

AN UNDERGRADUATE THESIS

**INCREASING THE READING COMPREHENSION ABILITIES BY
USING NUMBERED HEADS TOGETHER (NHT) STRATEGY AT
THE TENTH GRADERS OF MAN 1 LAMPUNG TIMUR**

By:

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**Tarbiyah and Teacher Training Faculty
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1438 H / 2017 M**

**INCREASING THE READING COMPREHENSION ABILITIES BY
USING NUMBERED HEADS TOGETHER (NHT) STRATEGY AT
THE TENTH GRADERS OF MAN 1 LAMPUNG TIMUR**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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ABSTRACT

**By:
PENTRI MEIVA**

The purposes of this research are to show that using Numbered Heads Together (NHT) strategy can increase the students' reading comprehension abilities and students' learning activities at the tenth grade of MAN 1 Lampung Timur in academic year 2016/2017.

The researcher had outlined the problem in this research that focused on reading comprehension abilities. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

This research was classroom action research that consisted of two cycles. The research was conducted at MAN 1 Lampung Timur on X IAI class which consisted of 35 students. The data collecting technique used test, documentation, observation and field note. Regarding to the research process, the researcher gave the pre-test for the students to know their reading comprehension abilities score. Then, the researcher gave the treatment for the students. In addition, the change of the students' comprehension abilities score could be known through post test that had been given in every cycle. The test consisted 20 items of multiple choice forms.

The result of the research illustrated the average of the students' score in pre-test was 62 and post test 1 was 73 and post test 2 in cycle II was gained the average score was 77. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Numbered Heads Together (NHT) strategy can increase the students' reading comprehension abilities at the tenth grade of MAN 1 Lampung Timur.

**MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA
MENGUNAKAN STRATEGI NUMBERED HEADS TOGETHER (NHT)
PADA SISWA KELAS X MAN 1 LAMPUNG TIMUR**

ABSTRAK

Oleh:

PENTRI MEIVA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Numbered Heads Together (NHT) strategy dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa tingkat X MAN 1 Lampung Timur pada tahun pelajaran 2016/2017.

Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di MAN 1 Lampung Timur pada kelas X IAI yang terdiri dari 35 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, dokumentasi, observasi, dan catatan lapangan. Tahapan-tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan pemahaman membaca siswa. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya. Perubahan nilai dari siswa akan diketahui melalui hasil post test yang dilakukan dalam setiap siklus. Test ini terdiri dari 20 soal berbentuk pilihan ganda.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 62, post test 1 adalah 73 dan post test 2 pada siklus II adalah 77. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa Inggris. Kesimpulannya adalah penggunaan Numbered Heads Together (NHT) strategy dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran siswa pada tingkat X MAN 1 Lampung Timur.



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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

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APPROVAL PAGE

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RATIFICATION PAGE

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An Undergraduate Thesis entitled: **INCREASING THE READING COMPREHENSION ABILITIES BY USING NUMBERED HEADS TOGETHER (NHT) STRATEGY AT THE TENTH GRADERS OF MAN 1 LAMPUNG TIMUR.**

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 5th 2017



Researcher,

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MOTTO

اقراً باسم ربك الذي خلق

“Read in the name of your Lord who created”

(Qs. Al-Alaq:1)

“Be Awesome! Be A Book Nut!”

-Dr. Seuss-

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved family, especially my parents (Mr. Riskholip and Mrs. Sri Utami) and my sister (Tensya Wardani) who always pray and support in their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved and inspiring friends of TBI class and BIDIKMISI scholarship who have given support and wonderful motivation.

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The big family of MAN 1 Lampung Timur, thanks for help!

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As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the researcher that she could accomplish this undergraduate thesis. Peace is upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

This undergraduate thesis entitles “Increasing the Reading Comprehension Abilities by Using Numbered Heads Together (NHT) Strategy at the Tenth Graders of MAN 1 Lampung Timur”. The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd.) in English Education Department.

There were many helpful individuals involved in accomplishing this undergraduate thesis that researcher could not mention one by one. Her deepest gratitude would be addressed to her parents who always give her everlasting love and pray. The greatest gratitude would be addressed to both of advisor, Dr. Mahrus As’ad, M.Ag. and Syahreni Siregar, M.Hum. May Allah SWT give them His better reward for their supporting and guiding during the undergraduate thesis writing process.

Furthermore, the researcher would like to express her big thanks to the teacher of course, lecturers of English Education Department, the students of

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The researcher do apologizes for all mistakes that she had made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit especially for our campus and all of the readers generally in improving language learning.

Metro, June 5th, 2017

Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English serves as a foreign language. This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. English has become a compulsory subject which is taught in junior high school, senior high school and university. MAN 1 Lampung Timur is one of many senior high schools that has schedule, three times a week to learn English subject, so it can be an important subject that to instruct the skill of students to communicate and use the English in certain literacy level. Mastering English means acquiring such four basic skills of language as listening, speaking, reading and writing skills. Each skill is correlated one to another. The important one of four levels is reading, because the success of students' study depends on the greater part of their ability to read the text.

Reading is not enough for the reader to understand a set of words in sentence only. The reader also must be able to understand the reading text in order to get the message and information what they read. A good reading will improve the students' ability in gathering ideas to communicate. In the reading activity, the process of understanding should be comprehensively obtained. Reading and comprehension are united in one part and they cannot be separated.

Related to the measurement of reading comprehension, the students who are comprehensively good in reading must be gained such indicators as: 1) identify the meaning of ideas in the text, 2) identify communicative purpose of the text, 3) identify main idea of the text and 4) identify information contained in the text.

In the fact, many students still find the difficulties to increase their reading comprehension abilities. The students have low motivation to learn English especially in reading because they assume that they need long time to read the text. They still feel bored when reading a long text. The students have low ability to comprehend the main idea and information from the text. Students' vocabulary mastery is very low, so they get the difficulties to know the meaning from the text. The students are not interested about the learning method that used by the teacher in Reading subject. They need a learning strategy that can give them a high motivation in reading.

Then, the next fact is the researcher has done the pre-survey by using the test for knowing the score in English especially in reading comprehension abilities. The result can be seen on the following table:

Table 1.

The students' pre-survey score

At the tenth graders of MAN 1 Lampung Timur

No.	Students' Name	Score	Interpretation
1.	A. H. A. L.	75	Good
2.	A. K.	30	Bad
3.	A. T. K.	55	Less

4.	A. I.	10	Bad
5.	A. A. R.	55	Less
6.	A. M.	50	Less
7.	A. A. G.	65	Enough
8.	A. W. G.	45	Less
9.	A. N. A.	35	Bad
10.	A. E. W.	90	Excellent
11.	A. N. K.	75	Good
12.	D. Y.	35	Bad
13.	D. A.	15	Bad
14.	D. E.	15	Bad
15.	E.	15	Bad
16.	F. R.	75	Good
17.	F.	30	Bad
18.	F. M. W.	5	Bad
19.	I. M.	70	Enough
20.	J. I. A. U.	75	Good
21.	M. K.	25	Bad
22.	M. W.	30	Bad
23.	M. WA.	35	Bad
24.	N. F. U.	25	Bad
25.	N. S.	30	Bad
26.	R. L. R.	30	Bad
27.	R. Z. W. M.	25	Bad
28.	R. O.	75	Good
29.	S. A.	80	Good
30.	S. V.	40	Less
31.	S. J.	20	Bad
32.	T. K.	85	Excellent
33.	T. P. P.	30	Bad
34.	Y. P.	25	Bad
35.	U. R.	10	Bad
Total	35 Students	1485	
Average		42,43	

Table 2.
The students' score result
At the tenth graders of MAN 1 Lampung Timur

No	Grade	Category	Frequency	Percentage (%)
1	≥ 75	Completed	8	23 %
2	< 75	Uncompleted	27	77 %
Total			35	100 %

Source: The result data of reading test at the tenth graders of MAN 1 Lampung Timur on October 26th 2016.

The table above represents that only 8 students from 35 students get good score (completed) in reading test. The minimum mastery criteria (KKM) for English in MAN 1 Lampung Timur is ≥ 75 . It can be seen that 27 students belong to be uncompleted for the score < 75 and only 8 students can do well in reading test. It can be explained that 27 students have low reading comprehension abilities.

Related to the problems above, the researcher wants to give the information about one of the learning strategies that can improve the students' reading comprehension abilities. It is Numbered Heads Together (NHT) Strategy. Numbered Heads Together (NHT) is cooperative learning which is focusing on the students' cooperation in a group to reach the learning objectives. Each student divided into small group and they should learn about the material that has been decided.

This strategy is one of the ways in teaching reading comprehension abilities with group work. It hopefully can make the students to have high motivation to read, learn and comprehend the text in reading because they

should be accountable about the number that they get. Therefore, the researcher hopes that NHT strategy suitable to be applied in teaching reading comprehension abilities.

It can be concerned that the researcher would like to conduct this research entitled Increasing the Reading Comprehension Abilities by using Numbered Heads Together (NHT) Strategy at the Tenth Graders of MAN 1 Lampung Timur.

B. Problem Identification

Based on the background explanation above, the researcher can identify some problems, as follows:

1. Students have the difficulties to increase their reading comprehension abilities.
2. The students have low motivation to learn English especially in reading because they assume that they need long time to read the text.
3. The students have low ability to comprehend the main idea and information from the text.
4. Students' vocabulary mastery is very low, so they get the difficulties to know the meaning from the text.
5. The students are not interested about the learning method that used by the teacher in Reading subject.

