021.

#### **C. Statement of the Problem**

Based on the background of the study, the problems of the study can be state as follows:

Are the students taught by using numbered heads together technique having better reading comprehension than those who are taught without using numbered heads together technique?

#### **D. Objective of the Study**

After the researcher raises the statement of the problems, the writer also has several objectives of the study, as follows:

To know whether the students taught by using numbered heads together technique having better reading comprehension than those who are taught without using numbered heads together technique?

#### **E. Significances of the Study**

The researcher really hopes this research is expected to give theoretically and practically:

##### 1. Theoretical significance

This research is looked forward become new knowledge especially about the numbered heads together technique in increasing students' reading comprehension in narrative text.

##### 2. Practical significance

###### a. Teachers

The researcher hopes that the English language teacher is able to choose some methods that most appropriate in teaching reading. Numbered heads together is one of technique may applied in teaching reading comprehension.

###### b. Students

This research is expected to give students particularly the eighth grade students of MTs Ma'arif Klego in academic year 2019/2020, an awareness of increasing their reading comprehension by using numbered heads together technique.

c. Students of IAIN Ponorogo

This research is expected to give a contribution to readers, particularly the students of MTs Ma'arif Klego, are expected to apply the numbered heads together technique in teaching reading comprehension.

## **F. Organization of the Thesis**

This research includes many parts that explain about the research planning. The organization of the thesis is divided into:

Chapter I is introduction. It consists of background of the study, limitation of the study, statement of the problem, objective of the study, significances of the study and organization of the study.

Chapter II is previous research findings, theoretical background, theoretical framework and hypothesis. It consists of theoretical background, theoretical framework, previous research finding and hypothesis. In this chapter, the researcher gives about the definition of reading, reading comprehension, numbered heads together technique and narrative text.

Chapter III is research method. It consists of research design, population, sample, instrument of data collection, data collection technique and data analysis technique.

Chapter IV is research result. It consists of research location, data description, data analysis and discussion.

Chapter V is closing. It consists of conclusion and recommendations.

## CHAPTER II

### PREVIOUS RESEARCH FINDINGS, THEORETICAL BACKGROUND, THEORETICAL FRAMEWORK AND HYPOTHESIS

#### A. Theoretical Background

##### 1. Reading

###### a. Definition of Reading

Reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.<sup>1</sup> Elaine k. McEwan said, they must then achieve the ultimate goal of reading is to understand the messages conveyed in the text. The essence of reading is comprehension.<sup>2</sup>

According to B. S. Mikulecky & Linda Jeffries, Reading is a very complex task involving many different skills. Reading does not only understanding the words of the grammar. It is not just translating. Reading is thinking. In order to read well in English, students must think in English. Reading is one important way to improve their general language skills in English.<sup>3</sup> Reading is the skill of a reader or a group of reader to interpret information transferred by a writer.<sup>4</sup>

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<sup>1</sup> Michelle Maxom, *Teaching English as A Foreign Language For Dummies* (England: John Wiley & Sons, Ltd, 2009), 139.

<sup>2</sup> Elaine k. McEwan, *Raising Reading Achievement in Middle and High Schools* (California: Corwin Press, INC, 2001), 35.

<sup>3</sup> Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power* (United States of America: Longman, 1996), 1.

<sup>4</sup> Sanggam Siahon, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), 3.



## **b. The Models of Reading**

### 1) Bottom-up theory

Bottom-up theory argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates.

### 2) Top-down theory

Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given a basic understanding of the vocabulary. They continue to read as long as the text confirms their expectations.

### 3) The interactive school of theorists

These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.<sup>5</sup>

## **c. The Techniques of Reading**

### 1) Scanning

Scanning is a technique used to find specific information by looking at the text to find information students need they use

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<sup>5</sup> Jo Ann Aebersold & Mary Lee Field, *From Reader to Reading Teacher* (United Kingdom: Cambridge University Press, 1997), 18.

scanning to read schedules, meeting plans, and phonebooks, etc in order to find the specific details they want. If students see words or phrases that students do not understand, students should not stop their scanning.<sup>6</sup>

According to Beatrice S. Mikulecky & Linda Jeffries, Scanning is very high-speed reading.<sup>7</sup>

## 2) Skimming

Skimming is used to quickly gather the most important information, or the gist of the text. When we conduct skimming of a certain text, run our eyes over the text and noting important information. Skimming is a fast technique suitable for current business situation. In skimming, it is not essential to understand every word in the text.<sup>8</sup>

According to Beatrice S. Mikulecky & Linda Jeffries, Skimming is a form of rapid reading for finding the general idea or gist of a passage or a book.<sup>9</sup>

## 3) Intensive

Intensive reading is used on shorter texts in order to extract specific information. It includes very accurate reading for detail.

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<sup>6</sup> Jonathan Sarwono & Yudhy Purwanto, *English For Academic Purpose A Successful Way To Learn Scientific English* (Yogyakarta: Andi, 2013), 2.

<sup>7</sup> Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power* (United States of America: Longman, 1996), 15.

<sup>8</sup> Jonathan Sarwono & Yudhy Purwanto, *English For Academic Purpose A Successful Way To Learn Scientific English* (Yogyakarta: Andi, 2013), 6.

<sup>9</sup> Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power* (United States of America: Longman, 2007), 170.

Students use intensive reading skills to grasp the details of a specific situation. It is important that students understand each word and number or fact. Moreover, intensive reading involves learns reading in detail with specific learning aims and tasks.<sup>10</sup>

#### 4) Extensive

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business procedures. Students should not worry if they do not understand each word.<sup>11</sup>

#### **d. The Purposes of Reading**

Students sometimes forget that all reading is purposeful. Even when reading the latest bestseller, students are reading with the purpose of enjoyment, which involves, among other things, reading to find out what will happen and monitoring our own enjoyment of the book and the events and characters in it. In school although this is hopefully one type of reading that students do they typically spend a lot of time of reading to find information. Consequently, it is important that they understand how purpose effects what they do:

- 1) The purpose of reading governs the rate and depth of comprehension.
- 2) The purpose activates the plan for selecting information.

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<sup>10</sup> Jonathan Sarwono & Yudhy Purwanto, *English For Academic Purpose A Successful Way To Learn Scientific English* (Yogyakarta: Andi, 2013), 11.

<sup>11</sup> *Ibid*, 12.

3) Readers should develop their own purposes if none is specified.<sup>12</sup>

**e. Teaching Reading**

H Douglas Brown says that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. From that we know that teaching is interaction between teacher and students to transfer knowledge. Burton states that teaching is an attempt to provide a stimulus, guidance, direction and encouragement to students in the learning process. Teaching or instruction is an activity, practice, occupation or profession of a teacher who teaches someone in the learning process.<sup>13</sup>

Based on the definition above teaching can be concluded that it is an interactive process between teacher and student which is the teacher be model, facilitator, helping, guiding to the student to get new knowledge. As we know that reading is the activity of the people to look at the text that gives some information (knowledge) and enjoyment. Thus, teaching reading is the interaction between teacher and students in the classroom to identify the text that increase their knowledge.

**f. Rubrics of the Reading Test**

Rubrics of the reading test are some criterions to assess the students relates to activity in reading learning and the syllabus.

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<sup>12</sup>Peter J. Fisher, et al, *The Complete Guide To Tutoring Struggling Readers-Mapping Intervention To Purpose And CCSS* (New York: Teachers College Press, 2014), 131.

<sup>13</sup>H Douglas Brown, *Language Assessment Principle and Class Practices* (San Francisco: Pearson Education, 2003), 8.

Based on the syllabus of the second grade of junior high school, the standard competence of reading: the students understand about the written functional short passage in recount and narrative according to their surrounding environment. There are some indicators; mention communicative of text, identify the generic structure of the text, identify the topic of the text, identify some information which is gotten from the text.

From explanation above, it can be concluded that are some indicators in assessing reading. Ideally in assessing reading, the test involves: mention the purpose of the text, identify the generic structure, identify the main idea and supporting ideas of the test, find states and unstated detail, and identify the vocabularies of the text (i.e: synonym, antonym, reference, and inference).

