THE EFFECT OF USING NUMBERED HEADS TOGETHER COOPERATIVE LEARNING MODEL TOWARDS STUDENTS' READING COMPREHENSION ON RECOUNT TEXT OF GRADE EIGHT AT MADRASAH TSANAWIYAH NURUL FALAH AIRMOLEK

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Abstrak: *Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan model pembelajaran kooperatif Numbered Heads Together terhadap hasil belajar pemahaman membaca siswa pada teks recount di kelas VIII Madrasah Tsanawiyah Nurul Falah Airmolek. Berdasarkan penelitian yang dilakukan oleh peneliti ditemukan beberapa gejala, yaitu sebagian siswa kurang aktif, kurang konsentrasi dan kurang motivasi dalam proses belajar mengajar Bahasa Inggris. Siswa juga memiliki kesulitan dalam pemahaman membaca Bahasa Inggris, sehingga mereka tidak bisa menemukan informasi tentang apa yang dibaca. Selain itu, siswa juga tidak mengetahui arti kosakata Bahasa Inggris. Jenis penelitian ini adalah penelitian eksperimen. Penelitian ini dilaksanakan pada tanggal 17 April sampai 24 Mei 2019. Populasi dari penelitian ini adalah siswa kelas delapan Madrasah Tsanawiyah Nurul Falah Airmolek. Sampel dari penelitian ini terdiri dari 73 siswa yaitu 37 siswa sebagai kelas kontrol di kelas VIII B dan 36 siswa sebagai kelas eksperimen di kelas VIII C dengan menggunakan teknik random sampling. Tes digunakan dalam teknik pengumpulan data. Tes tersebut diberikan kepada kedua kelas. Hasil dari tes sebelum penerapan model pembelajaran mengindikasikan rata-rata hasil belajar siswa adalah 65.45 di kelas kontrol dan 59.27 di kelas eksperimen. Setelah menerapkan model pembelajaran dikelas eksperimen, mengindikasikan rata-rata hasil test adalah 72.61. Sementara hasil tes di kelas kontrol yang tidak diberikan penerapan model adalah 67.14. Penelitian ini menggunakan Independent Sample Test atau Uji-T untuk menganalisis data. Berdasarkan penghitungan Uji-T bahwa dengan membandingkan hasil akhir t_o (t-hitung) terhadap t_t (t-tabel) dari df= 71 ditemukan level signifikan 5% adalah 2.00 dan level 1% adalah 2.65, sehingga dapat dilihat bahwa 2.00<2.931>2.65. Peneliti menyimpulkan bahwa H_o ditolak dan H_a diterima. Jadi, dapat disimpulkan bahwa model pembelajaran Numbered Heads Together memberikan pengaruh yang signifikan terhadap pemahaman membaca siswa pada teks recount di kelas VIII Madrasah Tsanawiyah Nurul Falah Airmolek.*
Kata kunci: *Membaca, Teks recount, Number Head Together*.

Abstract: The purpose of this research were to find out is there any significant effect of the cooperative learning model Numbered Heads Together toward Students' Reading Comprehension on Recount Text of Grade Eight at Madrasah Tsanawiyah Nurul Falah Airmolek. Based on the research, it was founded that some of the students lack active, concentrated, and motivated in learning English. They had difficulties in comprehending the reading test. They could not get information about the context. Beside that, they lack of item the vocabulary. This is an Experiment research. This research was carried out at Madrasah Tsanawiyah Nurul Falah Airmolek. It was started on April, 17th to May, 24th 2019. The subject of this research was students of grade eight at Madrasah Tsanawiyah Nurul Falah Airmolek. The sample of this research was

