

**THE IMPLEMENTATION OF NUMBER HEAD TOGETHER METHOD
FOR TEACHING READING TO SENIOR HIGH SCHOOL STUDENTS**

S-1 THESIS

**Submitted as a Partial Fulfillment of the Requirements for Undergraduate
Degree of Education in English Education Study Program**



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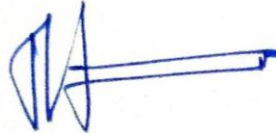
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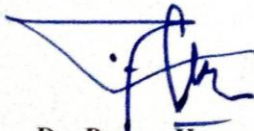
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“THE IMPLEMENTATION OF NUMBER HEAD TOGETHER METHOD FOR TEACHING READING TO SENIOR HIGH SCHOOL STUDENTS”**.

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, ... July 2020



Agus Suwarno

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MOTTO

There will be a way for those who believe.

The Writer

PRESENTATION

I dedicate this thesis to:

1. My beloved mother Jemini and father Suratno.

“Thank you for all the prayers that you always pray to God for my success.

Thank you for your support. Because of your prayers and support, I finally managed to finish what I started. I love you”

2. My beloved wife, Dwi Apriliana.

“Thank you for accompanying me in doing this thesis. Without your support and understanding this thesis might not be finished. I love you.”

3. My best friends, Eko Yuniarto, Muhammad Waahid, Mesya Sukmayati, Yustikawati, and Dwi Sri Rahayu.

“Thanks for your supports. I will always remember our togetherness and memories. I hope all of us will reach our dreams.”

4. My beloved friends in English Education Study Program.

“Thanks all for the support, help, togetherness, and friendship. See you on top.”

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Many thanks are also addressed to everyone whom the writer cannot mention one by one. In the end, the writer admits that this thesis be far from being perfect. Therefore, the writer welcomes all criticisms, suggestions from readers in order to make this thesis perfect. At last, the writer hopes that this thesis will be useful for especially the English students and readers in general.

Klaten, July 2020

The Writer,

Agus Suwarno

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ABSTRACT

AGUS SUWARNO, Student's Number. 1611200015, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. *The Implementation of Number Head Together Method for Teaching Reading to Senior High School Students.*

This research aimed at describing the implementation of Number Head Together method for teaching reading to senior high school students.

The strategy which was used in this research was Descriptive Qualitative Research. The data of this research were the information about teaching and learning reading using Number Head Together method. The source of the data in this research included five journals related to teaching and learning using Number Head Together method. The data were collected through documentation technique. The technique of analyzing the data was descriptive qualitative.

Number Head Together method could be applied in teaching narrative, recount, and descriptive text. The evaluation used to evaluate the learning process could be in the form of multiple choice or quiz given after the learning process. Evaluation also could be taken from observing all students activities during the learning process. Each of previous researches used same steps but different evaluation technique in implementing Number Head Together method for teaching reading. There were 5 strengths and weaknesses of Number Head Together method. Number Head Together could be applied for junior and senior high school. Number Head Together method was successfully applied well in teaching and learning reading.

Key Words: implementation, teaching reading, Number Head Together

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an interactive process between readers and the text. Interactive process is a combination of the top-down processing and bottom up processing. In the bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letter, morphemes, syllables, words, phrase, grammatical cues, and discourse of order in these signals). However, in the top-down processing, or conceptually driven, processing in which we draw on own intelligence and experience to understand a text (Brown, 2000: 298). During reading process, the readers create the meaning of the text through employing visual and non visual effective reading strategies (Sabouri, 2016:229). The readers try to decode the printed symbol in the text and interpret the code into information. The readers gain information through reading the text.

To gain the information from the text, the readers need effective reading strategies. Effective reading strategies encourage students to become more responsible for their own learning. Effective reading strategies make the students easy to comprehend the information put in the text.

There are some effective reading strategies. Four of these general strategies which claim to help the students reading comprehension are

visualization, summarization, making inference, and making connections to one's own life and experience (Moore & Lo, 2008: 124). Visualization involves students creating mental pictures in their mind while they are reading, or stopping at certain points in a reading selection to make these visualizations. Summarization is teaching students how to summarize what they have read to themselves. Teachers model this by reading a passage, stopping at certain points then explaining aloud what they have read.

Making inferences is taught by a teacher reading a passage aloud to a class that has some of the details missing. The story's context can guide the students to the details that are missing. The teacher again models and guides the students to ask themselves appropriate questions to try to fill in the important details. Make connection to their reading is done in a similar way. The teacher reads a passage aloud, stops at a certain point then say how they can relate what they have read to their own life. The teacher does this often, then gets the students involved by asking questions. All four of these strategies are sometimes combined to create one larger once they have been taught and mastered.

The students need reading skill not only to learn something (lesson), but also to get experience, knowledge, and everything which can support the students' ability to comprehend English text that the students read. In addition to the reading skill the learners must understand, there are three aspects of language that the learners must understand. The three aspects are grammar, vocabulary, and spelling. Grammar is very helpful

for effective language learning. Grammar is partly study of what forms (or structure) are possible in a language (Thornbury, 1999: 1). Traditionally, grammar has been concern almost exclusively with analysis at the level of the sentence. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Alqahtani, 2015: 21). Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Spelling is a complex process, which involves different skills at the same time when a word is spelt (Wai, Chan, & Zhang, 2014: 22).

According to *Peraturan Menteri Pendidikan dan Kebudayaan Pasal 19 ayat 1 Tahun 2013 Tentang Standar Nasional Pendidikan*, learning in the education unit is held interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. It means that the learning process must be able to attract students in order to make learning more fun and attractive, so students are able to actively participate.