In this research, the researcher uses multiple choice tests to assess their competency in reading. H. Douglas Brown states that multiple choice items are all receptive or selective, response item in that the test taker chooses in set of responses rather than creating a response, every multiple choice has a stem which presents a stimulus and several options or alternative to choose from, and one of those 28 options is correct response while the other as distractors.<sup>14</sup>

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<sup>14</sup> *Ibid*, 56.

Indicator	The assessment technique	Instrument
1. Students are able to understand the purpose of the text.	Choose A,B,C, and D options	Multiple Choice
2. Students are able to identify the generic structure of narrative text		
3. Students are able to identify the main idea and supporting ideas of the text.		
4. Students are able to find stated and unstated detail information on the text.		
5. Students are able to identify the vocabularies such as antonym and synonym.		

## 2. Reading Comprehension

### a. Definition of Reading Comprehension

Comprehension is part of life. When new information arrives, student brain looks for some connection to information already there. If it finds a connection, the new information becomes part of a



network and is saved in their long-term memory. When it does not find a connection, the new information is quickly forgotten and lost. The same process happens when students are reading. As students read, their brain tells your eyes what to look for in order to make connections. However, students can learn how to make sense of what students read and remember it. Students will learn to think in new ways about what students are reading.<sup>15</sup>

#### **b. Micro and Macro Skills in Reading Comprehension**

According to H. Douglas Brown, that reading comprehension consists of two big elements, micro and macro skills. The micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

The micro skills are presented below:

- 1) Discriminating among the distinctive graphemes and orthographic patterns of English.
- 2) Retaining chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognizing a core of words, and interpret word order patterns and their significance.

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<sup>15</sup> Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power* (United States of America: Longman, 1996), 14.

- 5) Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
- 6) Recognizing that a particular meaning may be expressed in different grammatical forms.
- 7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile the macro skills include these following skills:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) From described events, ideas, and etc, infer links and connections between events, deduce causes and effects and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- 4) Infer context that is not explicit by using background knowledge.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

- 7) Developing and using 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.<sup>16</sup>

### 3. Numbered Heads Together

#### a. Definition of Numbered Heads Together

Numbered Heads Together technique is developed by Spencer Kagan to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content.<sup>17</sup>

Spencer Kagan explains, in Numbered Heads Together technique the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one of the ways to ensure more equitable response opportunities by stop calling on students who raise their hands. Besides that, it can give same opportunities for each student to actively engage in the teaching and learning process. Here, 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

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<sup>16</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Pearson Education, 2003), 187-188.

<sup>17</sup> Richard I. Arends, *Learning to Teach* (North America: McGraw-Hill Education, 2012), 371.

teacher. Because no one knows which number will be called, all team members must be prepared.<sup>18</sup>

Numbered Heads Together technique is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be.<sup>19</sup>

Numbered Heads Together is an alternative variation of learning process which built a heterogeneous group. The group consists of 3-5 students and each student has a number. This is unique model of teaching because the teacher just asking the student to represent their group without notice before.<sup>20</sup>

From some definition above, it can be concluded that Numbered Heads Together is a technique that helps students to understand the purpose of teaching learning process and to increase their activity.

#### **b. Procedures of Numbered Heads Together**

According to Ricard I. Arends, procedures of Numbered Heads Together as follows:

<sup>18</sup> Spencer Kagan, *Cooperative Learning* (San Clemente, CA: Kagan, 1994), 20.

<sup>19</sup> Isna Nur Adhini, *The Use of Numbered Head Together Technique on Students Reading Ability In Narrative Text Collaborative/Cooperative Learning*, 2017. (Online), ELECTRONIC ISSN: 2579-7263 CD-ROM ISSN: 2579-7549, Accessed at 27 January 2020.

<sup>20</sup> Kurniasih Imas & Sani Berlin, *Ragam Pengembangan Model Pembelajaran untuk Peningkatan Profesionalitas Guru* (Bandung: Yrama Widya, 2014), 29.

### 1) Numbering

Teachers divide 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.

### 2) Questioning

The teacher asks students a question. Questions can vary.

### 3) Head Together

Students put their head together to figure out and make sure everyone knows the answer.

### 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.<sup>21</sup>

According to Spencer Kagan, the steps of Numbered Heads Together Technique as follows:

- 1) Students number off
- 2) Teacher poses a problem and gives think time. (Example: “How are rainbows formed? Think about your best answer.”)
- 3) Students privately write their answers.
- 4) Students stand up and “put their heads together,” showing answers, discussing, and teaching each other.

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<sup>21</sup> Richard I. Arends, *Learning to Teach* (North America: McGraw-Hill Education, 2012), 371.

- 5) Students sit down when everyone knows the answer or has something to share.
- 6) Teacher calls a number. Students with that number answer simultaneously.
- 7) Classmates applaud students who responded.<sup>22</sup>

Numbered heads together encourages successful group functioning because all members need to know and be ready to explain their group's answer and because when students help their groupmates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it.<sup>23</sup>

### c. Advantages and Disadvantages of Numbered Heads Together

The advantages of Numbered Heads Together Technique as follows:

- 1) It can improve students' academic achievement and be applied to almost all subject areas.
- 2) It can increase students' engagement.
- 3) It decreases dominance from clever students so that students' equal participation will be apparent. Since students have to answer the questions, all students including the shy or weak ones should participate in reporting the answer.

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<sup>22</sup> Spencer Kagan, *Kagan Cooperative Learning* (San Clemente: Kagan Publishing, 2009), 30.

<sup>23</sup> Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 52-53.



- 4) It motivates students to learn. Numbered Heads Together can motivate students since the technique has the sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates. Being motivated, students will participate actively during the lesson.
- 5) It encourages peer tutoring from smart students who know the answer to other team members who do not having to tutor peers and receive peer-tutoring renders the exchange of information much more dynamic than rote memorization and individual textbook work.<sup>24</sup>

While the disadvantages of Numbered Heads Together Technique as follows:

- 1) Not all members of the group called by the teacher.
- 2) Assessment is given based on the work of the group. However, teachers need to realize that the actual outcome achievement is expected of each individual student achievement.
- 3) Students are required to learn how to change habits that originally received the information from the teachers it is, away of learning that familiarize students learn independently and in groups with their own searching and processing information.

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<sup>24</sup> Suud Purnomo, Improving the Students' Reading Comprehension Through Numbered Heads Together Technique (Journal on English as a Foreign Language, 2012). (Online), <file:///C:/Users/GC-COMP/Downloads/55-1083-1-PB.pdf>, accessed at 02 March 2020.

- 4) This method gives much freedom to the students in learning.<sup>25</sup>

#### 4. Narrative Text

##### a. Definition of Narrative Text

According to Dolar Yuwono, Narrative is an account of a sequence of events, usually in chronological order in which they actually occurred in time. It is usually to retell the story or previous experiences. That effective narration goes beyond a simple retelling facts or events; it also incorporates vivid descriptive details as well as the thoughts, feelings, and reactions of the writer. The purpose of the essay is to entertain or amuse readers or listeners about the story. It can be either fiction or non-fiction. There are many kinds of narrative such as comedy, mystery, romance, horror, history in which it tells a story rather than just describing something.<sup>26</sup>

##### b. Generic Structure of Narrative Text

According to Annisa Rakhmi, Generic Structure of Narrative Text as follows:

- 1) Orientation : Introducing the participants and informing the time and the place.
- 2) Complication: Describing the rising crises which the participants have to do with.

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<sup>25</sup> Eko Sugeng Hanggoro, *The Effectiveness of Numbered Heads Together (NHT) to Teach Reading*, 2007. (Online), <http://eprints.iainsurakarta.ac.id/687/1/Eko20sugeng%20Hanggoro.pdf>, Accessed at 27 January 2020.

<sup>26</sup> Dolar Yuwono, *Writing from practice to theory: getting smart and creative to write* (Yogyakarta: Magnum Pustaka Utama, 2016), 20.