C. Problem Limitation

Concerning the background of the study and problem identification above, the researcher takes the problem limitation on this research. The research will be focused on the students of the tenth grade of MAN 1 Lampung Timur find the difficulties to increase their reading comprehension abilities.

D. Problem Formulation

Based on the explanation above, the researcher formulates the problems in this research are:

1. Can Numbered Heads Together (NHT) strategy increase the reading comprehension abilities at the tenth graders of MAN 1 Lampung Timur?
2. Can Numbered Heads Together (NHT) strategy increase the students' learning activity at the tenth grade of MAN 1 Lampung Timur?

E. Objectives and Benefits of the Study

1. Objectives of the Study

The objectives of the study in this research are:

- a. To show that using Numbered Heads Together (NHT) strategy can increase the students' reading comprehension abilities at the tenth grade of MAN 1 Lampung Timur

- b. To show that using Numbered Heads Together (NHT) strategy can increase the students' learning activities at the tenth grade of MAN 1 Lampung Timur

2. Benefits of the Research

- a. For the Teacher

The result of the research is expected as a positive contribution for the teacher to choose one of the effective strategy in teaching English, NHT strategy especially in teaching Reading subject.

- b. For the Head Master

The result of the research is expected as a positive contribution for the head master of MAN 1 Lampung Timur to organize the founding of the English learning quality in this school in the future.

- c. For the Other Researchers

The result of the research is expected as a prior knowledge or information about Numbered Heads Together (NHT) strategy in teaching reading for other researchers. May this research can be developed for other purposes in another time.

CHAPTER II

THEORETICAL REVIEW

A. Concept of the Reading Comprehension Abilities

1. Definition of Reading Comprehension Abilities

According to Moreillon, “Reading is making meaning from print and from visual information, but reading is not simple. Reading is an active process that requires a great deal of practice and skill.”¹ It illustrated that reading is the process of thinking and knowing by someone to get meaning and information that show out from the language. Moreover, P. Johnson states that “Reading is the practice of using the text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.”² Then, Serravallo says that “Reading is thinking and understanding and getting at the meaning behind a text.”³

Based on the some definitions stated by some experts, the researcher can conclude that reading is concerned mainly in understanding fully for the reader in creating the meaning intended by the writer. Reading is a special aim of activity that someone did to achieve the purpose that she or he wants

¹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p.10.

² Andrew P. Johnson, *Teaching Reading and Writing*, (USA: Rowman & Littlefield Publishing Group, 2008), p.3

³ Jennifer Serravallo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heineman, 2010), p.43.

Reading comprehension has been argued by John T. Guthrie et.all that “Reading comprehension is learning from text. The reader interacts with the printed material to build new meanings. A relatively good reader can construct more, higher level meanings from a wider diversity of texts, than a relatively poor reader.”⁴

Thus, it can be added by K. Klingner, he explained that:⁵

“Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they get bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).”

Related to the Torgesen in Peter’s book, he stated that:⁶

“Reading comprehension is both a cognitive and an affective activity. Good readers are ‘active’ in the sense of becoming involved cognitively and emotionally in what they are reading. They are often keen to use text as a way of obtaining new information, acquiring new ideas, solving problems, and as a source of enjoyment.”

It can be cited that the learning about understanding the text is called reading comprehension. The reader who has good comprehension in reading can understand more about the text, he can know about all of the sets of text, than the reader who understand yet. Reading comprehension is the activity of the readers to understand new information from the text. Cognitive and affective activities of reader are the processes of reading comprehension.

⁴ John T. Guthrie, et.all, *Motivating Reading Comprehension: concept-oriented reading instruction*, (USA: LEA, 2004), p.12.

⁵ Jannete K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.8.

⁶ Peter Westwood, *What teachers need to know about*, (Australia: ACER Press, 2008), p.33.

The word 'ability' can be defined as the quality/state of being, capacity to do, capacity to do something and having the necessary power. In other words, abilities are the qualities of being able to do something especially the physical, mental, financial, or legal power to accomplish something, a natural or acquired skill or talent and the quality of being suitable for or receptive to a specified treatment. Then, Jean Wallace and Charles pointed out that "Reading ability is a measure of one's general knowledge."⁷ It can be stated that reading ability should aim to increase vocabulary mastery. Reading ability is the search for meaning; actively using our knowledge of the world and of text to understand each new thing we read. Another opinion is reading is language ability. It means that reading is first of all language ability. The raw materials of reading are sounds, words, sentences and communicative intentions that are much the same as that of language in general.

Related to the definitions above, it can be concluded that reading comprehension abilities are the readers' quality and talent and capacity of being able to understand new information by involving the readers' prior knowledge, cognitive skill and strategy use to gain important knowledge from the text.

⁷ Jean W.G. and Charles T, *Understanding Reading Problems: assessment and instruction Ed.4*, (New York: Harper Collins College Publishers, 1994), p.04.

2. Aspects of Reading Comprehension Abilities

Reading comprehension includes all of the processes related to derive meaning from written language (including books and other forms of written language) and constructing meaning from written language. “Deriving meaning” indicates that there is meaning in texts and that meaning needs to be understood. “Constructing meaning” indicates that often readers go beyond the meaning explicitly contained in the text and add to that meaning based on their own experience and their ability to infer additional or deeper meaning. Thus reading comprehension is much more than the ability to read individual words and know what those words mean. To comprehend what one reads is to understand the meaningful message sent by the author.

The following knowledge, skills, and dispositions are all brought to bear in comprehending a text:⁸

a. Literacy Awareness

Literacy awareness includes knowing that written language has meaning and purpose, and that there are conventions in printed language (e.g., left-right and top-down progression of words on the page; sequence of pages; title page; table of contents; index; etc).

b. Decoding Skill

Decoding skill includes knowledge of the alphabetic code (i.e., that there are systematic relations between the sounds of the language and written letters and combinations of letters on a page); ability to attack and

⁸ Mark Ylvisaker et al., *Tutorial: Reading Comprehension*, (New York: Brain Injury Association, 2006), p.1.

decode (“sound out”) familiar and unfamiliar words; and reasonable fluency (ease and speed) of decoding. Fluent decoding is critical for effective comprehension; students who do not decode fluently exhaust their limited cognitive resources on decoding and are therefore unlikely to comprehend effectively what they read.

c. Language Factors

Language factors in reading comprehension are:

- 1) Phonological awareness: it refers to awareness of the sound system of the language. This includes awareness of words that rhyme (end the same) and alliterate (start the same); ability to break words into component syllables (e.g., blackboard = black+board) and component sounds (mat = m+a+t). The latter is known as phonemic awareness and is critical for fluent decoding.
- 2) Word knowledge: it includes knowing the meaning of words (e.g., understanding them when they are spoken), including multiple meanings of ambiguous words. Good readers have a broad vocabulary.
- 3) Discourse structures are the conventional ways in which people organize stories, descriptions, explanations, and the like. For example, a simple story (or an episode in a longer story) typically begins with the characters, place and time; then moves to some event that starts the action of the episode; then describes how the main characters react to that event; then describes how they plan to deal with the issue; then

presents the unfolding of the actions; then offers a resolution. This standard way to organize a story is called narrative organization, narrative discourse structure, or story grammar.

- 4) Syntax rules: reading comprehension also assumes syntax knowledge and an ability to infer meaning from the order of words (e.g., “John hit Tom” means something different from “Tom hit John”).

d. Cognitive Factors

Cognitive factors in reading comprehension are:

- 1) Knowledge of objects and events in the world: reading comprehension assumes some knowledge about the world that is described by the text. If the student is completely ignorant about the topic of a text, then comprehension will fail despite good decoding ability. Ignorance of the topic is not a reading problem per se, but certainly affects comprehension in a dramatic way for all readers. Good readers have broad world knowledge.
- 2) Attention ability: ability to comprehend extended text assumes the ability to maintain attention over time. When the mind wanders, comprehension falters.
- 3) Organizational ability: reading comprehension assumes an ability to relate sentences (actions and themes) presented in the text and to create a unified whole out of the parts of a text. Reading comprehension also assumes an ability to relate the information

presented in a text to what the student already knows about the world.

These abilities to relate or make connections are organizational skills.

- 4) Memory: reading comprehension assumes the ability to hold many units of information in mind at one time (working memory). It also assumes the ability to encode into memory what one has read, store those memories, and later retrieve them in order to understand later parts of the text.
- 5) Reasoning ability: effective reading of a text assumes an ability to distinguish between what is important and what is unimportant, to make predictions, to interpret events, to draw inferences, and the like.

e. Self-Regulatory / Executive Function Processes

In reading comprehension, the reader should prepare their self-regulatory, as follows:

- 1) Preparation for reading: good readers know why they are reading a text, preview the text, ask themselves questions to be answered by the text, and in other ways preset themselves for comprehension. Young children may do a “book walk”, that is, page through a picture book to get a sense for what the story is about. Older students will survey a text before reading, for example looking at chapter and section headings, looking at chapter comprehension questions, and the like.
- 2) Interpretation of text as problem solving: good readers ask questions of the text as they read. They try to summarize and get the main ideas. If there are parts of the text they do not fully understand, they take that

as a problem to be solved rather than simply accepting their lack of comprehension.

