

**THE IMPLEMENTATION OF NUMBERED HEADS
TOGETHER TO HELP STUDENTS OBTAIN THE MAIN IDEA
ON AN ENGLISH TEXT
(Experimental at MAN 4 Aceh Besar)**

THESIS

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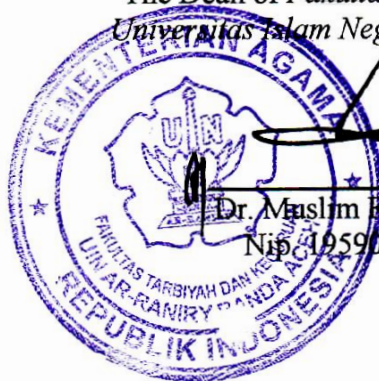
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adalah benar-benar karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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A R - R A

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ABSTRACT

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Reading is one of English skills that the students should master well. Reading is a way to get information from the written text. Harmer (2007: 99) stated that, "Reading is useful for language acquisition, the more they read, the better they get. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and their writing". One of the reading parts is reading comprehension which is the act of understanding to a text. There are several difficulties that faced by students in teaching reading, such as less vocabulary and different text difficulty level. Based on the result of observation, many students could not determine and felt confused about the main idea of the English text. Therefore, this thesis, entitled: **"The Implementation of Numbered Heads Together to Help Students Obtain the Main Idea on An English Text"** was intended to find out whether Numbered Heads Together can help students obtain main idea on an English text or not. To achieve the aim of this study, the researcher conducted the research in MAN 4 Aceh Besar. For the sample, the researcher chose second year students of MAN 4 Aceh Besar. To collect the data, the researcher used teaching experiment, pretest-posttest, and questionnaire. Experimental teaching was done in fifth meeting. The result of this research showed that Numbered Heads Together strategy helped students obtain main idea on an English text. It was proved that based on the data from students pretest and posttest score, it was shown that where the students' mean of pretest was 47,8 and mean of posttest was 76,31. Then, the calculation from t_{test} also showed the significant improvement of students' score which is t_{value} is bigger than t_{table} (t_{value} is 9,51 and t_{table} is 1,73). Hence, it can be concluded that the implementation of Numbered Heads Together helped students obtain main idea on an English text.