- 3) Resolution : Showing the way of participant to solve the crises, better or worse.<sup>27</sup>

### c. Language Feature of Narrative Text

According to Sudarwati and Eudia Grace, Language Feature of Narrative Text as follows:

- 1) Use past tense : went, ate, met (Verb 2)
- 2) Use adverb : once, one day
- 3) Use adjective : smart, small,
- 4) Use pronoun : they, he, she, we, it
- 5) Use noun phrases: smartest animal<sup>28</sup>

### d. The Example of Narrative Text

A narrative text is a piece of text which tells of story and entertains the reader. Below is one example of narrative text:

#### Snow White

Once upon a time, there lived a girl named Snow White. She lived with her step mother. Her parents were dead many years ago.

One day her step mother asked her maid to kill Snow White because she was jealous of her beauty. The maid couldn't kill her but he just brought to the jungle and released her. Snow White was very sad. She felt hungry and tired.

Then she saw a very old hut and went inside and fell asleep.

Meanwhile, seven dwarfs were coming home from work. They went

<sup>27</sup> Annisa Rakhmi, *Let's Narrative a Text* (Jakarta timur: balai pustaka, 2012), 5.

<sup>28</sup> Sudarwati and Eudia Grace, *Look Ahead Book 1: an English Course for Senior High School Students Year X, XI* (Jakarta: Erlangga, 2007), 62.

inside. They found Snow White was sleeping. Then Snow White woke up. She said to the dwarfs that she wanted to live with them. Snow White lived happily with them.

The next day the dwarfs went out to look for their meals. Then an old beggar knocked the door and gave her a red apple. She ate it at once. Suddenly she was unconscious. She was sleeping for long time. The dwarfs were very confused.

Fortunately, a handsome man came in. He saw Snow White and fell in love. He kissed her and Snow White woke up.

Finally, they got married and lived happily ever after.

## **B. Previous Research Finding**

This study needs some of previous research as consideration theory. The details are explained as follows:

First, Fitriyani Duwi Fathur Rohmah, in his thesis about “The Effect of Using Numbered Heads Together Technique on Students’ Vocabulary Achievement at MTS Ma’arif Balong in Academic Year 2014/2015”. In his thesis, the researcher conducted 2 cycles in the classroom action research. And the writer conducted 1 problem of the statement as follows: is there any significant difference of using numbered heads together technique on the seventh grade students’ vocabulary achievement at MTs Ma’arif Balong in academic year 2014/2015?

The design of this research was quasi-experimental research which the dependent variable was students’ vocabulary achievement and independent

variable was teaching using numbered heads together technique. The population was 85 that was taken was seventh grade students of MTs Ma'arif Balong in academic year 2014/2015, while the sample was 28 students VII C were the experiment class and 28 students of VII B were the control class. The researcher used random sampling as sampling technique. Then the technique of data collection was test, documentation and interview. The researcher use the "t" test formula as procedure of data analysis. The result of this research were as follow: the data was analyzing busing t-test for the significance 5%.

The result of the research shows that numbered heads together technique was effective technique in teaching vocabulary. The result of t-test calculation shows that  $t\text{-value} > t\text{-table}$  ( $t\text{-value} = 3,85$ ;  $t\text{-table} = 2,01$ ). The research rejected null Hypothesis ( $H_0$ ) and accepted Alternative Hypothesis ( $H_a$ ). From the result data analysis above, the researcher concluded that there is a significant difference between vocabulary achievements of students who are using numbered heads together technique that who are not using numbered heads together technique (memorizing technique).<sup>29</sup>

Second, Ali Rahmat Saiin, in his thesis about "The Use of Numbered Heads Together (NHT) in Teaching Speaking for the Eight Grade Students at SMPN 2 Lembeyan in Academic Year 2016/2017". In his thesis, the researcher focus two things in the class 8 A. And the writer conducted 2 problems of the statement as follows: how does the teacher use of numbered

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<sup>29</sup> Fitriyani Duwi Fathur Rohmah. (2015). *The Effect of Using Numbered Heads Together Technique on Students' Vocabulary Achievement At Mts Ma'arif Balong In Academic Year 2014/2015*. Thesis IAIN Ponorogo.

heads together in teaching speaking? And what are the advantages and disadvantages of the use of numbered heads together in teaching speaking?

The research method was descriptive. The instruments for collecting data were observation, interview and questionnaire. The data were about using of numbered heads together in teaching speaking class of the eight grade students of SMPN 2 Lembeyan Magetan in academic year 2016/2017. The validity of data used was triangulation technique with data reduction, data display and data verification/conclusion. The result of this research that was conducted 2 meetings, the first meeting on Thursday, 11-05-2017 and second meeting on Friday, 12-05-2017.

The result showed that the use of numbered heads together technique in teaching speaking for the eight grade students at SMPN 2 Lembeyan, the teacher has four steps in teaching English, that were: numbering, asking the question, thinking together and answering, then the advantages of numbered head together technique could increase students sense of responsibility in express their ideas or students spirit, the students will be more ready to solve the problem without feeling shy in their speaking, could develop the students ability to express their ideas, could increase students motivation and made students more active. And the disadvantages of numbered head together technique needed a lot time, the other students that have low capability



hanged with the student's high capability and sometimes classroom activity was not control.<sup>30</sup>

From the previous research finding above, there were some differences between the previous study and this research. The different between the previous the study above and this research was about the variables. All of the previous studies focus on teaching speaking and vocabulary. While in this research, the researcher want to measure the effectiveness of numbered heads together technique to teach reading comprehension at MTs Ma'arif Klego.

### C. Theoretical Framework

Reading is a process of understanding the writer's ideas, thoughts and a process in getting information from printed texts. Understanding means comprehension. Reading comprehension is a process of thought where the readers understand the writer's ideas and interpret them into his or her own needs and it is generally accepted that the major goal for any reading activity is comprehension.

The teachers need other way to make their student understand about it. By using numbered heads together technique can increase the student's reading comprehension. Number Head Together is a learning technique that emphasizes student activities in finding, processing, and reporting information from various sources which are finally presented to the class. The researcher thinks that the students feel more interested, easy and of course they will be motivated to learn and understand the subject matter.

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<sup>30</sup>Ali Rahmat Saiin. (2017). *The Use of Numbered Heads Together (NHT) in Teaching Speaking for the Eight Grade Students at SMPN 2 Lembeyan in Academic Year 2016/2017*. Thesis IAIN Ponorogo.

This research is experimental research, with The Effectiveness of Numbered Heads Together Technique on Reading Comprehension at the Eighth Grade Students of MTs Ma'arif Klego in Academic Year 2019/2020. The researcher used numbered heads together technique to students reading comprehension. After that the researcher observed this process to know, is there any significant difference achievement between students taught using numbered heads together technique and not being taught numbered heads together technique at the eighth grade of MTs Ma'arif Klego in academic year 2020/2021.

The researcher consists of two variables:

X: Numbered Heads Together Technique

Y: Reading Comprehension

The researcher assumes that students reading comprehension is better while using the numbered heads together technique in reading comprehension.

#### **D. Hypothesis**

Hypotheses is the provisional of the answer that it truth is still be test.<sup>31</sup>

There are two hypotheses in this research, they are:

Ha: Numbered Heads Together is effective to enhance students reading comprehension for eleventh grade of MTs Ma'arif Klego in Academic year 2020/2021.

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<sup>31</sup> Nanang Martono, *Metode Penelitian Kuantitatif: Principle of Language Teaching and Learning* Ed. Revisi (Jakarta: Rajawali Pers, 2001), 63.

Ho: Numbered Heads Together is not effective to enhance students reading comprehension for eleventh grade of MTs Ma'arif Klego in Academic year 2020/2021.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody in his book, research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.<sup>1</sup>

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.<sup>2</sup>

This study applied quantitative research method. According to Dr. Uhar Suharsaputra, quantitative research design is as a planner about what and how the research can be done to get the answer from the research question.<sup>3</sup>

In this study, the researcher used quasi-experimental design. Quasi experiment is the individuals are not randomly assigned.<sup>4</sup> There are three types of quasi experimental include a Quasi experimental design: nonequivalent (pre-test and post-test) control group design, single-group interrupted time series design, and control group interrupted time-series

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<sup>1</sup> C. R. Kothari, *Research Methodology Methods and Techniques* (University of Rajasthan, Jaipur: New Age International Publishers, 2004), 1.