- 3) Comprehension monitoring: good readers pay attention to how well they understand what they read. If there are gaps in comprehension, they do something about it, for example, by rereading sections of the text.
- 4) Seeking help: good readers seek help when they need it, for example by asking others for explanations, using a dictionary, and the like.
- 5) Sense of self: good readers have a sense of themselves as good readers and enjoy reading.
- 6) Value of reading: good readers value the activity of reading. They take pleasure in reading and love to read.
- 7) Desire for improvement: good readers constantly seek to improve their reading ability.
- 8) Goals: good readers have goals (e.g., acquisition of more knowledge; preparation for a test) that reading will help them to achieve.
- 9) Self-confidence: good readers have confidence in their ability to read and understand what they read.

Based on the opinion above, it can be concluded that reading is the receptive language process to get new ideas. From the text to the reader and the ideas give understanding or knowledge. Then, reading comprehension is the capability of the understanding what the reader read and expect to readers needed to know aspects of reading.

3. Levels of Reading Comprehension Abilities

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follows:⁹

a. Novice-level reader

Novice-level reader, the readers that are able to recognize the writing symbol, words and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

b. Intermediate-level reader

Intermediate-level reader, the readers those are able to find the main gist, key ideas and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

c. Advanced-level reader

Advanced-level reader refers to the reader that has capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narration and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

⁹ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.106-107.

d. Superior-level reader

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Besides, reading comprehension is considered to occur at four levels of complexity. It assumed by Smith that referred to as follows:¹⁰ 1) literal level, at this level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly within the text. 2) Inferential level, at this level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. 3) Critical level, the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. The last level is 4) Creative level, at this level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

¹⁰ Peter Westwood, *Reading and Learning Difficulties: approach to teaching and assessment*, (Australia: ACER Press, 2001), p.21-22.

4. Measurement of Reading Comprehension Abilities

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:¹¹

Table 3.
The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	100

B. Concept of Numbered Heads Together (NHT) Strategy

1. Definition of Numbered Heads Together (NHT) Strategy

According to Kagan, “Numbered Heads Together (NHT) was one of the first cooperative learning structures that I began training. Numbered heads together is to convey the idea that each student had a number and that all the students on the team put their heads together to come up with their best

¹¹ Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

answer.”¹² It means that NHT is one of the cooperative learning strategies to develop the students’ understanding about the learning material.

Moreover, Hassard pointed out that “Numbered Heads Together (NHT) is cooperative learning strategy that can be used by students to complete a small-group activity, answer a question, or complete a hands-on task. It can be a powerful way to encourage student inquiry and problem solving.”¹³ It can be stated that in cooperative teaching class, Numbered Heads Together facilitates the students to be an independent learner. The students find, understand and evaluate the information to be their own understanding. This learning process makes the students have a critical thinking.

Then, Suprijono argues that:¹⁴

“Learning with Numbered Heads Together (NHT) begins Numbering. The teacher divides the class into small groups. Each person in the group is numbered. Once the group is formed, teachers ask some questions to be answered by each group. After that, it is given the opportunity for each group to find the answer. The next step is the teacher calls on students who have the same number of each group. They are given the opportunity to provide answers to questions that have been received from the teacher. The work is ongoing until all students with the same number of each group get a turn exposes answer has been received from the teacher.”

It means that Numbered Heads Together (NHT) is a learning strategy that has some procedures in a small group. Begin from divided students into small group, giving the numbers, discussion until answering the question from the teacher.

¹² Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Clemente, California: Kagan Publishing, 2000), p.6.20.

¹³ Jack Hassard, *Science as Inquiry*, (USA: Good Year Books, 2011), p.23.

¹⁴ Munawaroh, “The Comparative Study Between The Cooperative Learning Model of Numbered Heads Together (NHT) and Student Team Achievement Division (STAD) to the Learning Achievement in Social Subject” *IOSR-JRME*, Vol.5/Jan-Feb. 2015, p.27.

Related to the some quotations above, the researcher can conclude that Numbered Heads Together is one of the learning strategies of cooperative learning that can be applied in any kind of material. NHT can motivate students in learning and increase their understanding because it has a simple four-step structure. Then, it develops team-building skills and also provides a safe risk-taking environment. Group members must arrive at a consensus in terms of the answer. This situation is less threatening for students who are shy or have difficulty speaking orally.

Numbered Heads Together is one of cooperative learning strategy. Cooperative learning activities provide an ideal vehicle for teachers to structure the environment for successful peer interactions and to provide students with the coaching and support they need to develop their social and emotional skills and understanding.

Moreover, Slavin explains that:¹⁵

“Cooperative learning methods are structured, systematic instructional strategies capable of being used at any grade level and in most school subjects. All of the methods involve having the teacher assign the students to four to six member learning groups composed of high, average and low achieving students, boys and girls, black, Anglo and Hispanic students, and mainstreamed academically handicapped students as well as their non handicapped classmates. In other words, each group is microcosm of the class in academic achievement level, sex, and *ethnicity*.”

It can be inferred that cooperative learning is an alternative to the teaching method. In cooperative learning class, the students divide into

¹⁵ Robert E. Slavin, at.all., *Learning to Cooperate, Cooperating to Learning*, (New York: SSB, 1985), p.6.

groups. Then, this method helps the students to learn the content of the materials. Then, Brown states that:¹⁶

“Cooperative learning does not merely imply collaboration. To be sure, in a cooperative classroom the students and teachers work together to pursue goals and objectives. But cooperative learning is more structured, more prescriptive to teacher about classroom techniques, more directive to students about how to work together in groups (than collaborative learning)”

In conclusion, the purpose of cooperative learning is to increase students’ outcomes. Whether academic outcomes or social outcomes, it means that, by applying cooperative learning strategy, the teacher not only can help the students to be more understood about the material but also can help the students to build their social skill.

2. Principles of Numbered Heads Together (NHT) Strategy

a. Purposes of NHT Strategy

According to Kagan, there are some purposes dealing with the use of NHT as the following:

- 1) NHT builds individual accountability their responses
- 2) Students are able to rehearse their responses
- 3) Students gain confidence in sharing their ideas
- 4) NHT builds students’ knowledge around individual responses
- 5) Students are able to process information, communication, thinking, review of material, and check prior knowledge.

¹⁶ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: State University., 2001), p.47.

b. Steps of Numbered Heads Together (NHT) Strategy

Kagan states that there are four (4) steps of Numbered Heads Together strategy in the learning class, as follows:¹⁷

1) Step one, Numbering

Teachers divide students into three- to five-member teams and have the number off so each student on the team has a different number between 1 and 5.

2) Step two, Questioning

Teachers ask students a question. Questions can vary. They can be very specific and in question form, such as “How many states in the Union?” Or they can be directives, such as “Make sure everyone knows the capitals of the states that border on the Pacific Ocean.”

3) Step three, Heads Together

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

4) Step four, Answering

The teacher calls a number and students from each group with that number raise their hands and provide answers to the whole class.

Besides, there are some variations of using Numbered Heads Together strategy, as follows:¹⁸

1) Paired Heads Together, students are in shoulder partner pairs. After teacher asks a question, pairs huddle to improve the answers they have

¹⁷ Richard I. Arends, *Learning to Teach 9th ed*, (New York: McGraw-Hill, 2012), p.371.

¹⁸ S. Kagan and Miguel Kagan, *Kagan Cooperative Learning*, p.6.30.

each written. Teacher then calls for either A or B to share their best answer with their face partner.

- 2) Traveling Heads Together, traveling heads starts the same as Numbered Heads, but when the teacher calls a number, the students with that number on each team stand, then ‘travel’ to a new team to share their answers. For fun, seated students beckon for a standing student to join their team.
- 3) Stir-the-glass, teams stand around the outside of the class with spaces between teams. Teammates stand shoulder-to-shoulder. The teacher poses a question, then students write their own answers on an Answer Board or slip of paper. Teammates huddle to reach consensus, then unhuddle when done. The teacher selects a number and tells students with that number how many teams to rotate forward to share their answer.

In order to have small groups work together successfully, a teacher has to compose five essential elements in each lesson that presented by Johnson & Johnson: 1) Positive interdependence: each member of the group is responsible for the success of the group as a whole and is assigned a fair share of work 2) face-to-face interaction: students work in close physical proximity, which enables them communicate easily and provides opportunities for oral practice 3) individual accountability: every student is accountable for carrying out his or her assigned tasks; all members are aware that every individual has a role to play in completing

the activity, 4) social skills: group learning activities provide an opportunity for communication and interaction. 5) group processing: throughout the course of an activity, group members are aware of their learning on a Meta cognitive level. Group processing provides students a chance to give and receive feedback and enhances the skills of each group member.¹⁹

3. Advantages and Disadvantages of NHT Strategy

a. Advantages of NHT Strategy

There are some advantages or strengths of using NHT strategy in teaching reading:²⁰

1) Increase the students' motivation.

Numbered Heads Together (NHT) can motivate students since this strategy has the sense of competition and fun for the students. Besides, the students will be motivated because they are helped by their teammates. Being motivated, students will participate actively during the lesson.

2) Increase the students' retention.