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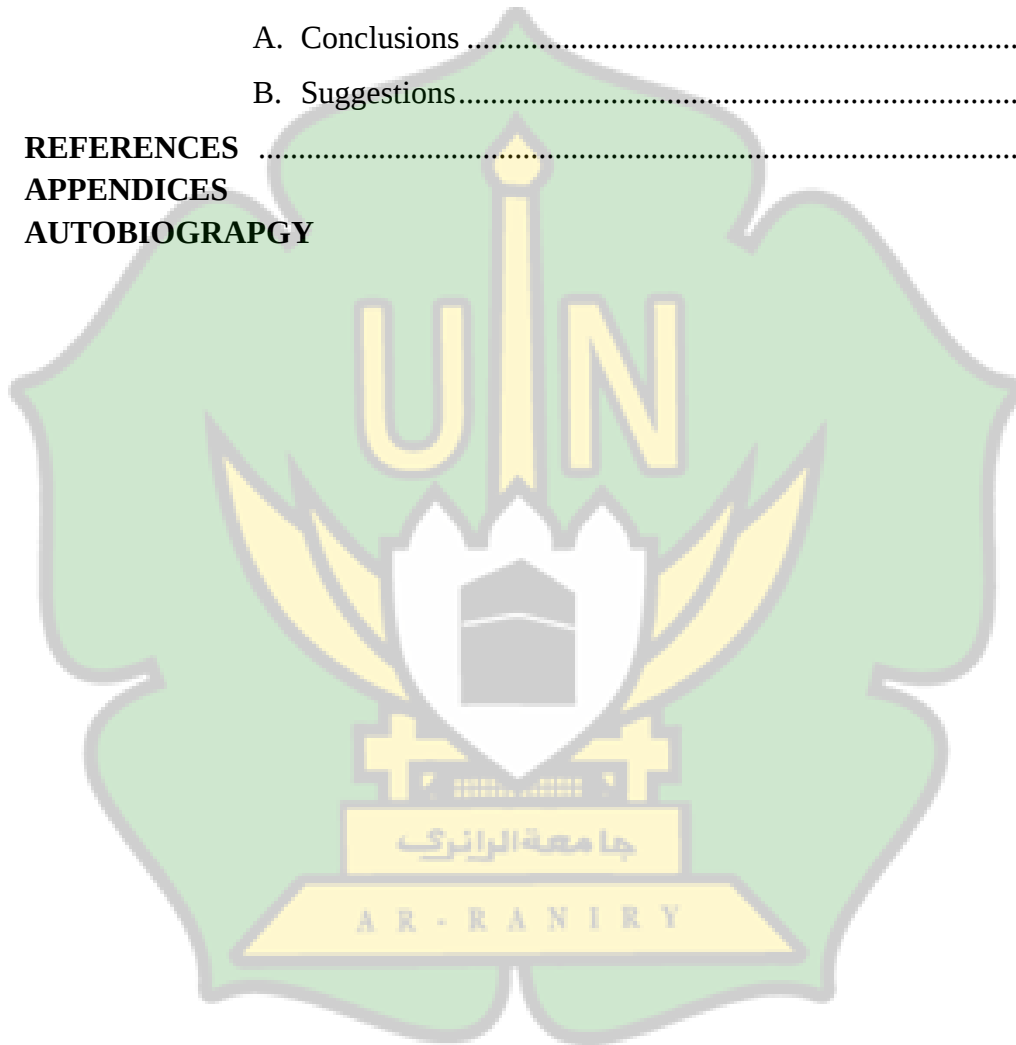
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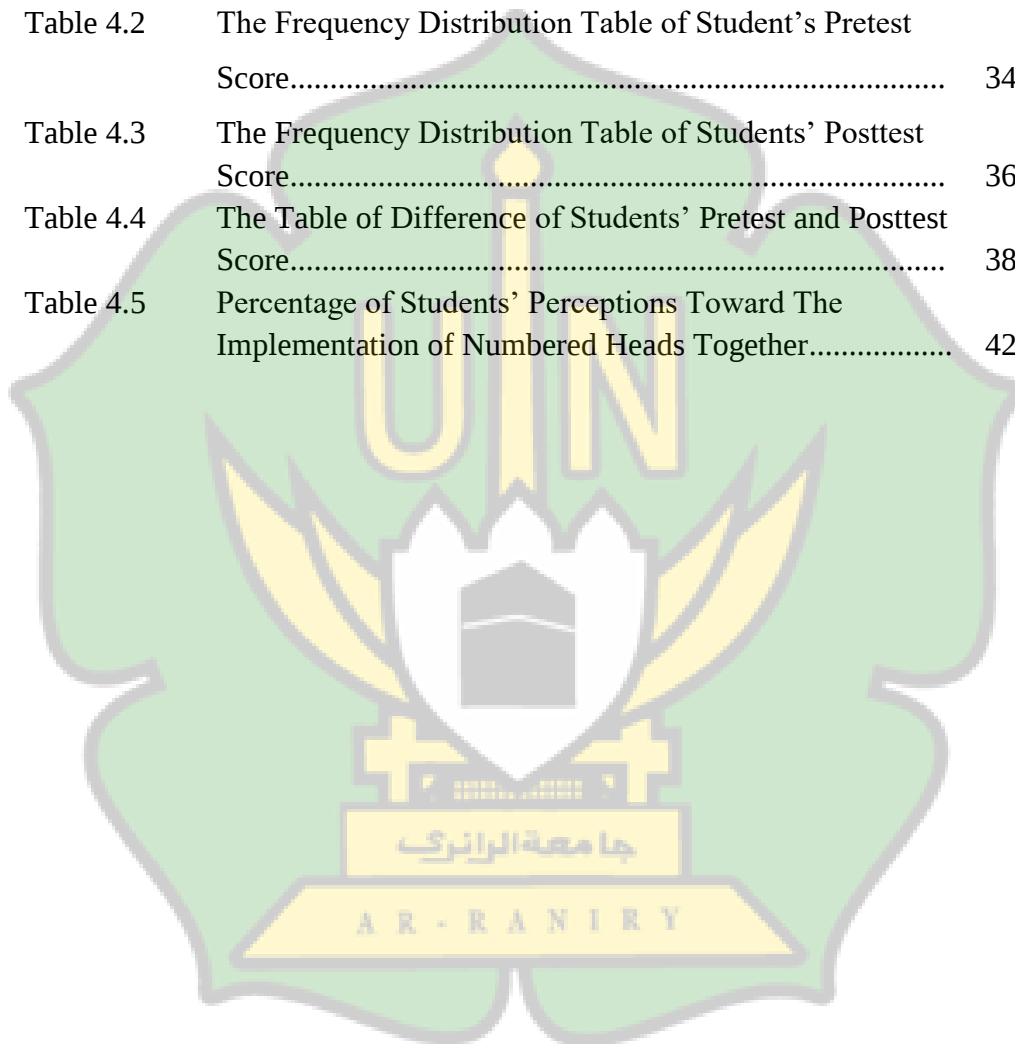
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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of English skills that the students should master well. Reading is a way to get information from the written text. Harmer (2007: 99) stated that, "Reading is useful for language acquisition, the more they read, the better they get. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and their writing". One of the reading parts is reading comprehension which is the act of understanding to a text. Therefore, understand the text, the readers have to be able to comprehend the whole text.