<sup>2</sup> *Ibid*, 31-32.

<sup>3</sup> Uhar Suharsaputra, *Metode Penelitian Kuantitatif Kualitatif dan Tindakan* (Bandung: PT. Refika Aditama, 2012), 194.

<sup>4</sup> John Creswell. *Research Design: Quantitative, Qualitative and Mixed Methods Approaches* (California: SAGE, 2009), 215.

design.<sup>5</sup> The researcher used nonequivalent (pre-test and post-test). This design used two groups of participants from the same population. The first group is control group and the second group is experimental group. Both of groups were given pre-test and post-test. Pre-test was administered to each group before giving treatment. The variable of experimental research is classified into independent and dependent variable.

Independent variable: Numbered Heads Together Technique

Dependent variable: Reading Comprehension

Based on John W. Creswell, the design of the researcher is a bellow:

<b>Experimental</b>	<b>01</b>	<b>X</b>	<b>02</b>
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<b>Control</b>	<b>03</b>		<b>04</b>

Notes:

Experiment: The class who is taught using numbered heads together technique

Control : The class who is taught using without numbered heads together technique

01: pre-test for experimental class

02: post-test for experimental class

03: pre-test for control class

04: post-test for control class

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<sup>5</sup> *Ibid*, 160.

X: treatment<sup>6</sup>

## B. Population and Sample

### 1. Population

Population is the research object as a target to get and collect data.<sup>7</sup>

The categories of population are a person, a group, an organization, written document, or symbolic message, or even social action. In this research, the researcher took the eighth grade Students of MTs Ma'arif Klego in academic year 2020/2021 is as the population of this thesis. There are 42 students in the eighth grade of MTs Ma'arif Klego. It was divided into 2 classes, VIII A and VIII B classes, every class consist of at least 21 and 21 students.

### 2. Sample

Sample is part of amount and characteristics which is had by that population.<sup>8</sup> There were two classes in the eighth grade of MTs Ma'arif Klego. There were student that is divided to 21 Students in VIII A and 21 students in VIII B. They were divided into two groups. They are as the experimental group and control group. The experimental group was a group which was given the treatment in form of teaching reading comprehension using numbered heads together technique. While, the control group was a group which was not given the treatment taught

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<sup>6</sup> *Ibid*, 161.

<sup>7</sup> P. Joko S. H. *Metode Penelitian dalam Teori dan Prakte* (Jakarta: Rineka Cipta, 2004), 23.

<sup>88</sup> Riwayati, the Effectiveness of Numbered Heads Together to Teach Reading Comprehension for the Eighth Grade Students of Mts Ma'arif Andong, 2017. (Online), <file:///D:/SKRIPSI/JURNAL/THESIS%20FULL%20-%20RIWAYATI.pdf>, Accessed at 12 December 2019.

using numbered heads together technique in teaching reading comprehension.

The method used by researcher to get representative sample for accessible population was simple random sampling. In simple random sampling technique, the sample was directly drawn randomly from the population. In this technique, each member of the population was given equal chance of being selected to become the members of the sample.<sup>9</sup>

### C. Research Instrument

Instrument can be defined as a tool to collection the data. It has to be constructed and made to show the empirical and accurately as the real condition of the subject of the research.<sup>10</sup>

In this research, the researcher used written test as the instrument to collect the data. Type of test that is used in this research is multiple choice tests which consist of twenty questions. The test was conducted into twice: pre-test and post-test. The pre-test was conducted at the beginning of the research before the students are given treatment. Meanwhile, the post-test was given after the students got treatment. It was used to find out whether there is any significant effect of using numbered heads together method in students reading comprehension or not.

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<sup>9</sup> Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction* (Malang: UM Press, 2013), 183.

<sup>10</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2008), 118.

**Table 3.1**  
**Instruments of Data Collection**

Variable	Kind of Text	Indicator	Subject	Technique
Reading Comprehension	Narrative Text	1. Students are able to understand the purpose of the text.	Eighth grade students	4, 25
		2. Students are able to identify the generic structure of narrative text		1, 15, 16, 24
		3. Students are able to identify the main idea and supporting ideas of the text.		5, 14, 21
		4. Students are able to find stated and unstated detail information on the text.		2, 8, 11, 13, 16, 18, 19, 22, 23



		5. Students are able to identify the vocabularies such as antonym and synonym.		3, 6, 7, 9, 10, 12, 17, 20
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In developing the instruments, the researcher analyzed the validity and reliability of the instruments.

### 1. Validity

Validity refers to whether a measure is truthful or genuine.<sup>11</sup> According to Louis Cohen, Lawrence Manion and Keith Morrison, Validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative/naturalistic research.<sup>12</sup>

To measure the validity, Microsoft office excel was used by the researcher in this research. It was very important to test the validity of the instrument because when the instrument was valid, the data gained also became accurate and valid. The item test was valid if the  $r_{xy}$  is higher than the  $r$ -table. The researcher took correlation coefficient “ $r$ ” product moment from Pearson with 19 respondents of MTs. YP. KH. Syamsiddin Durisawo and on 5% significance stage.

<sup>11</sup> Sherri L. Jackson, *Research Methods and Statistics: A Critical Thinking Approach* (United States of America: Wadsworth Cengage Learning, 2009), 70.

<sup>12</sup> Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education 5<sup>th</sup> Edition* (London and New York: RoutledgeFalmer, 2000), 105.

**Table 3.2****The List of Accounting Result in Validity Test**

<b>Items</b>	<b>R<sub>xy</sub></b>	<b>Mark</b>	<b>R<sub>tabel</sub> (5%)</b>	<b>Criteria</b>
1	0,471413	>	0.3961	Valid
2	0,471413	>	0.3961	Valid
3	0,40418	>	0.3961	Valid
4	-0,15203	<	0.3961	Invalid
5	0,416069	>	0.3961	Valid
6	0,736007	>	0.3961	Valid
7	0,471413	>	0.3961	Valid
8	0,570093	>	0.3961	Valid
9	0,601658	>	0.3961	Valid
10	0,679885	>	0.3961	Valid
11	0,606889	>	0.3961	Valid
12	0,497903	>	0.3961	Valid
13	0,411668	>	0.3961	Valid
14	0,432306	>	0.3961	Valid
15	0,650856	>	0.3961	Valid
16	0,216937	<	0.3961	Invalid
17	0,432306	>	0.3961	Valid
18	0,703765	>	0.3961	Valid
19	0,550738	>	0.3961	Valid

20	0,261819	<	0.3961	Invalid
21	-0,02019	<	0.3961	Invalid
22	0,523364	>	0.3961	Valid
23	0,625118	>	0.3961	Valid
24	0,703765	>	0.3961	Valid
25	0,314303	<	0.3961	Invalid

Based on table above, among 25 questions, there are 20 questions were valid and 5 questions were invalid. The researcher used 25 questions (valid) to collect the data. There were 25 items about which declared valid are the item number 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 17, 19, 22, 24.

## 2. Reliability

A reliable test is consistent and dependable. Reliability refers to consistency throughout a series of measurements.<sup>13</sup> Reliability means that scores from an instrument are stable and consistent.<sup>14</sup>

Reliability refers to the consistency or stability of a measuring instrument.<sup>15</sup> According to Louis Cohen, Lawrence Manion and Keith Morrison, Reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. It is

<sup>13</sup> Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 20-21.

<sup>14</sup> Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition (USA: Pearson, 2012), 159.

<sup>15</sup> Sherri L. Jackson, *Research Methods and Statistics: A Critical Thinking Approach* (United States of America: Wadsworth Cengage Learning, 2009), 65.

concerned with precision and accuracy; some features, e.g. height, can be measured precisely, whilst others, e.g. musical ability, cannot.

For research to be reliable it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context (however defined), then similar results would be found. There are three principal types of reliability: stability, equivalence and internal consistency.<sup>16</sup>

In this research, researcher calculated reliability test by using Microsoft Office Excel. The researcher compared the obtained score with r score product moment to measure the reliability of the test. The test is reliable if the obtained score is higher than the table r-score.