Numbered Heads Together (NHT) decreases dominance from clever students so that students' equal participation will be apparent. Since

¹⁹ Azam Mohammadi and Mehran D., "The effect of cooperative learning techniques on reading comprehension ability of Irian EFL learners", *International J. Soc. Sci. & Education*, vol.5, 2005, p.526.

²⁰ Setya, at.all, "The Effect Of Using Numbered Head Together Technique On The Eighth Grade Students' Reading Comprehension Achievement At Smpn 2 Tanggul Jember", *Pancaran Journal*, Vol.2, 2013, p.203.

students have to answer the question, all students including the shy or weak ones should participate in reporting the answer.

3) Promote positive competition.

Numbered Heads Together (NHT) can increase the students' engagement. It can improve the students' academic achievement and be applied to almost all subject areas. Therefore, there is any positive competition among the students in increasing their academic achievement.

4) Promote discussions in both individual and group accountability.

Numbered Heads Together (NHT) 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 readers the exchange of information much more dynamic than rote memorization and individual textbook work.

b. Disadvantages of NHT Strategy

Besides, there are some disadvantages of using Numbered Heads Together (NHT) strategy, as follows:

- 1) In NHT, the division of groups should be equal, meaning that each group consists of higher achiever, average and lower achiever. Therefore the group's division should be done by the teacher. There is a possibility that the students reject the group that is divided by the teacher. To overcome this problem the teacher (researcher) needs the

English teacher's help to ask the students to make group as the teacher wants.

- 2) There is a possibility that the students over hear or cheat from another group. To solve the problem of overhearing the teacher will arrange the distance between groups. If the students cheat from another group, the teacher will punish for the group by not giving point for the group although the group's answer is correct.²¹

C. Using Numbered Heads Together (NHT) Strategy to Teach Reading Comprehension Abilities

Numbered Heads Together (NHT) is members of learning teams, usually composed of four or five individuals, count off: 1, 2, 3, or 4. The instructor poses a question, usually factual in nature, but requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the agreed upon answer. The instructor calls a specific number and the team members originally designated that number during the count off respond as group spokespersons, because no one knows which number the teacher will call, all team members have a vested interest in understanding the appropriate response. Again, students benefit from the verbalization, and the peer coaching helps both the high and the low achievers. Class time is usually better spent because less time is wasted on inappropriate responses and because all students become actively involved with the material.

²¹ Ibid, p.204.

This strategy can be used in learning process of reading course. It can increase the students' motivation in reading text. They will have big eager to read a text because they are in group discussion. Then, the students should be responsible for their own self. They must know about the answer of questions. For example, when reading a story, students can be given the task of analyzing one of the characters. They can be asked questions such as, "Which character traits are stated directly, and which are implied by the author?" and "What information do you get from the character's speech and actions?" etc.

D. Action Hypothesis

Based on the theoretical and assumption above, the researcher formulates the action hypothesis as follow:

1. Using Numbered Heads Together (NHT) strategy can increase the reading comprehension abilities at the tenth graders of MAN 1 Lampung Timur.
2. Using Numbered Heads Together (NHT) strategy can increase the students' learning activity at the tenth grade of MAN 1 Lampung Timur.

CHAPTER III

RESEARCH METHOD

A. Setting of the Study

The research is aimed to increase teaching and learning process, so the researcher uses the Classroom Action Research (CAR). According to Anne, “Action research is a part of a board movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. AR involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts.”²² Furthermore, McNiff defines that “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”²³ It can be concluded that Classroom Action Research is the inquiry towards the problems faced in the learning activity by conducting an action and analyzing the action taken of the process and result of learning.

This research would be conducted in MAN 1 Lampung Timur where is located at Jl Kampus 38 B Banjarrejo Batanghari Lampung Timur. In this school, there are more than 70 teachers who teach several subjects. There are three departments in each grader. There are also any private dormitories for the school’s students who want to be lived there.

²² Anne Burns, *Doing Action Researching English Language Teaching; A guide for Practitioners*, (New York: Rutledge 270 Madison Ave, 2010), p.2.

²³ Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.16.

B. Subject of the Study

The subject of this research is the tenth graders of MAN 1 Lampung Timur in academic year 2016/2017. There are eight classes of the tenth graders and the total of the students are 286. The researcher chooses 'X IAI' class that consists of 35 students, because most of the students have no strong reading comprehension abilities. In this research, the researcher will collaborate with an English teacher, Mr. John Kenedi, S.Pd.

Table 4.

The subject of the research

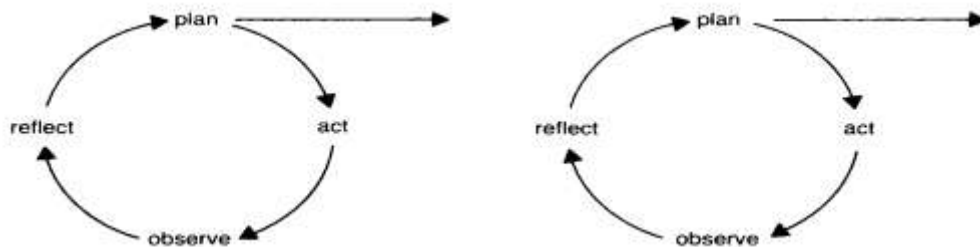
No	Class	Sex		Total
		Male	Female	
1	X IAI	12	23	35

C. Research Procedure

In the Classroom Action Research, there are four steps in each cycle which have relationship one another. The steps are planning, acting, observing and reflecting. Those steps can be seen in the following design:

Picture 1

Sequences of action-reflection cycles by Jean McNiff.²⁴



The procedure of Classroom Action Research (CAR) cycles are:

1. Cycle I

a. Planning

Planning is the first step of this research. Planning is a step to arrange an action plan explain about what, why, when, where, who and how the action will be conducted.

There are some plans which conducted by the researcher in this step namely:

- 1) The researcher makes a lesson plan to teach reading.
- 2) The researcher prepares the material and media of teaching reading.
- 3) The researcher makes observation sheet.
- 4) The researcher prepares evaluation sheet to evaluate the students' activities after learning process.

²⁴ Ibid, p.41.

b. Acting

The second step of action research is acting. Acting is the implementation of planning in the class. Without the action, the planning is only imagination that never can be real.

The implementation of action, the teaching and learning process would be done at the 'X IAI' class of the tenth graders of MAN 1 Lampung Timur that is related to the schedule of Reading subject in this class. Here are the steps that the researcher does in the action:

1) Pre-teaching Activities

- a) Greeting, praying together and checking attendance list.
- b) The researcher asks the students some question related to the topic.
- c) The researcher explains the use of NHT Strategy in learning process.

2) While-teaching Activities

- a) The researcher divides the students into small group which every group consist of 4 or 5 students.
- b) The researcher gives a text and read to each other of the passage.
- c) The researcher gives the number that should be put on the students' head. One student gets one number. Each student in one group gets different number.
- d) The researcher gives some questions based on the information of the text.

- e) The researcher asks the students to discuss about the answer in group work.
- f) The researcher calls one number. The students in every group who have this number should be answer the question orally and give the reason.
- g) The researcher gives reinforcement for the students.
- h) The researcher and the students make conclusion together.

3) Post-teaching Activities

- a) The researcher will ask to the students about the difficulties of the lesson.
- b) The researcher gives motivation to the students.
- c) The researcher closes the meeting by praying and greeting.

c. Observing

Observing is a monitoring activity to know what extend the acting have achieved the target. In this step, the researcher conducts an observation and records anything needed and occurred in action implementation process. The important in teaching learning process will be observed by collaborator by using observation sheet and the students' participation in Reading learning process would be the outline of observation.

d. Reflecting

The last process in this process is reflecting. It is to analyze all actions that conduct through collecting data, and conduct evaluating to

complete the next acting. In this step, the researcher uses the data for evaluation to make improvement for the second cycle.

If the cycle I is not successful, the researcher should conduct cycle II. The result of cycle I is for evaluation material and for reflection to the second research. By the reflection, the researcher would know the strength and weakness from the action.

2. Cycle II

a. Planning

- 1) The researcher identifies the problem and finds the problem from the first cycle.
- 2) The researcher arranges the detail plans about the action on cycle II.
- 3) The researcher prepares the material and media of teaching.
- 4) The researcher prepares the format to observe.
- 5) The researcher prepares the instrument of evaluation.

b. Acting

The researcher applies the action in this research with the same action in cycle I. The difference is the researcher will use another topic about recount text.

c. Observing

In this step, the researcher observes the process of teaching learning by using format of observation to collect the data that mention in action plan II.

d. Reflecting

In this step, the researcher analyzes the result of the action. The researcher compares the score distribution of pre-test and post-test. The researcher will review and reflect on the students' activity and lecturer performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will be stopped. While, if in the second cycle is unsatisfied, the researcher will be continued.

D. Data Collecting Technique

In collecting the data, the researcher uses test, observation, documentation and field note. The collecting data as follows:

1. Test

In this research, the researcher gives the students two tests that are pre-test and post-test to know the improvement of students' reading comprehension abilities. The kind of this test is written test with multiple choice test. The test is given to know the students' achievement before and after learning process.

a. Pre-test

The pre-test will be given before applying treatment through Numbered Heads Together (NHT) in order to know ability of the students in reading comprehension. The researcher gives the students some questions that related the text. The researcher uses multiple choice questions to assess the students' reading comprehension. Thus, the researcher conducts the treatment after giving pre-test to the students.

b. Post-test

The post-test is given in the last meeting after doing treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average scores of the post-test is higher than pre-test.