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71 students which consist of 37 students as the control class in grade eight B and 36 students as the experimental in grade eight C with using a random sampling technique. The test was used in data collection technique. The tests were given to both classes. The research finding revealed that the average score was 65.45 in the control class and 59.27 in the experimental class. After applying the model in the experimental class, the score of the post-test was 72.61. Meanwhile, the score for the control class which was not given the treatment was 67.14. This research was analyzed with using Independent Sample Test (T-test), it was obtained by comparing t_o (t-obtained) to t_t (t-table). From df= 71, it is found that the level of significance of 5% is 2.00 and the level of significant 1% is 2.65. It can be seen that 2.00<2.931>2.65. It means that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that there is a significant effect of using Number Heads Together Cooperative Learning Model towards students' reading comprehension on recount text of grade eight at Madrasah Tsanawiyah Nurul Falah Airmolek.
Key words: Reading, Recount text, Number Head Together

A. Introduction

Reading is one of the important skills in learning English. Reading can help much more if the students can read well. Some of the experts define reading in different ways. According to Nunan (2003:68) stated that "reading is a fluent process of readers combining information from a text and their background knowledge to build meaning". When the students can read and understand many different materials, they can get so much knowledge. Students read English for their careers, study, or simply for pleasure. Therefore, reading becomes an important part to build knowledge for students' future. According to Pang, Elizabeth (2003:6) stated that "the students make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text". Furthermore, reading is related to language acquisition. When reading is very interesting and engaging, the acquisition process will be more successful. Tarigan (2008:7) stated that "reading skill is a process that is carried out and used by the reader to obtain the message that the writer wishes to convey through words or written language". The process of interaction in reading occurs between the reader and the text. So, the reader should be able to understand comprehensively what he or she reads about reading materials such as textbooks, articles, novels, magazines, newspapers, and so on. Different from what they want to read to get some information they must give full attention to get reading comprehension. Pang, Elizabeth (2003: 14) also stated that "reading comprehension is the process to understand or to comprehend the meaning of written language. In short, reading comprehension is the process of deriving meaning from connected text".

The understanding of reading is called reading comprehension. According to Snow, Chaterine (2002:11) stated taht "reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". It means the reader and written language have an interaction to comprehend about the reading content. To make it clearer, comprehension consists of three elements. The first is the reader who is doing the comprehending. The second is the text that is to be comprehended and the third is the activity in which comprehension is a part. Janette K Klinger (2007:2) stted that "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge, and fluency". Readers use prior knowledge to understand texts. So, it can be defined that

reading comprehension as the process of creating meaning from text which has purpose to get an understanding of the text rather than to acquire meaning from individual words or sentences.

The reason the researcher took this title because based on observation, it was seen the ability in reading skill is still far from the curriculum expectation. The researcher found that the students lack active when teaching and learning process, they could not read correctly, they have difficulties in finding information, and they have limited vocabulary. This makes the learning outcomes in the classroom low.

With the problems above, the researcher conducted research by using Numbered Heads Together on English subject of recount text material, so that the learning process can be evaluated properly. This model can be used for every subject and level education which was developed by Spencer Kagan in 1993. According to Miftahul Huda (2013:203) stated that "Numbered Heads Together refers to student group learning. As Slavin says Numbered Heads Together is suitable to ensure individual accountability in group discussions". A group discussion will help students who have less ability to learn with students who have more abilities. Then, it gives chances for students to share ideas and consider the correct answer. In addition, Numbered Heads Together refers a learning group in which group members are responsible for having group assignments. Based on the explanation, the researcher is interested in carrying out research entitled: "The Effect of Using Numbered Heads Together Cooperative Learning Model towards Students' Reading Comprehension on Recount Text of Grade Eight at Madrasah Tsanawiyah Nurul Falah Airmolek".

B. Method

This research is an experimental research, this study uses True Experimental in the form of a pretest-posttest control group design. There are two classes. One class belongs to an experimental class and one class belongs to a control class. They were chosen in random sampling technique. The experimental group was treated with a cooperative learning model. Meanwhile, the control group was given a conventional method. This research involved two variables, namely the independent and the dependent variable. The independent variable is given symbol" X" using Number Heads Together and the dependent variable is given symbol "Y" comprehending students in reading recount text, thus this research was intended to analyze a certain population by finding the relationship between independent and dependent variable.