For calculating the reliability, the researcher used Cronbach Alpha. The formula of Cronbach Alpha as follow:

$$r_{11} = \left(\frac{n}{n-1}\right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right)$$

Where:

$r_{11}$  = Instrument of reliability coefficient

$n$  = Number of item

$\sum \sigma_i^2$  = The sum of variance

$\sigma_t^2$  = Total of variance

The result of calculation in multiple choice questions was  $r_{11} = 0,7818$  and  $r_{tabel} = 0.3961$ . Based on the result above, the instrument of test in

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<sup>16</sup> Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education 5<sup>th</sup> Edition* (London and New York: RoutledgeFalmer, 2000), 117.

multiple choice questions was reliable because  $r_{11} > r_{\text{tabel}}$ , 0,7818 was  $>$  0,3961.

**a. Data Collection Technique**

In this research, the researcher used test to collect the data. The instrument of test that was used by researcher is objective test. In objective test, the researcher used multiple choices. Multiple choice is test which can find the answer with choose alternative choices. The test consisted of 20 question items and the student intersecting A, B, C, or D options (alternative choices). The questions are taken from book and internet. The Questions try to identify word meaning, main idea, supporting details and factual information even stated and unstated information, synonym and antonym.

G. Douglas Brown states that test in simple terms is a method of measuring a person's ability, knowledge or performance in a given domain.<sup>17</sup> In this research, the researcher uses test to know how far reading comprehension student in narrative text. The researcher used pre-test and post-test to know the effectiveness of Numbered Heads Together technique in MTs Ma'arif Klego at the eighth grade. Pre-test is a test given before treatment to know the first condition of class. While, post-test is a test given after treatment to know student's respond and the effectiveness of the treatment.

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<sup>17</sup> Brown, H Douglas. *Language Assessment Principle and Class Practices*. (San Francisco: Pearson Education, 2003), 3.

## b. Data Analysis Technique

### 1. Normality Test

According to Syofian Siregar, Normality test is to determine whether the population data is normally distributed or not.<sup>18</sup> To test the normality, the researcher employed SPSS 16 version. To find out the normality of data by followed this steps:

- a) First, fill the variable view with write down the name of the classes.
- b) Input the data to the data view.
- c) Click analyze – descriptive statistics – explore
- d) Input the data into variable test.
- e) Then click “plots” and checklist “normality plots with tests” and click continue.
- f) Click OK.

The hypothesis of the data:

$H_a$ : data is normally distributed

$H_o$ : data is not normally distributed

### 2. Hypothesis Testing

After getting the data, the researcher analyzed the statistic calculation of T-test with significant 5%.

In T-test, the researcher analyzed the data by comparing the score between experimental class and control class in pre-test and post-test.

The researcher used SPSS 24 version to calculate the data. SPSS is one

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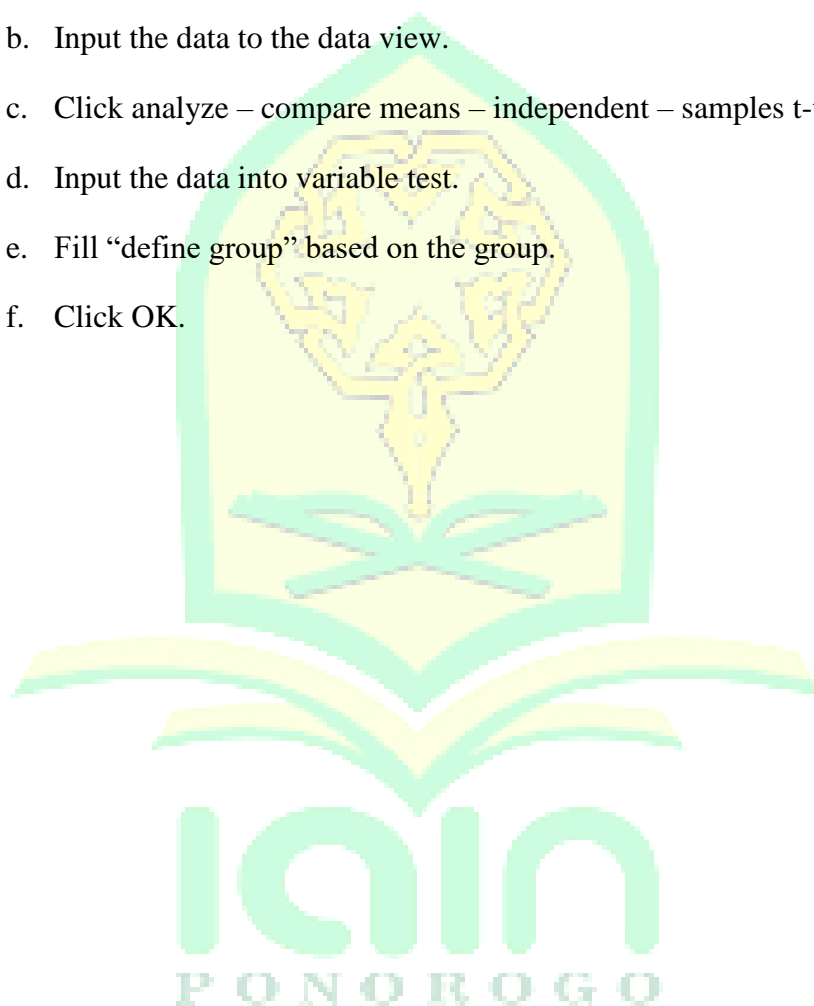
<sup>18</sup> Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2014), 153.

of the most commonly used statistical packages in the social sciences.<sup>19</sup>

The researcher found the result of means, standard deviation and standard error from each variable before conducting t-test.

The steps of calculation as follows:

- a. First, fill the variable view with write down the name of the classes.
- b. Input the data to the data view.
- c. Click analyze – compare means – independent – samples t-test.
- d. Input the data into variable test.
- e. Fill “define group” based on the group.
- f. Click OK.



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<sup>19</sup> Mark Balvanes and Peter Caputi, *introduction to Quantitative Research Methods* (London: Sage Publications, 2001), 126.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Location and Time of the Research

##### 1. General Location

This research was conducted at MTs Ma'arif Klego in the academic year 2020/2021. The school is located at Jl. Halim Perdana Kusuma No. 38 Mrican Jenangan Ponorogo. MTs Ma'arif Klego which was established on 1 Juli 1986 with the operational license number W.m.0602200586, Shelter under Yayasan Hidayatul Mubtadiien, is one of the many Madrasah Tsanawiyah in Ponorogo District. MTs Ma'arif Klego has been accreditation on 20 April 2007 with the status accreditation is B based on SK Dewan Akreditasi Madrasah Provinsi Jawa Timur Number: C/KW.13.4/MTs/190907/2007.

The headmaster of MTs Ma'arif Klego is Muhammad Sahal, S.Ag. MTs Ma'arif Klego supported by 30 professional educators with qualification education of SI. At its inception only had a few classes and now has development into 6 classes that consist of VII A-B, VIII A-B and IX A-B. This school uses KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for ninth grade. Furthermore, they used 2013 curriculum for seventh and eighth grades.



## 2. The Vision, Missions and Aims of MTs Ma'arif Klego

### a. Vision

1. Have knowledge, have high quality of knowledge in IPTEK and IMTAQ as *kholifah fil ardl*
2. Charity, skilled in carrying out workship and skilled in community,
3. Fear, always uphold the truth and avoid from all evil, both religious norms and society norms

### b. Missions

- 1) Virtuous
- 2) Keep healthy
- 3) Knowledgeable
- 4) Sincere soul
- 5) Skilled, be autonomous, creative and potentially

### c. Aims

All the students can carry out workship well, have a noble character, be able to speak Arabic and English which eventually can compete with other educational institutions

## B. Data Description

In this research, the researcher used quasy experimental research where the researcher took two classes as a sample. The researcher used experimental class to be given pre-test, treatment and post-test. While for control class, the researcher given pre-test and post-test. In this research, the researcher took

the eighth grade of MTs Ma'arif Klego as population. Then the researcher took two classes as sample, VII B as an Experimental class and VIII A as a Control class.