Comprehending the text must be taught by teacher or tutor. In order to comprehend the text, someone has to read it critically. So, critical reading ability is needed. Team (2014) stated that, "Critical reading is an essential part of the information gathering process that is required to create an academically sound assignment. At its most basic level, critical reading involves note taking for granted anything you read". It means, the reader will do questioning, analyzing, and evaluating the text by using critical reading.

Before doing the research at MAN 4, the researcher did an observation to the participants specifically to know their ability in understanding the main idea on an English text. The result of observation is second year students of MAN 4 Aceh Besar found difficulties in reading skill, such as less vocabulary and

different text difficulty level. In reading comprehension, the students had to understand the meaning of the whole text in order to analyze and evaluate the text. Based on the result of observation, many students could not determine and felt confused about the main idea of the English text. They knew how to read, but they only understood the text in chunks. Based on this problem, this study focused on helping the students to comprehend the English text, such as obtaining main idea, supporting idea, and getting information of the text.

In order to understand the English text, there are some ways to help students in practicing reading. One of the ways in practicing reading is to create the creative classroom. Creative classroom can encourage the students to practice reading habit. One of the learnings that can be applied in the classroom is a cooperative learning. Cooperative learning can help the teacher to achieve a learning goal. Sunal and Hans (2000) in Chairani (2003: 3) said that, “cooperative learning is a method for motivating the students to cooperate in learning progress”. According to Slavin (1995), “cooperative learning has been shown to enhance achievement of the students, race relations, acceptance of special needs students, and self-esteem”. One type of the cooperative learnings is Numbered Heads Together. It was developed by Spencer Kagan.

Furthermore, NHT is the learning technique that prioritizes students activities in group for searching, processing, and reporting information. According to Trianto (2007: 62), there are four phases of the Numbered Heads Together, those are numbering, questioning, heads together, and answering. According to Spencer Kagan (1992: 17), there are some steps for this technique. First, divide

the class into groups of 2,3 or 4. Second, students number off in the group. Third, present a problem to the students. Forth, each group is to come up with the answer and make sure that everyone in the group knows it. Fifth, teacher calls a number and the person with the corresponding number has to answer the question.