Based on the observation, the researcher found that most students had problem to understand text when they read it. Because they did not have enough vocabulary, they got difficulties to understand what they read and they faced difficulty in remembering the information they had caught in reading.

There are some methods which can be used to solve the problem. Three of them are the PQRS method, CTL method, and Number Head Together method. PQRS and CTL methods usually encourage students to think individually, while Number Head Together encourages students to think and work in a team. Students will be more enthusiastic in learning when they discuss with friends in solving a problem. Similarly, when students try to understand and look for new vocabulary, students will more easily understand new vocabulary when they discuss with friends. So, group discussion methods like Number Head Together are the best methods that can be used to overcome reading problems.

Number Head Together is a technique that provides opportunities for students to share ideas with each other and consider the most appropriate answers. Besides that, this technique encourages students to increase their spirit of collaboration (Isjoni, 2011: 113). Number Head Together gives students opportunity to develop their team work ability. Number Head Together method involve many students to analyze the material and checking their comprehension about the material. According to Supriadi, Marbun, and Buan (2013: 12), Numbered Heads Together was about group work. It was effective to encourage another student to study because the high achievement students could share their knowledge and comprehension to the low achievement students. The students would be able to learn and explore the learning by themselves.

Based on the previous statements above, the researcher strongly assumed that Number Head Together (NHT) can make reading activities effective, innovative, and enjoyable. Through each step, NHT can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and combine it with each other in the team. The students are more active in the class in terms of sharing ideas, asking, and answering questions.

In accordance with the explanation, the researcher intends to conduct a research entitled “The Implementation of Number Head Together Method for Teaching Reading to Senior High School Students.”

B. The Reason of Choosing Topic

The reasons that interest the researcher to study this topic can be seen below.

1. The researcher is interested in Number Head Together model because it can improve the ability of the students to comprehend the text and work as a team.
2. The researcher is interested to solve the reading problem that faced by the students through Number Head Together method.

C. The Limitation of the Study

The researcher wants to limit the study. The limitation of the study will focus on the implementation of Number Head Together method for teaching reading to senior high school students.

D. The Problem of the Study

The problem that is discussed in this study is how is the implementation of number head together method for teaching reading to senior high school students?

E. The Aim of the Study

The aim of the study is to explore the implementation of Number Head Together method for teaching reading to senior high school students.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

It can be used to enrich the repertoire of teaching and learning reading theory.

2. The Practical Use

It can be used as a teaching model for other schools.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the researcher would like to describe the key terms as follows:

1. Implementation

According to Usman (2002: 70), implementation is led to the activities, actions, actions, or the existence of a system mechanism. Implementation is not just an activity, but a planned activity and to achieve the objectives of the activity. While Setiawan state that implementation is the expansion of activities that mutually adjust the process of interaction between goals and actions to achieve them and require an implementing network, an effective bureaucracy (Setiawan, 2004: 39). Based on the opinions of the experts above, it can be concluded that implementation is a planned activity, not just an activity and is carried out seriously based on reference to certain norms to achieve the objectives of the activity.

2. Reading

Reading is the result from two activities named decoding and comprehending (Flynn and Stainthorp, 2006: 42). In this study, reading means students' activity of understanding text by decoding and comprehending the code on the text to create meaning.

3. Number Head Together Model

Number Head Together is a technique that provides opportunities for students to share ideas with each other and consider

the most appropriate answers. besides that this technique encourages students to increase their spirit of collaboration (Isjoni, 2011: 113). In this study, Number Head Together means one of the effective model that gives the students opportunities to share ideas with each other to find the best solution in order to raise test score in the classroom at tenth years students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

H. The Organization of the Study

This organization is presented in order to give the direction of the study arrangement. It is also meant to give description to the readers.

Chapter I is introduction. It consists of the background of the study, the limitation of the study, the statement of the problem, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of the theory of reading, previous studies, position of the study, Number Head Together model, and action hypothesis.

Chapter III is the method of the study. It deals with the meaning of research method, the subject of the study, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists the present of the data, the analysis of the data, and the discussion of the findings.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and the suggestion of the research.

A. Conclusion

In this study, the researcher would like to answer the statement of the problem that had been written in the previous chapter. It is “How is the implementation of Number Head Together method for teaching reading to senior high school students?”.

After analyzing the data, the researcher found that there were four steps of implementing Number Head Together method. The researcher also found that Number Head Together method could be applied in teaching narrative, recount, and descriptive text. The evaluation that was used to evaluate the learning process could be in the form of multiple choice or quiz given after the learning process. Evaluation could also be taken from observing all students’ activities during the learning process. There are 5 strengths and 3 weaknesses of Number Head Together method.

Based on the explanation above, the researcher found that each of previous researches used the same steps but different evaluation technique in implementing Number Head Together method for teaching reading.

B. Suggestion

In this case, the researcher would like to present some suggestions to the students and the English teacher.

1. To the Students

The researcher suggests that the students give more attention, keep their attitudes when the teacher explains the lesson and teach them. In addition, the researcher also suggests that the students develop their knowledge in grammar, vocabulary, and spelling in order to get a better achievement in comprehending the text.

2. To English Teacher

The researcher suggests the teachers to apply Number Head Together method as an alternative way in teaching reading. It is supported by the findings that Number Head Together method can help the students to increase their ability in reading. Number Head Together method can also increase the teacher's performance and the student's participation in the classroom. The teacher should monitor students' activity during teaching and learning reading and support the students by giving some motivations to make the students more active and focus on the material.

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