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THE INFLUENCE OF THE APPLICATION OF *NUMBERED HEADS TOGETHER* TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH YEAR STUDENTS OF *SMA NEGERI 1 BABAKAN*

THESIS

Submitted to the English Education Department of Tarbiyah Fakultas of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education (S. Pd. I)



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ABSTRACT

DEVI FITRIYANA: *The Influence of the Application of Numbered Heads Together Technique on the Students' Reading Comprehension at the Eleventh Year Students of SMA Negeri 1 Babakan*

Most of students feel difficult to learn English especially in reading comprehension. Likewise with the eleventh year students of *SMA Negeri 1 Babakan*. They cannot comprehend English text well because they are less motivated and interested in learning process. This is caused they feel bored with the learning process applied by the teacher. Therefore, the writer wants to apply an interesting and active learning technique, it is *Numbered Heads Together* technique.

The aims of the research are to find out the students' reading comprehension before the application of *Numbered Heads Together* technique, to find out the students' reading comprehension after the application of *Numbered Heads Together* technique, and to find out the positive and significant influence of the application of *Numbered Heads Together* technique on the students' reading comprehension at the eleventh year students of *SMA Negeri 1 Babakan*.

Learning technique is one of supporting factor to the students' achievement in mastering English skill. One of English skill that must be mastered by the students is reading. In order that the students can comprehend the reading text in English clearly, easier and also don't feel bored in learning process. The teacher can apply an interesting learning technique. And one of an interesting learning and active technique is *Numbered Heads Together* technique.

The approach of the research is using quantitative approach. It means that the data which is obtained from the field of the research is analyzed statistically by using pre-experimental design, it is one group pre-test and post-test design. And the population of the research is all of the eleventh year students of *SMA Negeri 1 Babakan*. The amount of them from 8 classes are 278 students. In this research, the writer take the students from grade X1 IPA 4 who become respondents as sample consist of 35 students.

The analysis of the test shows: the first is the mean of the students' reading comprehension before the application of *Numbered Heads Together* technique (X_1) is 68.48. The second is the mean of the students' reading comprehension after the application of *Numbered Heads Together* technique (X_2) is 80.8. And the last is the influence of the application of *Numbered Heads Together* technique on the students' reading comprehension with the score of $t_{\text{test}} = 9.45 > t_{\text{table}} = 2.03$. It can be concluded that the application of *Numbered Heads Together* technique can increase the students' reading comprehension.



PREFACE

Bismillahirrahmanirrahim.

Praise is to Allah SWT, the God Almighty, most gracious and most merciful, Lord of the universe, who has bestowed a divine gift of grace for each human being. With His mercy and permission, the writer has been able to finish her thesis. May invocation and safety always be given to our prophet, our leader, Muhammad SAW, the messenger of Allah and model provider of good who has guided us to the way that full of God's mercy.

This thesis entitled in "THE INFLUENCE OF THE APPLICATION OF *NUMBERED HEADS TOGETHER* TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH YEAR STUDENTS OF *SMA NEGERI 1 BABAKAN*" is a quantitative research presented to fulfill one of the requirements for Islamic Scholar of Tarbiyah Faculty, English Departement of The State Institute for Islamic Studies Syekh Nurjati Cirebon.

In composing this thesis, there are many people who have participated, helped, and advised directly or indirectly, so in this opportunity the writer would like to convey her thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA, Rector of the State Institute for Islamic Studies Syekh Nurjati Cirebon.
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3. Dr. Hj. Huriyah Saleh, M. Pd, Chairwoman of English Education Department.
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7. All of the staffs and lectures of the State Institute for Islamic Studies Syekh Nurjati Cirebon..
8. The English teacher and the students of SMA Negeri 1 Babakan.

The writer realized that the thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. So, all mistakes available in this thesis are becoming her responsibility.

Finally, the writer hopes this thesis will be usefull to the readers especially, for herself and for the English Department of the State Institute for Islamic Studies Syekh Nurjati Cirebon.