The first, the researcher gave pre-test to the both of classes, the second the researcher applied treatment using Numbered Heads Together Technique to the experimental class and paper based evaluation to the control class and the last, the researcher wanted to compare between students post-test control class and experimental class after using Numbered Heads Together Technique.

### 1. Schedule of the Research

This research was conducted directly, because the school is still one foundation with the Islamic boarding school with a few students and by complying with applicable health protocols.

In this research, the researcher using two groups pre-test and post-test for eighth grade, there are four meetings in this research. They are pre-test, twice treatment and post-test. The research schedule can be seen in the table below.

**Table 4.1**

#### **Research Schedule of Experimental Class**

Date	Activities
March, 8 <sup>th</sup> 2021	Pre-test
March, 11 <sup>th</sup> 2021	First Treatment
March, 15 <sup>th</sup> 2021	Second Treatment

March, 18 <sup>th</sup> 2021	Post-test
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**Table 4.2**

**Research Schedule of Control Class**

Date	Activities
March, 6 <sup>th</sup> 2021	Pre-test
March, 7 <sup>th</sup> 2021	First Meeting
March, 13 <sup>th</sup> 2021	Second Meeting
March, 14 <sup>th</sup> 2021	Post-test

**2. Teaching Procedures (Experimental and Control Class)**

In this research, the researcher took VIII B class the experimental class and VIII A as the control class. There were 21 students in each class.

To get the data, the researcher gave the material about narrative text for both classes. In the first meeting the narrative text is about the Legend of Toba Lake and the second meeting is about the story of the smart parrot. In addition, the researcher also used test to get the data. The test was multiple choices.

In the experimental class, the class was taught by using Numbered Heads Together Technique. In the learning process, it was done in a set of the learning process that was involved in this research such as pre-test, first treatment, second treatment and post-test.

In the first meeting, the researcher gave pre-test and post-test in the last meeting. In the treatment, the class was taught by using Numbered Heads Together Technique. As for the learning procedure that the researcher applies is as follows:

- a. The researcher asked the students to count 1 until 4 to form groups. Than each student gathered with their respective groups. Than the researcher distributed the "Numbered Crowns" to each student in each group and the students wear it on their head. So, each student on the team has different number between 1 until 5.
- b. The researcher gives each group a paper with questions related to "The Legend of Toba Lake / The Story of the Smart Parrot" and tells the group that they have a certain time to discuss their answer.
- c. When the time is up, the researcher asked the students to "put their heads together" as a sign that they have answers to the discussion that has been held.
- d. Than the researcher calls the number randomly and the students with the number are asked to explain the answer in front of the class.

While in the control class, for the first and last meeting, the researcher gave test to the students like in the experimental class. In the second and third meeting was different with experimental class. In the control class, the class was taught by using lecturing strategy. The researcher gave explanation and some rules about the materials to the students during the class. If there was students who did not understood

the material, the students can ask the researcher. The learning process was done in a set of learning process like in the experimental class.

In pre-test, there were 20 items tests with three different stories and each story consisting of 6 until 7 questions. The tests were multiple choices. After giving treatment, the researcher gave post-test for both classes. In post-test, there were 20 items tests with three different stories and each story consisting of 6 until 7 questions. The tests were multiple choices. It was aimed to know the students' achievement after given the treatment.

### 3. The Result of Students' Score of Experimental Class

In the experimental class, the researcher chose objective test for pre-test and post-test. The researcher gave 20 questions for multiple choices.

The result of students' reading comprehension score of pre-test and post-test for students who used Numbered Heads Together Technique for reading comprehension are showed below:

**Table 4.3**

#### **The score of Experimental Class**

No.	Name	Score	
		Pre-test	Post-test
1.	Adinda Nur Aisyah	60	70
2.	Ahmad Nur Kholis	40	60
3.	Anindia Cahyani	70	90

4.	Dayan Fikri Musthofa	50	65
5.	Dini Ifa Astuti	75	70
6.	Dwi Ayu Nur Laila	70	70
7.	Feeza Ahmad Mustofa	65	80
8.	Imam Sholikin	50	75
9.	Muh. Arianto Cahyo Romdoni	60	50
10.	Muh. Maftuh Choirul Falah	75	90
11.	Muhammad Abdul Munir	60	70
12.	Muhammad Aris Sulthoni	55	60
13.	Muhammad Fazri Nurrois	50	70
14.	Nabil Muttaqin Setiawan	45	75
15.	Novianti Dwi Fitriana	70	70
16.	Pradika Rafli Yanuar	65	70
17.	Raherdi Andika	30	55
18.	Rizki Maulana	65	80
19.	Siska Rokhana	70	85
20.	Virnanda Abelia Hastani	55	70
21.	Wofa Masturani	70	90
Total		1250	1525
Mean		59.52	72.62

From the table above, it can be seen that in the experimental class, the highest score of pre-test is 75, while the lowest score of pre-test is 30.

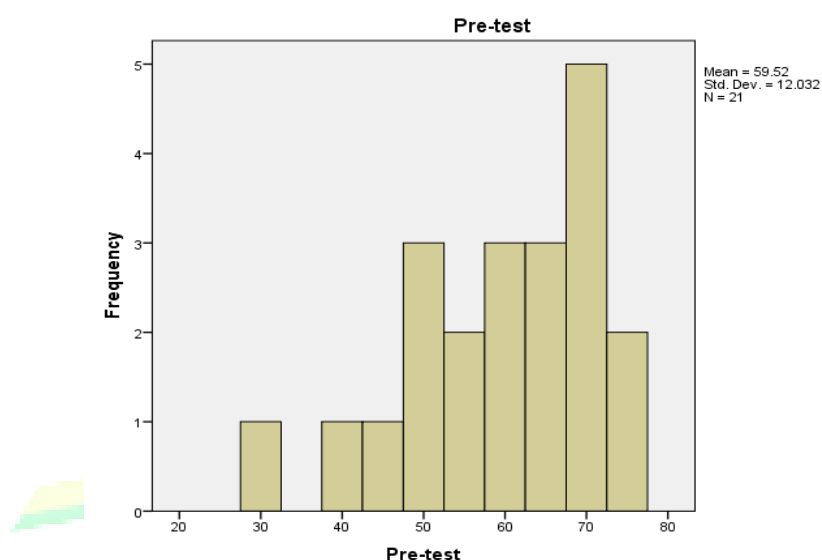
Furthermore, the highest score of post-test is 90, while the lowest score is 50. The total score of pre-test is 1250 with the mean is 59,52. Meanwhile, The total score of post-test is 1495 with the mean is 71,19.

The result of students' test of experimental class can be seen clearly on following table. It explores about pre-test and then the result of post-test in the experimental class.

**Table 4.4**  
**Frequency Distribution of Pre-test in Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	1	4.8	4.8	4.8
40	1	4.8	4.8	9.5
45	1	4.8	4.8	14.3
50	3	14.3	14.3	28.6
55	2	9.5	9.5	38.1
60	3	14.3	14.3	52.4
65	3	14.3	14.3	66.7
70	5	23.8	23.8	90.5
75	2	9.5	9.5	100.0
Total	21	100.0	100.0	

From the table above, it could be seen that the score was various. There were 4,8% for one student obtained 30 score, 4,8% for one student obtained 40 score, 4,8% for one student obtained 45 score, 14,3% for 3 students obtained 50 score, 9,5% for 2 students obtained 55 score, 14,3% for 3 students obtained 60 score, 14,3% for 3 students obtained 65 score, 23,8% for 5 students obtained 70 score, 9,5% for 2 students obtained 75 score. From the frequency table, the histogram be showed as follows:



**Picture 4.1**

### **Histogram for the Pre-test in Experiment Class**

From the histogram above, it is stated that  $M = 59,52$  and  $SD = 12,032$ . To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- a) More that  $M + 1.SD$  ( $59,52 + 12,032 = 71,15$ ) is categorized into good
- b) Between  $M - 1.SD$  to  $M + 1.SD$  is categorized into medium



c) Less than  $M-1.SD$  ( $59,52-12,032=47,48$ ) is categorized into low

Thus it can be seen that the scores which are more than 71,15 is categorized into good, the score between 47,48-71,15 is categorized into medium, and the scores which are less 47,48 is categorized into low.