2. Observation

In this research, the researcher observes the application of Numbered Heads Together (NHT) strategy and the students' activities in the learning process to know how the process of learning is held. The researcher makes the observation sheet that contains a list of the students' activities.

3. Documentation

Documentation is a way that uses a written source such as public documentation or private documents. In this research, the researcher takes the data from the school, such as the pictures of subjects' activities, the total of the students, the learning equipment from the school, the history of school, the teacher and staff in the school and condition of the school.

4. Field Note

Field note is a note that is used in the research to write the activity during the learning process. If the teacher is teaching, the collaborator notes everything that happens in the class. This note is used to review whether any problems occur during instruction and from this note the researcher can analyze what the strength or weakness is when the researcher uses NHT strategy to increase the students' reading comprehension.

E. Research Instrument

1. Instrument Blueprint

In this research, the instrument is designed and compiled with the indicators which have been specified. To get the data, the researcher used pre-test and post-test instrument for the experimental class. The instrument that used as follows:

Table 5.

Instrument Blueprint

No.	Variable	Indicator	Item	Form
1.	Variable X, NHT Strategy	<ul style="list-style-type: none"> ➤ The students should be accountable their responses ➤ The students should be confidence in sharing their ideas ➤ The students should process information, communication, thinking, review of material, and check prior knowledge. 		
2.	Variable Y, Reading Comprehension Abilities	<ul style="list-style-type: none"> ➤ The students are able to identify the meaning of ideas from the text, ➤ The students should identify the communicative purpose of the text, ➤ The students are able to identify the main idea from the text, ➤ The students should be gotten the information that included in the text. 	<p>5</p> <p>3</p> <p>5</p> <p>7</p>	<p>Multiple Choice</p> <p>Multiple Choice</p> <p>Multiple Choice</p> <p>Multiple Choice</p>

2. Instrument Calibration

Instrument calibration used to know the validity and reliability instrument degree. Validity has three distinct aspects; content validity, creation validity and construct validity. The researcher will use content validity based on the syllabus and materials at the tenth graders of MAN 1 Lampung Timur.

F. Data Analysis Technique

The researcher will compare between pre-test and post-test. Then, the result is matched by the minimum mastery criteria (KKM) in this school at least 75. If from cycle I, there are some students not successful, the researcher must conduct cycle II. The formula to get the average of pre-test and post-test as follows:²⁵

$$\bar{X} = \frac{\sum X}{N}$$

Note:

\bar{X} = mean

\sum = sum of

X = raw score

N = number of cases.

²⁵ Donald Ary, et.all., *Introduction to Research in Education*, (USA: WADSWORTH, 2010), p.108-109.

Furthermore, to know the result the researcher will compare the average score between pre-test and post-test for each cycle. Then to know the percentage of increasing score in students learning activities, the researcher will use the percentage formula as follow:²⁶

$$P = \frac{\sum X}{N} \times 100\%$$

Note :

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

G. Indicator of Success

The research can be successful if the indicator of research can be reached. Indicator of success is if $\geq 80\%$ of the students got the score at least 75 as English minimum mastery criteria (KKM) in the post test. It means that through Numbered Heads Together (NHT) Strategy in English learning is success to increase the reading comprehension abilities and the learning activities of the students at the tenth grade of MAN 1 Lampung Timur.

²⁶ Burhan Nurgiyantoro, Gunawan, & Marzuki, *Statistik Terapan*, (Yogyakarta: Gajah Mada University Press, 2004), p. 64.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The History of MAN 1 Lampung Timur

MAN 1 Lampung Timur is located on Jl. Kampus 38 B Banjarrejo Batanghari, East Lampung. This school was established on 1968 by a society figure of Central Lampung. The name of MAN 1 Lampung Timur had been changed due to the division of districts in Central Lampung. In 1999, Central Lampung divided into three districts namely Central Lampung, East Lampung, and Metro City. MAN 1 Lampung Timur was the oldest state Islamic senior high school that has the boarding school in Lampung Timur

Since it was established the headmaster of the school had been changed as follow:

- a. H. Sanuri, BA (1968 – 1992)
- b. Machrudi (1992 – 2005)
- c. Drs. H. Moh. Luthfie' Aziz (2005 – 2016)
- d. Drs. H. Imam Sakroni (2016 – until now).

2. Building Condition and School Facilities

MAN 1 Lampung Timur has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 6.

Facilities in MAN 1 Lampung Timur in academic year 2016/2017

No.	Name of Room	Number of Unit
1.	Classroom	24
2.	Headmaster's room	1
3.	Teachers' room	1
4.	Administration's room	1
5.	Library	1
6.	UKS	1
7.	BP's room	1
8.	Laboratory	3
9.	Auditorium	1
10.	Masque	1
11.	Toilet	4
12.	Boarding House	2
13.	Kitchen	2

Source: Documentation of MAN 1 Lampung Timur in the academic year 2016/2017 on May 26th 2017.

3. Total of the students at MAN 1 Lampung Timur

Total of the students divided some classes that can be identified as follows:

Table 7.

The number of students at MAN 1 Lampung Timur in academic year 2016/2017

No.	Class	Sex		Amount
		Male	Female	
1.	X IPA	39	75	114
2.	X IPS	54	83	137
3.	X IAI	12	23	35
4.	XI IPA	39	60	99
5.	XI IPS	52	97	149

6.	XI IAI	7	10	17
7.	XII IPA	33	83	116
8.	XII IPS	48	63	111
9.	XII IAI	11	12	23
Amount				801

Source: Documentation of MAN 1 Lampung Timur in the academic year 2016/2017 on May 26th 2017.

4. Vision and Mission of MAN 1 Lampung Timur

a. Vision

“Morality, Excellence in Achievement, Professional, and Religious.”

Indicated by:

- 1) Focusing on the modern potential of future.
- 2) Balancing on the rules and wish of society.
- 3) Achieving the superiority.
- 4) Improving the spirit and commit of all members.
- 5) Improving the better changes.
- 6) Directing the mission strategy steps.

b. Mission

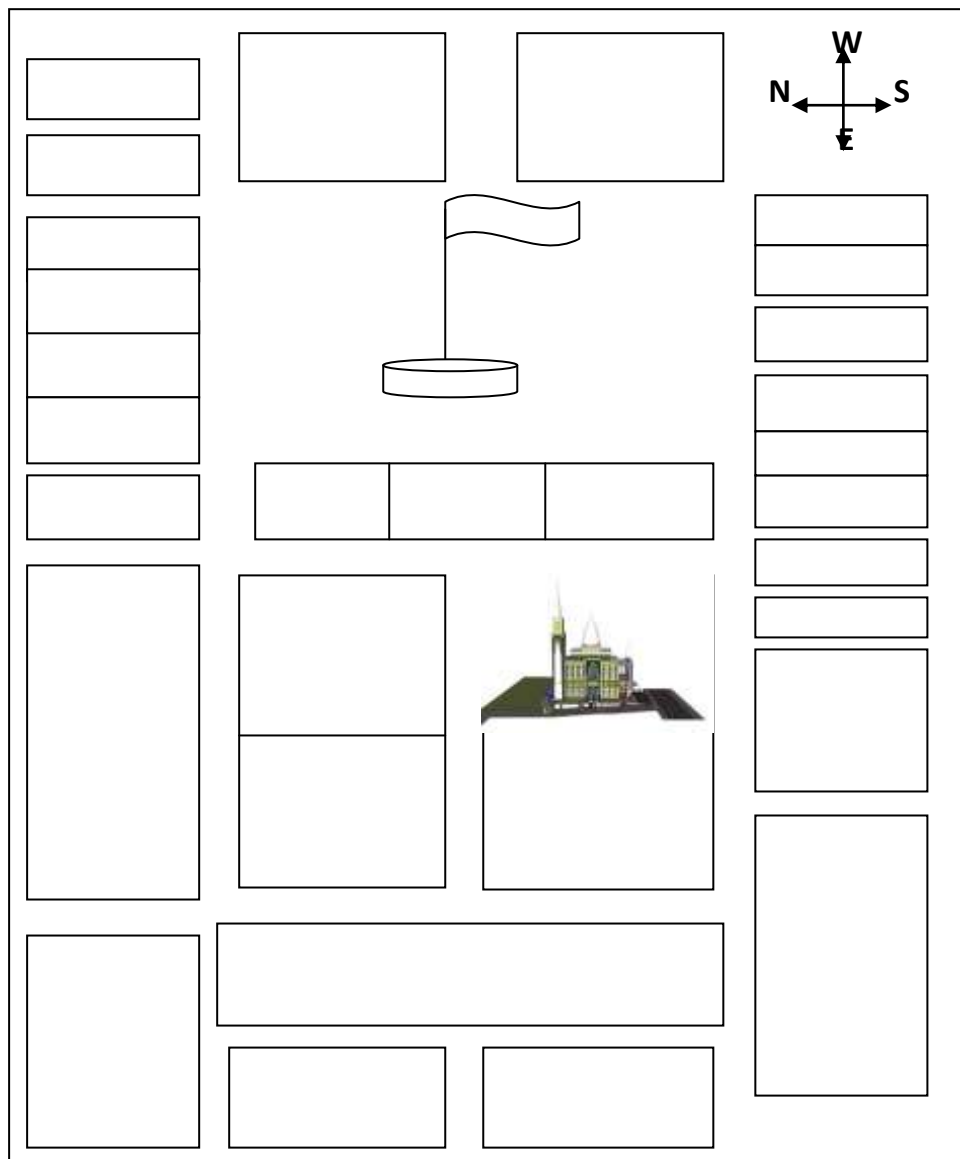
- 1) Implement the learning process and affective coaching.
- 2) Implement coaching Al-Islam regularly, integrated and programmed.
- 3) Implement and increase the application of science, technology and art.
- 4) Improved the members of school development in religion, work hard, democratic, critics, creative, tolerance and professional.
- 5) Carry out the development of facilities and infrastructure.