Cirebon, October 2012

The writer



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TABLE OF CONTENTS

ABSTRACT

RATIFICATION

APPROVAL

OFFICIAL NOTE

LETTER OF AUTHENTICITY

AUTOBIOGRAPHY

PREFACE

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION

A. The Background of the Problem.....	1
B. The Identification of the Problem.....	4
C. The Limitation of the Problem	5
D. The questions of the Research.....	6
E. The Aims of the Research	6
F. The Uses of the Research.....	7

CHAPTER II THEORITICAL FOUNDATION

A. The Definition of Approach, Strategy, Method, and Technique of Learning...	8
B. The Understanding of Cooperative Learning	9
1. The Definition of Cooperative Learning	9
2. The Key Elements of Cooperative Learning	10
3. The Learner Roles in Cooperative Learning	12



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4. The Teacher Roles in Cooperative Learning	12
5. The Principles of Cooperative Learning	13
6. The Variations of Cooperative Learning	14
7. The Benefits of Cooperative Learning	18
C. The Understanding of <i>Numbered Heads Together</i>	19
1. The Definition of <i>Numbered Heads Together</i>	19
2. The Objectives of <i>Numbered Heads Together</i>	21
3. The Steps of <i>Numbered Heads Together</i>	22
4. The Classroom Arrangement of <i>Numbered Heads Together</i>	24
5. The Excesses and Weakness of <i>Numbered Heads Together</i>	24
6. The Benefits of <i>Numbered Heads Together</i>	25
D. The Understanding of Reading Comprehension	26
1. The Definition of Reading Comprehension	26
2. The Reading Purposes	28
3. The Types of Reading	29
4. The Reading Problems	32
5. The Improvement of Reading	33
6. The Factors Influencing Reading Comprehension	35
7. The Stages of Reading Comprehension	36
E. The Frame of Thinking	38
F. The Hypothesis of the Research	40



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CHAPTER III RESEARCH METHODOLOGY

A. The Objective of the Research	41
B. The Variables of the Research.....	41
C. The Place and Time of the Research	41
D. The Method of The Research	42
E. The Population and Sample of the Research.....	43
1. The Population of the Research	43
2. The Sample of the Research	43
F. The Techniques of Collecting Data	43
1. Observation.....	43
2. Interview	44
3. Test	44
G. The Technique of Analyzing Data	44

CHAPTER IV THE RESEARCH FINDINGS AND DISCUSSION

A. The Objectives Condition of the School.....	46
1. The Geographical Location of the School	46
2. The Map of SMA Negeri 1 Babakan	47
3. The Structure Organization of SMA Negeri 1 Babakan	48
4. The Objective Condition of the Teachers and Administration Staffs	49
5. The Objective Condition of the Students	49
6. The Objective Condition of the School Facilities	50
7. The Real of Teaching and Learning English at SMA Negeri 1 Babakan	50



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8. The Process of Teaching and Learning Reading Comprehension by the Application of <i>Numbered Heads Together</i> Technique.	51
9. The Teacher's and Students' Response to the Application of <i>Numbered Heads Together</i> Technique	54
B. The Result of Try Out Test	55
1. Validity	55
2. Reliability	55
3. Level of Difficulty.....	56
C. The Research Findings.....	57
1. The Students' Reading Comprehension before the Application of <i>Numbered Heads Together</i> Technique.....	57
2. The Students' Reading Comprehension after the Application of <i>Numbered Heads Together</i> Technique.....	59
3. The Influence of the Applicaton of <i>Numbered Heads Together</i> Technique on the Students' Reading Comprehension	63
D. Discussion	66
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	70
B. Suggestion	71
BIBLIOGRAPHY	
APPENDICES	

CHAPTER 1

INTRODUCTION

A. The Background of the Problem

A language is spoken by most people in a particular country. But sometimes a language is spoken by only part of the population of a country (Richards & Schmidt, 2002: 283). There are so many languages used in the world, every country has different language, and the famous language is English. English as a tool of global communication needed by Indonesian people and learning English is from elementary school until university. This method is used by government of Indonesia for Indonesian people. Learning a foreign language is very difficult for Indonesian people especially for Indonesian students because English is not first language in Indonesia. So, Indonesian people must learn English hard to be able to use English well.

As we know English has four skills namely listening, speaking, reading, and writing. One of English skill that be mastered by Indonesian students is reading because reading is very important in English. Johnson (2008: 4) on his book says that Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. Reading text in English can help students in many aspects of their learning when students read in English, they can learn new words and grammar structures. the example of reading text are books,





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newspapers, magazines, websites etc and then the learners need to talk to each other about what they're reading and share their ideas and insights with others, in order to the students can increase their knowledge and experience. According to Westwood (2001: 21) states that skilled readers use their knowledge and experience of the world, language, books and subject matter, in conjunction with the words on the page, to make meaning when they are reading. So if the students want to master English well especially in reading comprehension, they must comprehend and have the habit of reading text in English.