C. Research and Result

In this research, the researcher explained data that were taken from the post-test. The test was given to the experimental and the control class which consist of 30 items about recount text. This test was done at the end of the meeting after giving treatment. Both classes were given different treatment. The experimental class was taught by using Number Heads Together Learning Model and the control class was taught by using a conventional method. In this chapter explains the result of post-test in experimental and control classes. The summary data were shown in these following:

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The Data Presentation of Reading Comprehension

a. Students' Reading Comprehension that is taught by Conventional Method in Control Class

There were 30 items of reading comprehension test which were given to the respondents in this research. From the post-test, the high score of the control group was 93 and the lowest score was 50. The data were obtained by using SPSS 23 software. The data descriptions of the post-test of reading comprehension in control as follows:

Table 1 The Frequency Distribution of Reading Comprehension Test (Post-Test) in Control Class

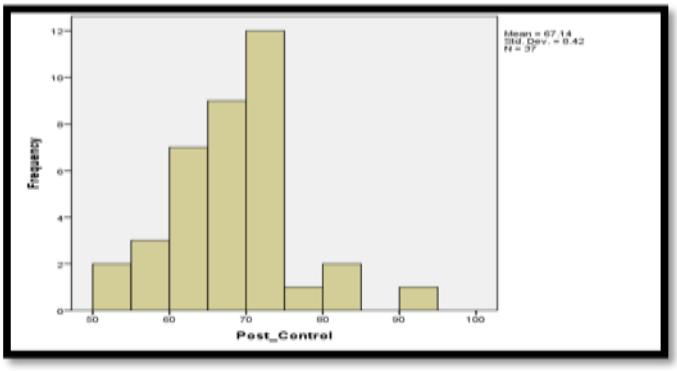
Post_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	5.4	5.4	5.4
	56	4	10.8	10.8	16.2
	60	5	13.5	13.5	29.7
	63	2	5.4	5.4	35.1
	66	9	24.3	24.3	59.5
	70	4	10.8	10.8	70.3
	73	7	18.9	18.9	89.2
	76	1	2.7	2.7	91.9
	80	2	5.4	5.4	97.3
	93	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

Based on the table, it can be seen that there are 37 respondents. In interval 50, the frequency is 2 students (5.4%), the frequency of interval 56 is 4 students (10.8%), the frequency of interval 60 is 5 students (13.5%), the frequency of interval 63 is 2 students (5.4%), the frequency of interval 66 is 9 students (24.3%), the frequency of interval 70 is 4 students (10.8%), the frequency of interval 73 is 7 students (18.9%), the frequency of interval 76 is 1 student (5.4%), the frequency of interval 80 is 2 students (5.4%), and the frequency of interval 93 is 1 student (2.7%).

To determine more about the post-test in control group which consist of 37 respondents at eighth grade of Madrasah Nurul Falah Airmolek, the researcher describes it in the following histogram which is obtained from the output of SPSS 23 software:

Histogram 1.1 The Result of Post-Test in Control Class



The researcher also classifies the post-test result of control class of the respondents of grade eight at Madrasah TsanawiyahNurulFalah to know the category of the students' reading comprehension can be seen from the following table.

Table 2 The Classification of Students' Reading Comprehension Score in Control Class

No.	Score	Categories	Frequency	Percentage
1.	80-100	Very good	3	8.10%
2.	66-79	Good	21	56.75%
3.	56-65	Enough	11	29.72%
4.	40-55	Less	2	5.4%
5.	30-39	Fail	-	-
TOTAL			**37**	**100%**

Based on the table, it can be seen that there are 5 categories for students' reading comprehension of the control class. The frequency of very good category is 3 students (8.10%), the frequency of good is 21 students (56.75.86%), the frequency of enough is 11 students (29.72%), the frequency of less is 2 students (5.4%), and there are no students who are categorized in fail category. The table shows that the highest percentage of student's classification of reading comprehension is 56.75.86%. Thus the majority of the students in the control class are classified as Good category.

b. Students' Reading Comprehension that is taught by using Number Heads Together Learning Model (Experiment class)