5. School Map of MAN 1 Lampung Timur

- a. School's name : MAN 1 Lampung Timur
- b. School's address Jl. Kampus 38 B Banjarrejo Batanghari, East Lampung.
- c. School map :

Picture 2.

School Map of MAN 1 Lampung Timur



Source: Documentation of MAN 1 Lampung Timur on May 26th 2017.

Notes:

1. Headmaster's room
2. Teachers' room
3. Administration's room
4. Classroom
5. Library
6. UKS
7. BP's room
8. Laboratory
9. Auditorium
10. Masque
11. Toilet
12. Boarding House
13. Kitchen

6. Organizational School

Headmaster	: Drs. H. Imam Sakroni
Vise of headmaster (Curriculum)	: Drs. Moh. Jaeni, M.Pfis.
Vise of headmaster (Students)	: Drs. Ali Idris, M.Pkim.
Chief of committee	: Drs. Suwarno, M.Pd.
Chief of administration	: Pariyono M.
Librarian	: Dra. Ismalina
Chief of language laboratory	: Muhzin Nawawi, S.Pd, M.Pd.I.
Chief of science laboratory	: Dra. Mursida
Chief of computer laboratory	: Arif Rahmayadi, S.Kom.
Chief of BK	: Dra. Hj. Isti Rochmad Haryani
UKS advisor	: Indrawari, S.Psi.
OSIS advisor	: Santoso, S.Ag.
Scoutmaster	: Johan Irfan Nurkholis, S.Pd.
Sport advisor	: Dannu Irwan Saputra, S.Pd.
ROHIS advisor	: Muhammad Nurdin, S.Pd.I.

English Club advisor : Muhzin Nawawi, S.Pd, M.Pd.I.
KIR advisor : Sulistyowati, S.Si.

B. Description of the Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Numbered Heads Together (NHT) strategy to increase the students' reading comprehension abilities.

1. Action and Learning at Pre-Test

a. Pre-test activity

The learning was conducted on Friday, May 5th, 2017 at 12.45 until 14.15. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choices consisted of 20 items.

b. The students' pre-test result

Table 8.
Students' Pre-test score

No.	Students' Name	Score	Note
1.	A. H. A. L.	80	Completed
2.	A. K.	60	Uncompleted
3.	A. T. K.	45	Uncompleted
4.	A. I.	55	Uncompleted
5.	A. A. R.	80	Completed
6.	A. M.	45	Uncompleted
7.	A. A. G.	75	Completed
8.	A. W. G.	70	Uncompleted
9.	A. N. A.	60	Uncompleted
10.	A. E. W.	80	Completed
11.	A. N. K.	50	Uncompleted
12.	D. Y.	50	Uncompleted
13.	D. A.	50	Uncompleted
14.	D. E.	40	Uncompleted
15.	E.	60	Uncompleted
16.	F. R.	75	Completed
17.	F.	60	Uncompleted
18.	F. M. W.	50	Uncompleted
19.	I. M.	55	Uncompleted
20.	J. I. A. U.	75	Completed
21.	M. K.	70	Uncompleted
22.	M. W.	45	Uncompleted
23.	M. WA.	55	Uncompleted
24.	N. F. U.	70	Uncompleted
25.	N. S.	50	Uncompleted
26.	R. L. R.	75	Completed
27.	R. Z. W. M.	70	Uncompleted
28.	R. O.	75	Completed
29.	S. A.	75	Completed
30.	S. V.	65	Uncompleted
31.	S. J.	50	Uncompleted
32.	T. K.	80	Completed
33.	T. P. P.	55	Uncompleted
34.	Y. P.	80	Completed
35.	U. R.	40	Uncompleted
Total		2170	
Average		62	

Table 9.
Frequency of students' score in Pre-test

No.	Grade	Category	Frequency	Percentage
1.	≥ 75	Completed	11	31,43%
2.	< 75	Uncompleted	24	68,57%
Total			35	100%

Source: The result score of reading pre-test at X IAI class of MAN 1 Lampung Timur on May 5th 2017.

Based on the data above, it could be inferred that 24 students (68,57%) were not successful and 11 other students (31,43%) were successful. The successful students were those who got the minimum mastery criteria at MAN 1 Lampung Timur at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 62, so the result was unsatisfactory. Therefore, the researcher used the Numbered Heads Together (NHT) strategy to increase the students' reading comprehension abilities.

2. Cycle I

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities.

The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Saturday, May 6th 2017 at 13.15 until 14.45 and followed by 35 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of strategy that will be used in the learning process, then started to deliver the material. The researcher gave the text about 'B.J. Habibie' and asked the students to read it. Then, the researcher said "Well class, now I want to ask you. What is the type of the text?" Some students answered "descriptive text", some students kept silent, and two students answered "recount text". The researcher said "Good! The type is recount text. Today we will discuss together about narrative text."

The researcher explained that the used text in the teaching learning was organized in the recount form. The generic structure

included orientation-events-reorientation. The purpose of the text is to inform and to entertain the reader.

Then, a student asked “Ms, what is event?” The researcher answered “Event is something that happened or it can be said as the conflict of the story”.

Next, the researcher announced the member of groups that consist of five students and gave the numbers. Each student in one group has different number. The researcher asked the members of group to read and discuss together about the given text. Then, the researcher asked the students to find difficult words and asked it to her. After that, when the discussion time was up, the researcher called the number “number 3”. The students from each group who had number 3 were standing up. The researcher gave the same question for all students who had number 3 and they answered it.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire in reading English text for some students, they lost the discussion time.

2) The second meeting

The second meeting was conducted on Friday, May 12th 2017 at 12.45 until 14.15. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material.

In this stage, the researcher continued the material in the last meeting. The researcher reminded that the used text in the teaching learning was organized in the recount form. The text structure included orientation-events-reorientation.

Then, the researcher asked the students, "Class, what do you know about orientation?" All of students silenced. Then the researcher replied, "Anybody knows?" A student raised hand, "Ok Eka, what is orientation?" Eka answered, "Orientation is when the characters, time and place of the story happened." The researcher said, "Excellent, give applause for Eka guys!" Then, the researcher gave some true-false question related to the text and asked to the groups to discuss and find the correct answers.

When the discussion time was up, the researcher said, "Well class, are you ready to answer? Number 4 please comes forward!" The students who had number 4 came. Then, the research said, "Ok friends, the first statement *Habibie is a son of a Javanese noblewoman from Solo*, is it true statement?" The member of first

group answered, “It is false statement, because based on the sentence of the first paragraph that stated, *his mother was a Javanese noblewoman from Yogyakarta.*” The researcher replied, “Very good, the answer is true, ok class give applause for your friend!” Then, the next students who had number 4 answered other questions. Only one group had incorrect answer.

The second meeting had finished, the students looked more enjoy and actively than the first meeting.

3) The third meeting

The third meeting was conducted on Saturday, May 13th 2017 at 13.15 until 14.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students’ condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test were multiple choices which consisted of 20 items. The result of the students’ test in post test 1 was better than test in pre-test before.

Table 10.
Students’ Post Test 1 score

No.	Students’ Name	Score	Note
1.	A. H. A. L.	80	Completed
2.	A. K.	75	Completed
3.	A. T. K.	55	Uncompleted
4.	A. I.	55	Uncompleted
5.	A. A. R.	80	Completed
6.	A. M.	70	Uncompleted
7.	A. A. G.	75	Completed

8.	A. W. G.	75	Completed
9.	A. N. A.	65	Uncompleted
10.	A. E. W.	95	Completed
11.	A. N. K.	80	Completed
12.	D. Y.	75	Completed
13.	D. A.	65	Uncompleted
14.	D. E.	75	Completed
15.	E.	70	Uncompleted
16.	F. R.	75	Completed
17.	F.	75	Completed
18.	F. M. W.	60	Uncompleted
19.	I. M.	75	Completed
20.	J. I. A. U.	80	Completed
21.	M. K.	75	Completed
22.	M. W.	60	Uncompleted
23.	M. WA.	65	Uncompleted
24.	N. F. U.	80	Completed
25.	N. S.	65	Uncompleted
26.	R. L. R.	80	Completed
27.	R. Z. W. M.	75	Completed
28.	R. O.	75	Completed
29.	S. A.	75	Completed
30.	S. V.	80	Completed
31.	S. J.	65	Uncompleted
32.	T. K.	85	Completed
33.	T. P. P.	70	Uncompleted
34.	Y. P.	75	Completed
35.	U. R.	65	Uncompleted
Total		2545	
Average		73	

Table 11.

Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	≥ 75	Completed	22	62,86%
2.	< 75	Uncompleted	13	37,14%
Total			35	100%

Source: The result score of reading post test 1 at X IAI class of MAN 1 Lampung Timur on May 13th 2017.

Based on the result above, it could be seen that 22 students (62,86%) got score up to the standard and 13 students (37,14%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said success when 80% students got score ≥ 75 . The fact showed that the result was unsatisfying.

c. Observing

In observation, the researcher presented two meetings in cycle I of learning to find information of the text in reading lesson. The researcher explained the Numbered Heads Together (NHT) strategy to the students. The students confused about what they should do and got the difficulty to find the information of the text.

In the second meeting, the researcher explained Numbered Heads Together (NHT) strategy before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 22 of 35 students got good score. Although only 22 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

Table 12.
Students' activities result in Cycle I

No.	Name	First Meeting		Second Meeting		Category
		Act	%	Act	%	
1.	A. H. A. L.	5	100	4	80	Decrease
2.	A. K.	2	40	4	80	Increase
3.	A. T. K.	2	40	3	60	Increase
4.	A. I.	3	60	4	80	Increase
5.	A. A. R.	2	40	3	60	Increase
6.	A. M.	2	40	5	100	Increase
7.	A. A. G.	3	60	4	80	Increase
8.	A. W. G.	3	60	3	60	Constant
9.	A. N. A.	2	40	2	40	Constant
10.	A. E. W.	5	100	5	100	Constant
11.	A. N. K.	4	80	3	60	Decrease
12.	D. Y.	2	40	2	40	Constant
13.	D. A.	2	40	3	60	Increase
14.	D. E.	2	40	2	40	Constant
15.	E.	4	80	3	60	Decrease
16.	F. R.	4	80	5	100	Increase
17.	F.	3	60	4	80	Increase
18.	F. M. W.	2	40	2	40	Constant
19.	I. M.	3	60	3	60	Constant
20.	J. I. A. U.	3	60	5	100	Increase
21.	M. K.	2	40	1	20	Decrease
22.	M. W.	2	40	2	40	Constant
23.	M. WA.	1	20	2	40	Increase
24.	N. F. U.	2	40	3	60	Increase
25.	N. S.	3	60	3	60	Constant
26.	R. L. R.	4	80	1	20	Decrease
27.	R. Z. W. M.	2	40	5	100	Increase
28.	R. O.	2	40	5	100	Increase
29.	S. A.	3	60	2	40	Decrease
30.	S. V.	2	40	4	80	Increase
31.	S. J.	1	20	1	20	Constant
32.	T. K.	4	80	4	80	Constant
33.	T. P. P.	3	60	3	60	Constant
34.	Y. P.	1	20	2	40	Increase
35.	U. R.	3	60	3	60	Constant

Indicators of the students' activities that observed are:

- 1) Accountable about their responses / numbers
- 2) Confidence in sharing ideas
- 3) Activity in group work
- 4) Making note from the material
- 5) Doing the assignment

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

d. Reflecting

Generally, there was increasing in the reading comprehension abilities by using Numbered Heads Together (NHT) strategy in this cycle. It indicated the score and the students' activities were increased and good enough. Although it was good enough, there were some problems in learning process that must be corrected in the next cycle.

Based on the field note and observation sheet, there were some notes as the problem on learning reading comprehension abilities, as follows:

- 1) Some students were not active in the learning process.
- 2) Some students were not confidence in sharing ideas.

- 3) Some students were not enjoyed with their groups.
- 4) Some of the students still had difficulties in identify the meaning of words and information of the text.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension abilities by recount text with the strategy of Numbered Heads Together (NHT).

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Friday, May 19th 2017 at 12.45 until 14.15 that followed by 35 students. The researcher

greeted the students and checked the students' attendance list then the researcher asked question related to the topic orally.

For the beginning of the meeting, before the students had gathered with their group, the researcher told a text untitled "Founder of Whatsapp" in front of the class to give stimulus for the students in making interested and enjoy the lesson. Some students who knew the meaning would give their big smile and became more interested, but the others were only speechless and looked very confused.

Then, the researcher divided the students into some groups that each group consists of five students. The researcher said, "Well guys, now please find the difficulty words, and you can ask me!" A student asked, "Ms. what is the meaning of descent?" The researcher answered, "Descent is keturunan". After that, the researcher asked the students to discuss it together.

Next, the researcher called the number, and gave the questions. The students could answer it. From this activity, the researcher still found out some problems in reading faced by students, but the students' desire in reading recount text was increased.

2) The second meeting

The second meeting was conducted on Saturday, May 20th 2017 at 13.15 until 14.45 followed by 35 students. The researcher began the lesson greeting, praying, checking attendance list and

asking the students' condition. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text.

Next, the researcher gave the tasks that should be discussed by the group and all of the members should know the answer. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher discussed and gave the explanation to all of the students about the problem of reading comprehension abilities that often faced by the students through the effective strategy; Numbered Heads Together (NHT) strategy.

3) The third meeting

The third meeting was conducted on Friday, May 26th 2017. This meeting used to post test 2 at the end of cycle II. The researcher gave post test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test 2. There were only 6 of 35 students got the score under the minimum mastery criteria in MAN 1 Lampung Timur.

Table 13.
Students' Post Test 2 score

No.	Students' Name	Score	Note
1.	A. H. A. L.	85	Completed
2.	A. K.	75	Completed
3.	A. T. K.	70	Uncompleted
4.	A. I.	65	Uncompleted
5.	A. A. R.	80	Completed
6.	A. M.	75	Completed
7.	A. A. G.	80	Completed
8.	A. W. G.	75	Completed
9.	A. N. A.	75	Completed
10.	A. E. W.	95	Completed
11.	A. N. K.	80	Completed
12.	D. Y.	80	Completed
13.	D. A.	75	Completed
14.	D. E.	75	Completed
15.	E.	75	Completed
16.	F. R.	80	Completed
17.	F.	80	Completed
18.	F. M. W.	75	Completed
19.	I. M.	75	Completed
20.	J. I. A. U.	80	Completed
21.	M. K.	75	Completed
22.	M. W.	65	Uncompleted
23.	M. WA.	75	Completed
24.	N. F. U.	80	Completed
25.	N. S.	70	Uncompleted
26.	R. L. R.	85	Completed
27.	R. Z. W. M.	80	Completed
28.	R. O.	75	Completed
29.	S. A.	80	Completed
30.	S. V.	75	Completed
31.	S. J.	70	Uncompleted
32.	T. K.	85	Completed
33.	T. P. P.	75	Completed
34.	Y. P.	75	Completed
35.	U. R.	70	Uncompleted
Total		2685	
Average		77	

Table 14.

Frequency of students' score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	≥ 75	Completed	29	82,86%
2.	< 75	Uncompleted	6	17,14%
Total			35	100%

Source: The result score of reading post test 2 at X IAI class of MAN 1 Lampung Timur on May 26th 2017.

Based on the result above, it could be inferred that 29 students (82,86%) were successful and 6 other students (17,14%) were not successful. From the post test 2 results, the researcher got the average of 77. It was higher than post test 1 in cycle I.

c. Observing

The observing was done by the researcher that represented about two meetings in cycle II. In this stage the students were more active and enthusiastic in following the teaching and learning process. It could be seen as follow:

Table 15.

Students' activities result in Cycle II

No.	Name	First Meeting		Second Meeting		Category
		Act	%	Act	%	
1.	A. H. A. L.	5	100	5	100	Constant
2.	A. K.	4	80	5	100	Increase
3.	A. T. K.	3	60	4	80	Increase
4.	A. I.	2	40	4	80	Increase
5.	A. A. R.	4	80	4	80	Constant
6.	A. M.	5	100	5	100	Constant
7.	A. A. G.	4	80	5	100	Increase
8.	A. W. G.	5	100	5	100	Constant
9.	A. N. A.	3	60	3	60	Constant
10.	A. E. W.	5	100	5	100	Constant

11.	A. N. K.	3	60	4	80	Increase
12.	D. Y.	4	80	4	80	Constant
13.	D. A.	2	40	4	80	Increase
14.	D. E.	3	60	5	100	Increase
15.	E.	3	60	5	100	Increase
16.	F. R.	5	100	5	100	Constant
17.	F.	4	80	5	100	Increase
18.	F. M. W.	3	60	4	80	Increase
19.	I. M.	5	100	5	100	Constant
20.	J. I. A. U.	3	60	5	100	Increase
21.	M. K.	3	60	5	100	Increase
22.	M. W.	3	60	4	80	Increase
23.	M. WA.	4	80	3	60	Decrease
24.	N. F. U.	4	80	3	60	Decrease
25.	N. S.	4	80	4	80	Constant
26.	R. L. R.	3	60	5	100	Increase
27.	R. Z. W. M.	5	100	5	100	Constant
28.	R. O.	5	100	5	100	Constant
29.	S. A.	5	100	5	100	Constant
30.	S. V.	4	80	4	80	Constant
31.	S. J.	3	60	4	80	Increase
32.	T. K.	5	100	4	80	Decrease
33.	T. P. P.	3	60	4	80	Increase
34.	Y. P.	3	60	3	60	Constant
35.	U. R.	4	80	4	80	Constant

Indicators of the students' activities that observed are:

- 1) Accountable about their responses / numbers
- 2) Confidence in sharing ideas
- 3) Activity in group work
- 4) Making note from the material
- 5) Doing the assignment

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

d. Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Numbered Heads Together (NHT) strategy, the reading comprehension abilities would increase.