However the most of Indonesian students feel difficult to learn English especially in reading comprehension. Likewise with the students of *SMA NEGERI 1 Babakan*. According to the teacher, the students' reading comprehension is still low. The problems facing by the students of *SMA NEGERI 1 Babakan*, they are :

1. The students cannot comprehend English texts well
2. The students are less motivated and interested in learning English
3. The students feel difficult when learn English because English is not first language

In this case how is the teacher's way in implementing the learning process. Because of the learning process which the teacher uses currently is boring which causing the students feel difficult to learn English. Therefore the teacher have to apply some techniques, strategies or methods are active, creative, innovative and exiting learning activities in learning process that can improve



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students' motivation to learn English, especially in learning reading comprehension.

One of learning method is active, creative, innovative and exciting is Cooperative Learning. According to Larsen (2003: 164) In Cooperative Learning, teacher teach students collaborative or social skills so that they can work together more effectively. This condition may result in more modified interaction, more negotiation, for meaning than do the same task in the teacher fronted condition. In team work learning format, the students' achievement is facilitated by cooperative learning system. One of technique of Cooperative Learning is appropriate on Reading Comprehension learning is *Numbered Heads Together* technique. This technique give an opportunity for students to work together with others to comprehend the reading text. This technique can motivate the students to be active in learning process. The students are given stimulus to compete in representing their group. The students are given numbered hats on their heads. Each student must be responsible to score acquisition towards their group and be the best team. (Berdianti, 2010: 119).

Based on the statements above the writer interests to take the title in her thesis is "THE INFLUENCE OF THE APPLICATION OF *NUMBERED HEADS TOGETHER* TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH YEAR STUDENTS OF *SMA NEGERI 1 BABAKAN*" and the writer hopes by using *Numbered Heads Together* technique for teaching reading comprehension, the students will be more interested



and active in studying English lesson especially in reading comprehension and also can encourage them to comprehend reading text in English.

B. The Identification of the Problem

1. The Field of the Research

The research, is entitled: “The Influence of the Application of *Numbered Heads Together* technique on the Students’ Reading Comprehension at the Eleventh Year Students of SMA Negeri 1 Babakan”, tries to know the teacher by applying *Numbered Heads Together* technique in the learning process of English, especially in reading comprehension. The other one is to know the students’ reading comprehension in English learning after applying *Numbered Heads Together* technique.

2. The Kinds of Problem

There are many problems in English especially about the reading comprehension. The research would like to mention the kinds of problem:

1. The students cannot comprehend English texts well
2. The students are less motivated and interested in learning English
3. The students feel difficult when learn English because English is not first language

There are many problems and there are solutions for them. The teacher should understand that the students want. We give information about reading comprehension by applying *Numbered Heads Together* technique, give them

the opportunities to more practice comprehend English text and give exercise to improve their reading comprehension. Finally, the students can apply it into real purpose.

3. The Main Problem

The main problem in this research is the students' weakness in reading comprehension. Therefore, the writer tries new technique by applying the influence of the application of *Numbered Heads Together* technique on the students' reading comprehension as the problem solving to solve the problem.

C. The Limitation of the Problem

In this thesis the writer has decide to limit the topic only talking about "The Influence of the Application of *Numbered Heads Together* technique on the Students' Reading Comprehension at the Eleventh Year Students of SMA Negeri 1 Babakan" because many students have difficulty in reading comprehension. In this thesis the writer just wants limit the students' knowledge of reading comprehension that is limited in the text form of report and the students' reading comprehension in the text form of report by applying *Numbered Heads Together* technique.





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D. The Questions of the Research

Based on the reason above, the writer tries to close attention to:

1. How is the students' reading comprehension before the application of *Numbered Heads Together* technique?
2. How is the students' reading comprehension after the application of *Numbered Heads Together* technique?
3. Is there any positive and significant influence of the application of *Numbered Heads Together* technique on the students' reading comprehension?

E. The Aims of the Research

Based on the questions above, the writer would like to arrange the aims of the research as follows:

1. To find out the students' reading comprehension before the application of *Numbered Heads Together* technique.
2. To find out the students' reading comprehension after the application of *Numbered Heads Together* technique.
3. To find out the positive and significant influence of the application of *Numbered Heads Together* technique on the students' reading comprehension.



F. The Uses of the Research

The writer expects that this final project has some significances:

1. For the writer

It gives the writer a motivation that teaching reading comprehension is not difficult and knows about *Numbered Heads Together* technique, so the knowledge to be use in the future.

2. For the English teachers

It will give the teachers better insight into *Numbered Heads Together* technique and make them realize that *Numbered Heads Together* technique is also worth in learning reading comprehension especially in senior high school and it is one of techniques in learning English.

3. For the students

The use of *Numbered Heads Together* technique helps students to comprehend the reading passage in learning process and to get knowledge how to manage classroom is interesting.



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