The post-test of experimental class, there were also 30 items of reading comprehension. From the post-test, the highest score of experimental was 86 and the lowest score was 60. The data were obtained by using SPSS 23 software. The data descriptions of the post-test of reading comprehension in experimental as follows:

Table 3 The Frequency Distribution of Reading Comprehension Test (Post-Test) in Experimental Class

Post_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	8.3	8.3	8.3
	63	5	13.9	13.9	22.2
	70	10	27.8	27.8	50.0
	73	4	11.1	11.1	61.1
	76	2	5.6	5.6	66.7
	80	8	22.2	22.2	88.9
	83	3	8.3	8.3	97.2
	86	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Based on the table, it can be seen that there are 36 respondents. In interval 60, the frequency is 3 students (8.3%), the frequency of interval 63 is 5 students (13.9%), the frequency of interval 70 is 10 students (27.8%), the frequency of interval 73 is 4 students (11.1%), the frequency of interval 76 is 2 students (5.6%), the frequency of interval 80 is 8 students (22.2%), the frequency of interval 83 is 3 students (8.3%), and the frequency of interval 86 is 1 student (2.8%).

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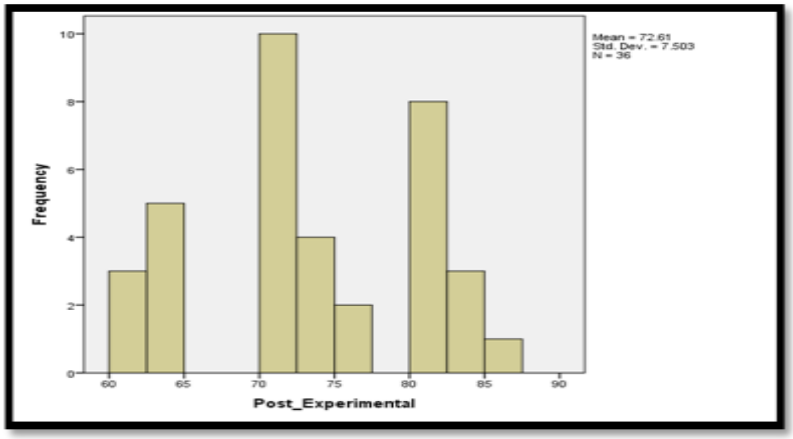
To determine more about the post-test in experimental class which consist of 36 respondents at grade eight of Madrasah NurulFalahAirmolek, the researcher describes it in the following histogram which is obtained from the output of SPSS 23:

Histogram 2. The Result of Experimental Class Post-Test



The researcher also classifies the post-test result of an experimental class of the respondents of grade eight at Madrasah Nurul Falah to know the category of the students' reading comprehension can be seen from the following table:

Table 4 The Classification of Experimental Class' Reading Comprehension Score in Experimental Class

No.	Score	Categories	Frequency	Percentage
1.	80-100	Very good	12	33.33%
2.	66-79	Good	16	44.00%
3.	56-65	Enough	8	22.22%
4.	40-55	Less	-	-
5.	30-39	Fail	-	-
TOTAL			**36**	**100%**

Based on the table, it can be seen that there are 5 categories for students' reading comprehension of the control class. The frequency of very good category is 12 students (33.33%), the frequency of good is 16 students (44.44%), the frequency of enough is 8 students (22.22%), the and there are no students who are categorized in enough and fail category. The table shows that the highest percentage of student's classification of reading comprehension 44.00%. Thus the majority of the students in the experimental class are classified as a good category.

Data Analysis

1. Normality Test

Before the data were analyzed with Independent Sample Test (T-test), the data were analyzed with Normality Test. The output was shown as follows:

Table 5 The Data of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Post_Experimental	Post_Control
N		36	37
Normal Parameters[a,b]	Mean	72.61	67.14
	Std. Deviation	7.503	8.420
Most Extreme Differences	Absolute	.171	.135
	Positive	.136	.135
	Negative	-.171	-.122

Test Statistic	.171	.135
Asymp. Sig. (2-tailed)	.009[c]	.087[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The normality test of the data was analyzed using the Kolmogorov Smirnov technique with SPSS 23 software. From the table, the probability 0.09 > 0.05, therefore the data distribution is normal.