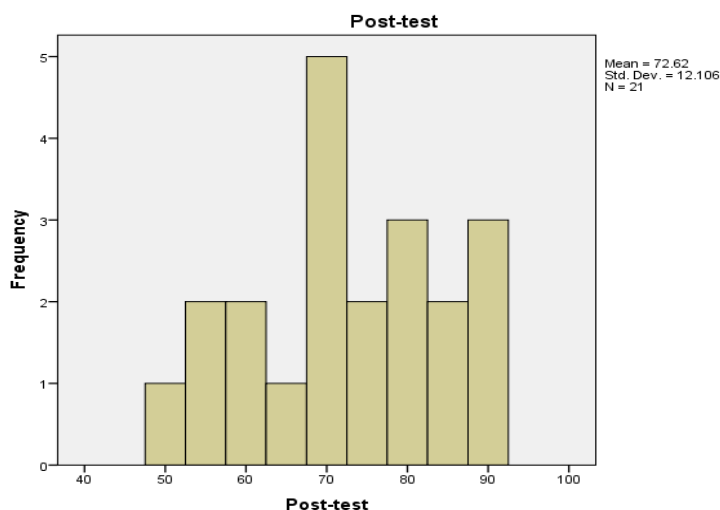
**Table 4.5**

**Frequency Distribution of Post-test in Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	4.8	4.8	4.8
55	2	9.5	9.5	14.3
60	2	9.5	9.5	23.8
65	1	4.8	4.8	28.6
70	5	23.8	23.8	52.4
75	2	9.5	9.5	61.9
80	3	14.3	14.3	76.2
85	2	9.5	9.5	85.7
90	3	14.3	14.3	100.0
Total	21	100.0	100.0	

From the table above, it could be seen that the score was various. There were 4,8% for one student obtained 50 score, 9,5% for 2 students obtained 55 score, 9,5% for 2 students obtained 60 score, 4,8% for one

student obtained 65 score, 23,8% for 5 students obtained 70 score, 9,5% for 2 students obtained 75 score, 14,3% for 3 students obtained 80 score, 9,5% for 2 students obtained 85 score, 14,3% for 3 students obtained 90 score. From the frequency table, the histogram can be shown as follows:



**Picture 4.2**

### **Histogram for the Post-test in Experiment Class**

From the histogram above, it is stated that  $M = 72,62$  and  $SD = 12,106$ . To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

1. More that  $M+1.SD$  ( $72,62+12,106=84,72$ ) is categorized into good
2. Between  $M-1.SD$  to  $M+1.SD$  is categorized into medium
3. Less that  $M-1.SD$  ( $72,62-12,106=60,51$ ) is categorized into low

Thus it can be seen that the scores which are more than 84,72 is categorized into good, the score between 60,51-84,72 is categorized into medium, and the scores which are less 60,51 is categorized into low.

#### 4. The Result of Students' Score of Control Class

In the control class, the researcher chose objective test for pre-test and post –test. The researcher gave 20 questions for multiple choices.

The result of students' score of pre-test and post-test for students who were not used Numbered Heads Together Technique for reading comprehension are showed below:

**Table 4.6**  
**The score of Control Class**

No.	Name	Score	
		Pre-test	Post-test
1.	Arif Muhammad Ripay	30	55
2.	Bunga Natasya Putri	60	60
3.	Diangga Eka Saputra	70	75
4.	Dicky Puat Muabsor	75	50
5.	Ezyqi Zaahiru Hafizh	75	60
6.	Fadya Aprilia Habsari	55	70
7.	Fatkur Reza Angga Amirudin	65	60
8.	Feri Febrianto	50	75
9.	Firdha Naila Zahra	55	60
10.	Gatari Sekar Manah	80	80
11.	Lia Khoirunnisa	60	75
12.	M. Latif Farhan Abadi	50	40
13.	M. Aris Dwi Utomo	85	60

14.	Muh. Afif Azhari	55	65
15	Nabila Nur Azizah	70	70
16.	Rahul Samakan Muhamad K	60	70
17.	Samsul Muhammad Gustawan	70	65
18.	Sulung Alifia Hardiansyah	75	80
19.	Syahril Mubarak	60	55
20.	Umi Hanikfatul Bilqisti Solihah	55	40
21.	Yuliana	60	65
Total		1315	1330
Mean		62.62	63.33

From the table above, it can be seen that in the control class, the highest score of pre-test is 85, while the lowest score of pre-test is 30. Furthermore, the highest score of post-test is 80, while the lowest score is 40. The total score of pre-test is 1315 with the mean is 62,62. Meanwhile, the total score of post-test is 1330 with the mean is 63.33.

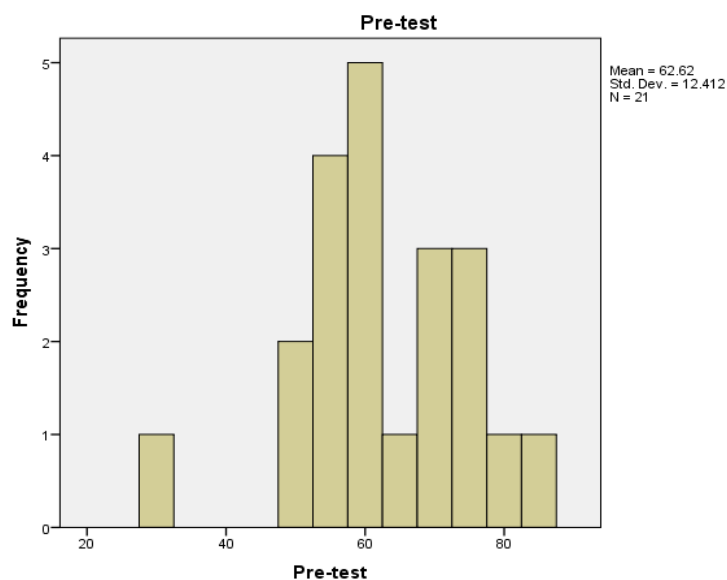
The result of students' test of control class can be seen clearly on following table. It explores about pre-test and then the result of post-test in the control class.

**Table 4.7**  
**Frequency Distribution of Pre-test in Control Class**

	Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid 30	1	4.8	4.8	4.8
50	2	9.5	9.5	14.3
55	4	19.0	19.0	33.3
60	5	23.8	23.8	57.1
65	1	4.8	4.8	61.9
70	3	14.3	14.3	76.2
75	3	14.3	14.3	90.5
80	1	4.8	4.8	95.2
85	1	4.8	4.8	100.0
Total	21	100.0	100.0	

From the table above, it could be seen that the score was various. There were 4,8% for one student obtained 30 score, 9,5% for 2 students obtained 50 score, 19,0% for 4 students obtained 55 score, 23,8% for 5 students obtained 60 score, 4,8% for one student obtained 65 score, 14,3% for 3 students obtained 70 score, 14,3% for 3 students obtained 75 score, 4,8% for one student obtained 80 score, 4,8% for one student

obtained 85 score. From the frequency table, the histogram can be shown as follows:



**Picture 4.3**

### **Histogram for the Pre-test in Control Class**

From the histogram above, it is stated that  $M = 62,62$  and  $SD = 12,412$ . To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- More than  $M + 1.SD$  ( $62,62 + 12,412 = 75,032$ ) is categorized into good
- Between  $M - 1.SD$  to  $M + 1.SD$  is categorized into medium
- Less than  $M - 1.SD$  ( $62,62 - 12,412 = 50,208$ ) is categorized into low

Thus it can be seen that the scores which are more than 75,032 is categorized into good, the score between 50,208-75,032 is categorized into medium, and the scores which are less 50,208 is categorized into low.