There are some previous studies that one of them was conducted by Fithiawati entitled: The Effectiveness of Number Head Together (NHT) Technique on Students' Reading Ability of Narrative Text. The result showed that Number Head Together (NHT) technique was effective to use in teaching reading ability of narrative text. It can be seen from the gain score of experimental class that was taught by using Number Head Together was higher than that of controlled class. Another previous study was conducted by Fiki Maulidatun Nikmah entitled: The Effect of Using Numbered Heads Together to The Seventh Grade Students' Reading Comprehension of SMP Negeri 8 Kediri In Academic Year 2014/15. The result concluded that there was very significant effect of Numbered Heads Together in teaching reading comprehension. The teachers could apply this technique as a variation technique on teaching reading. The teachers could use this technique to teach the students comprehend the text well.

This study would be done because the students had the difficulty in understanding the English text. It was caused by lack of vocabulary. Moreover, they had an interest to read the English text, but the different text difficulty level was also their problem in reading comprehension. Therefore, the researcher wanted to apply Numbered Heads Together in classroom that can help the students in reading comprehension, especially main idea.

The main idea is not always stated clearly. It is more difficult to identify a main idea if it is implied or inferred. It can be inferred through other words in the paragraph. However, main ideas are often found at the beginning of paragraphs. The first sentence often explains about the discussed subject in the text. Main idea are also found in the conclusion sentence of a paragraph. The main idea can be stated as a summary of the information in the paragraph as well as correlation to the next paragraph.

Regarding to the case above, the researcher will conduct the experimental research by using similar title and different object. The researcher believes that Numbered Heads Together is a helpful and suitable technique to be applied and to help students getting main idea and information on the text.

B. Research Question:

The research questions of this study are:

1. To what extent does Numbered Heads Together help the students in obtaining the main idea on an English text?
2. What are the students' perceptions toward the implementation of Numbered Heads Together?

C. Hypothesis

The hypothesis in this research are:

1. H_0 : Numbered Head Together is not effective to help students obtain the main idea on an English text.

2. H_a : Numbered Head Together is effective to help students obtain the main idea on an English text.

D. The Aim of Study

The researcher observed the technique to obtain a purpose. It was related to the research questions. Thus, the aim of this study is:

1. To find out the effectiveness of Numbered Heads Together help the students in obtaining the main idea on an English text.
2. To find out the students' perceptions toward the implementation of Numbered Heads Together.

E. The Significant of Study

The result is expected to be useful for teachers, students, readers and as reference of the learning technique to teach reading comprehension in the school.

1. For Teachers

This research provided the technique of teaching reading comprehension by using Numbered Heads Together. The researcher hoped that Numbered Heads Together can be one of the techniques to be used and applied in classroom as reference for teaching-learning process to improve students in reading comprehension, especially main idea.

2. For Students

Numbered Heads Together can engage the students in learning reading comprehension and help the students to improve reading comprehension. By using Numbered Heads Together, the researcher hoped the learners did not only improve in reading, but also got new knowledge from the text.

3. For Readers

The researcher hoped that this research is used as reference to English students who want to develop their ability in understanding about teaching reading comprehension.

F. Terminology

The researcher considered that it is necessary to clarify some terms which are used in this thesis to avoid misinterpretation, the terms used as follow:

1. Numbered Heads Together

NHT is one of the learning techniques that establishes the cooperation or teamwork of the students in classroom. They have to participate actively in learning progress. NHT was developed by Spencer Kagan (1992) to involve more students in learning material which consist in a lesson and to know their knowledge about the material given. NHT is a cooperative strategy that offers an alternative to the competitive approach of whole-class question-answer, in which the teacher asks a question and then calls on one of the students with a raised hand.

NHT is the learning technique that prioritizes students activities in group for searching, processing, and reporting information. NHT also encourages students to enhance cooperation between them. This learning can be used for all subjects and age levels of the students.

2. Main idea

Main idea is a key statement of the paragraph. The main idea is the central, or most important in a paragraph or passage. The main idea may be stated or it

may be implied. Usually, main idea is the common thought of each paragraph that will be supported by supporting details. Without a main idea, the paragraph can be confused. Main idea of the text is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph

Moreover, main idea can be stated implicitly or explicitly. Several sentences in a paragraph can imply the main idea by introducing facts about the topic, also can be drawn from facts, reasons, or examples that give clues to discover the main idea in the selected text.