Most of the students enjoyed when they were studying by using NHT and it also made the students had good interested in reading English, although at the beginning lesson before treatment they felt confused.

Based on the observation of learning process in cycle II, it could be inferred that the result of cycle II was success. The researcher felt satisfied about the result of the research. The researcher concluded that this research was successful and would be not continued in the next cycle.

C. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 16.
Result score of students' Pre-test, Post Test 1, and Post Test 2

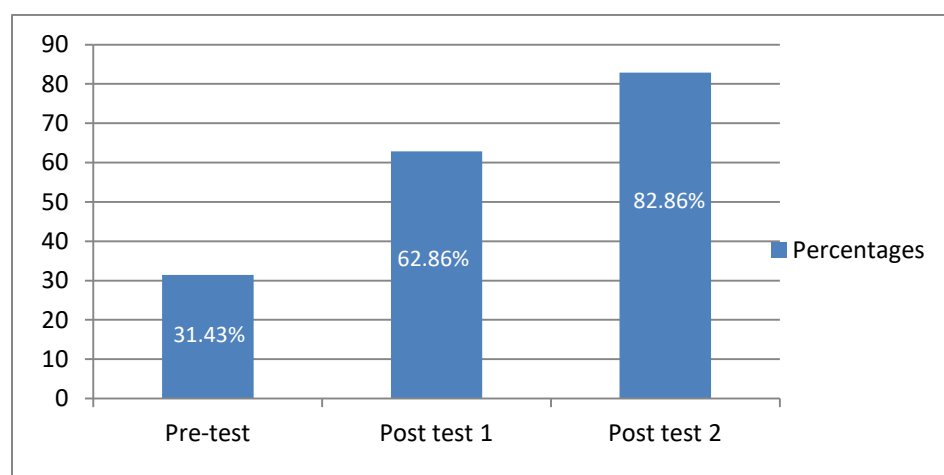
No	Name	Pre-test	Post-test 1	Increasing %	Post-test 2	Increasing %	Note
1.	A. H. A. L.	80	80	0%	85	6.25%	Increase
2.	A. K.	60	75	25%	75	0%	Increase
3.	A. T. K.	45	55	22,22%	70	27.27%	Increase
4.	A. I.	55	55	0%	65	18.18%	Increase
5.	A. A. R.	80	80	0%	80	0%	Constant
6.	A. M.	45	70	55,56%	75	7.14%	Increase
7.	A. A. G.	75	75	0%	80	6.67%	Increase
8.	A. W. G.	70	75	7,14%	75	0%	Increase
9.	A. N. A.	60	65	8,33%	75	15.38%	Increase
10.	A. E. W.	80	95	18.75%	95	0%	Increase
11.	A. N. K.	50	80	60%	80	0%	Increase
12.	D. Y.	50	75	50%	80	6.67%	Increase
13.	D. A.	50	65	30%	75	15.38%	Increase
14.	D. E.	40	75	87.50%	75	0%	Increase
15.	E.	60	70	16.67%	75	7.14%	Increase
16.	F. R.	75	75	0.0%	80	6.67%	Increase
17.	F.	60	75	25%	80	6.67%	Increase
18.	F. M. W.	50	60	20%	75	25%	Increase
19.	I. M.	55	75	36.36%	75	0%	Increase
20.	J. I. A. U.	75	80	6.67%	80	0%	Increase
21.	M. K.	70	75	7.14%	75	0%	Increase
22.	M. W.	45	60	33.33%	65	8.33%	Increase
23.	M. WA.	55	65	18.18%	75	15.38%	Increase
24.	N. F. U.	70	80	14.29%	80	0%	Increase
25.	N. S.	50	65	30%	70	7.69%	Increase
26.	R. L. R.	75	80	6.67%	85	6.25%	Increase
27.	R. Z. W. M.	70	75	7.14%	80	6.67%	Increase
28.	R. O.	75	75	0%	75	0%	Constant
29.	S. A.	75	75	0%	80	6.67%	Increase
30.	S. V.	65	80	23.08%	75	-6.25%	Increase
31.	S. J.	50	65	30%	70	7.69%	Increase
32.	T. K.	80	85	6.25%	85	0%	Increase
33.	T. P. P.	55	70	27.27%	75	7.14%	Increase
34.	Y. P.	80	75	-6.25%	75	0%	Decrease
35.	U. R.	40	65	62.50%	70	7.69%	Increase
Total Score		2170	2545		2685		
Highest Score		80	95		95		
Average		62	73		77		
Lowest Score		40	55		65		

From the increasing each cycle, it could be inferred that the use of Numbered Heads Together (NHT) strategy could increase the students' reading comprehension abilities, because the students had understood about the information of the text. It could be seen from the average 73, the data become 77 in the cycle II. It means that the students could achieve the target, the target is 80% students could gain score ≥ 75 .

Furthermore, the increasing score in each cycle could be seen in the graph below:

Graph 1.

Percentages of the students' score in Pre-test, Post test 1 and Post test 2



There was an increasing of the students who got score up to the standard from the pre-test to the post test 1 and from post test 1 to the post test 2. From 11 students (31,43%) in pre-test to 22 students (62,86%) in post test 1 and became 29 students (82,86%) in post test 2.

The research was success if 80% of students able to achieving the minimum mastery criteria (MMC), at least 75. Based on the result pre-test and post test, it could be seen that Numbered Heads Together (NHT)

strategy was able to increase the students' reading comprehension significantly related to the students' average before and after given the treatment. The students' average in the pre-test was 62, in post test 1 was 73, and in post test 2 was 77.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 80% with the MMC was 75.

2. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

Table 17.

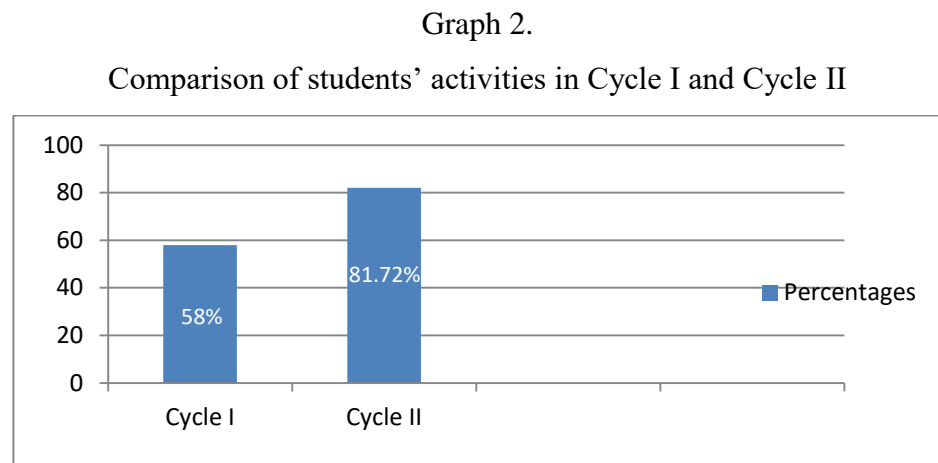
Result of the students' activities in Cycle I & Cycle II

No	Students' Activity	Cycle I	Cycle II	Increasing
1.	Accountable about their responses / numbers	48,57%	77,15%	28,58%
2.	Confidence in sharing ideas	37,15%	68,57%	31,42%
3.	Activity in group work	31,43%	77,14%	25,71%
4.	Making note from the material	58,57%	85,72%	27,15%
5.	Doing the assignment	94,29%	100%	5,71%
Percentage		58%	81,72%	23,71%

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good increasing in learning activities when

Numbered Heads Together (NHT) strategy was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:



Based on the graphic above, it could be concluded that there was an increasing of students' learning activity during study time came by using Numbered Heads Together (NHT) strategy in increasing the students' reading comprehension abilities. It could look on the result of observation sheet when cycle I that was 58%. In addition, the result observation sheet in cycle II was 81,72%. Therefore, this research was stated finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 80%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' reading score at the tenth grade of MAN 1 Lampung Timur in pre-test was 62, post test 1 was 73 and in post test 2 was 77. As a result, by implementation of Numbered Heads Together (NHT) strategy, the students' reading comprehension abilities at the tenth grade of MAN 1 Lampung Timur could be increased. The students who gained the score at least 75 in post test 2 were 29 students (82,86%). It means that more than 80% students were successful and the indicator of the research could be reached.
2. The percentage of the students' activities at the tenth grade of MAN 1 Lampung Timur in cycle I was 58% and there was an increasing in cycle II, it was 81,72%. As a result, Numbered Heads Together (NHT) strategy could increase the students' activities in teaching learning process at the tenth grade of MAN 1 Lampung Timur.

B. Suggestion

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. It is suggested to the teacher to use Numbered Heads Together (NHT) as the teaching learning strategy because it could increase the students' reading comprehension abilities.
2. It is suggested to the English teacher to include Numbered Heads Together (NHT) in teaching process. The teachers should be creatively used NHT in teaching, especially reading class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

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