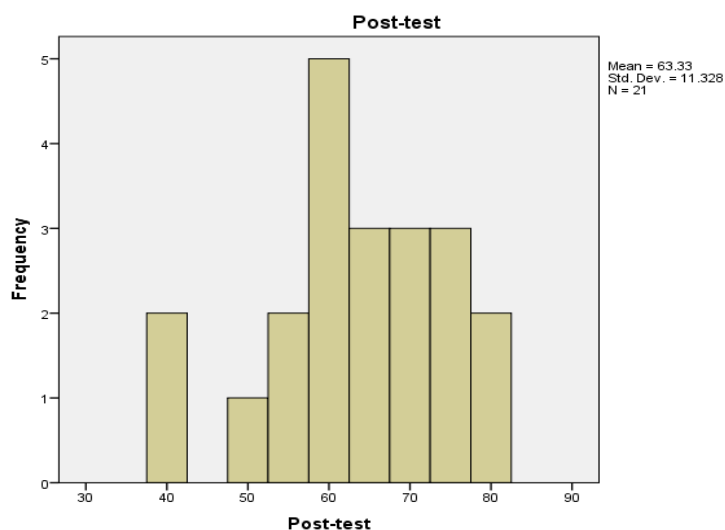
**Table 4.8****Frequency Distribution of Post-test in Control Class**

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 40	2	9.5	9.5	9.5
50	1	4.8	4.8	14.3
55	2	9.5	9.5	23.8
60	5	23.8	23.8	47.6
65	3	14.3	14.3	61.9
70	3	14.3	14.3	76.2
75	3	14.3	14.3	90.5
80	2	9.5	9.5	100.0
Total	21	100.0	100.0	

From the table above, it could be seen that the score was various. There were 9,5% for 2 students obtained 40 score, 4,8% for one student obtained 50 score, 9,5% for 2 students obtained 55 score, 23,8% for 5 student obtained 60 score, 14,3% for 3 students obtained 65 score, 14,3% for 3 students obtained 70 score, 14,3% for 3 students obtained 75 score, 9,5% for 2 students obtained 80 score. From the frequency table, the histogram can be shown as follows:

Picture 4.4

## Histogram for the Post-test in Control Class



From the histogram above, it is stated that  $M = 63,33$  and  $SD = 11,320$ . To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using standard as follows:

- More than  $M + 1.SD$  ( $63,33 + 11,320 = 74,65$ ) is categorized into good
- Between  $M - 1.SD$  to  $M + 1.SD$  is categorized into medium
- Less than  $M - 1.SD$  ( $63,33 - 11,320 = 52,01$ ) is categorized into low

Thus it can be seen that the scores which are more than 74,65 is categorized into good, the score between 52,01-74,65 is categorized into medium, and the scores which are less 52,01 is categorized into low.



## C. Data Analysis

### 1. Normality Test

Normality test is one of the kinds of test that used to know whether the data is normal distribution or not. In this research, the researcher used SPSS 16 with. The hypothesis of this normality test as follows:

Ho: data is not normally distributed

Ha: data is normally distributed

Ha was accepted if sig higher than 0,05 ( $\text{sig} > \alpha$ ). The table below was the result of calculating normality test.

**Table 4.9**

#### Normality Test One Sample Kolmogorov-Smirnov Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	.152	21	.200*	.928	21	.123
Control	.129	21	.200*	.949	21	.319

#### a. Lilliefors Significance Correction

Based on the calculation above, it can be seen that the test used one sample Kolmogorov-Smirnov test. The table above showed that value of Sig. in experimental class was higher than  $\alpha$  ( $0,200 > 0,005$ ). It means that the data of experimental class is normality distributed. In control class, the table showed that value of Sig. was higher than  $\alpha$

(0,200 > 0,005). It means that the data of control class is normality distributed.

## 2. Hypothesis Test

After conducting normality, the researcher calculated t-test by using SPSS 16 program. It was used to compare the students' score that was divided into two groups which taught by using different technique. Experimental class was taught by using Numbered Heads Together Technique. Control class was not given treatment because the students were taught by using lecturing strategy as had been used by the teacher before.

**Table 4.10**

### The Result of T-test Calculation

	t-test for Equality of Means				
	T	Df	Sig. (2-tailed)	Mean Difference	Std. error Difference
Equal variances assumed	2.567	40	.014	9.286	3.618
Equal variances not assumed	2.567	39.825	.014	9.286	3.618

From the table above, it can be seen that the value of t-test was 2,567 and the degree of freedom was 40 ( $df = db-2; 42-2=40$ ). The value of t-table in significant 5% is 1.68385. To interpret the data above, the researcher formulated hypothesis as below:

$H_a$ : Students who are taught by using Numbered Heads Together Technique get better score in reading comprehension than those who are not taught by using Numbered Heads Together Technique.

$H_0$ : No students who are taught by using Numbered Heads Together Technique get better score in reading comprehension than those who are not taught by using Numbered Heads Together Technique.

The result of the research showed that the value of T-test was higher than T-table ( $2,567 > 1.68385$ ). Therefore,  $H_0$  was rejected and  $H_a$  was accepted. It can be calculated that there was significance score on the students who were taught by using Numbered Heads Together Technique and those who were not.

#### **D. Discussion**

Numbered heads together technique 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 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. The teacher pointed the different students in each question for low achiever, average achiever and high achiever to report the answer.<sup>1</sup>

This research was conducted to find out the effectiveness of Numbered Heads Together Technique to teach reading comprehension. Based on the tables test above, it can be seen that the difference coefficient of students who taught by using Numbered Heads Together Technique and those who were not was 2,567.

Hypothesis test ( $t_0$ ) at 2,567 from the computation above would be compared to the t-table ( $t_t$ ) with the condition stated below:

1. If the  $t_0 \geq t_t$ , so  $H_1$  was accepted. It means there was any significant difference between two variables.
2. If the  $t_0 < t_t$ , so  $H_1$  was refused. It means there was not any significant difference between two variables.

To determine the value of  $T_0$ , the researcher was checking db and consulted with the  $t_t$  score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 21 + 21 - 2 \\ &= 42 - 2 \\ &= 40 \end{aligned}$$

At significant standard 5%, the value of  $t_t$  was 1.68385. Then the value of  $t_0$  was compared to the value of  $t_t$ . The value of  $t_0$  was 2,567. It means that  $H_1$  was accepted and  $H_0$  was rejected.

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<sup>1</sup> Carolyn Kessler, *Cooperative Language Learning: a teacher's resource book* (Boston & London: Sbambala, 1992), 17.

## CHAPTER V

### CLOSSING

#### A. Conclusion

Based on the data analysis, it can be concluded that there was any significant score between the students who were taught using Numbered Heads Together Technique and who were not. The research result showed that the mean score of post-test from experimental class (72,62) was higher than control class (63,33). It can be proved from the t-test result  $t_0$  obtained  $> t_{table}$  ( $2,567 > 1.68385$ ) for level significance of 0,05 (5%) with  $df = 40$ . It means that  $H_a$  was accepted and  $H_0$  was rejected. On the other word, Numbered Heads Together Technique was effective in teaching reading comprehension, because it had different significance score on reading comprehension between the students who were taught by using Numbered Heads Together Technique and who were not on the eighth grade students at MTs Ma'arif Klego in academic year 2020/2021.

From the conclusion above, it can be seen that the students who were taught by using Numbered Heads Together Technique got better than those who were not. So, it can be concluded that there was significant different score on the students who were taught by using Numbered Heads Together Technique and those who were not at the eighth grade students of MTs Ma'arif Klego in Academic Year 2020/2021.

## B. Suggestion

Based on conclusion above, there are some suggestion from the researcher:

1. For the teachers

The researcher hopes that the English language teacher is able to choose some methods that most appropriate in teaching reading. Numbered heads together is one of technique may applied in teaching reading comprehension.

2. For the students

This research is expected to give students particularly the eighth grade students of MTs Ma'arif Klego in academic year 2019/2020, an awareness of increasing their reading comprehension by using numbered heads together technique.

3. For the students of IAIN Ponorogo

This research is expected to give a contribution to readers, particularly the students of MTs Ma'arif Klego, are expected to apply the numbered heads together technique in teaching other skills.



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