2. Independent Samples Test (T-Test)

After the data were analyzed with Normality Test, the data were analyzed with T-test. This following table shows the output:

Table 6 The Result of T-test

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	EXPERIMENTAL	36	72.61	7.503	1.251
	CONTROL	37	67.14	8.420	1.384

The output of group statistics shows that the mean of the post-test of the experimental class is 72.61 although the mean of the post-test of the control class is 67.14. The number of the case (N) is for experimental class 36 and 37 for control class. The standard deviation for the experimental class is 7.503 and 8.420 for the control class. The Standard Error Mean of experimental class 1.251 and 1.384 for the control class.

From the table above, the output of independent sample test shows that t-test result is 2.931, the degree of freedom (df) is 71, significant is 0.005, mean differences is 5.476, standard error difference is 1.868, the lower interval of difference 1.750 and the upper interval of difference is 9.202.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SCORE	Equal variances assumed	.001	.973	2.931	71	.005	5.476	1.868	1.750	9.202
	Equal variances not assumed			2.935	70.465	.004	5.476	1.866	1.756	9.196

There are two ways that can be done in interpreting. They are as follows: 1) By comparing t_o (t-obtained) to t-table. From df= 71, to get the degree of freedom, the researcher used the following formula df= (N1+N2)-2. N1 is the total of students in the experimental class and N2 is the total of students in the control class. So, it is found that the level of significance of 5% is 2.00 and the level of significant 1% is 2.65. It can be seen that 2.00<2.931>2.65. It means that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted; 2) By orienting the number of significance. If probably is < 0.05, the null hypothesis (H_o) is accepted and If probably is > 0.05, the alternative hypothesis (H_a) is accepted.

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Based on the score of t-obtained and gathered from SPSS 23, it shows t-obtained is higher than t-table. The finding of t-obtained is 2.931, while the level of significance of 5% is 2.00 and the level of significant 1% is 2.65. It can read that 2.00<2.931>2.65. Thus, the writer concludes that $H_a$is accepted and H_o is rejected. In the other word, there is a significant effect of using Numbered Heads Together Cooperative Learning Model towards Students' Reading Comprehension on Recount Text of Grade Eight at MTs NurulFalahAirmolek can get data that Degree of significant 1% and 5 %, it can be analyzed that 2.00>2.931<2.65.

The Presentation of Data Analysis

Based on student's score has explained that experimental class got a better result than control class. The data were analyzed with the normality test and t-test. The research used two kinds of the test (pre-test and post-test) which were given to the same level of classes to determine which classes become the experimental class and control class. The researcher used Numbered Heads cooperative learning model in an experimental class and used the conventional method in a control class. Numbered Heads Together cooperative learning model is a series material by using a group as a forum to unite the perceptions or thoughts of students to again the questions posed by the teacher, which will be accounted for students according to the teacher's request number for each group. It's attractive and enjoyable learning.

Based on the Numbered Heads Together cooperative learning model, the researcher got a significant effect. It can be proven from the score that was gotten by the students in a post-test. The highest score was 86 and the lowest score was 60. It was different in pre-test, the highest score 76 and the lowest score was 23.

D. Conclusion

After finishing and conducting this research, it can be conclude that H_a is accepted and H_o is rejected. There is a significant effect of using Number Heads Together Cooperative Learning Model towards Students Reading Comprehension on Recount Text of Grade Eight at MTs Nurul Falah Airmolek which can get the data that obtained by comparing t_o (t-obtained) to t_t(t-table). From df= 71, it is found that the level of significance of 5% is 2.00 and the level of significant 1% is 2.65. It can be seen that 2.00<2.931>2.65. Based on the research finding, some suggestion are given for the teachers, the students, the school and further the researcher. Number Heads Together cooperative learning model is very suitable to be applied for the teachers or the educators as reference and innovation in teaching and learning process. This model is more attractive, active and creative. It hoped the teacher can teach the reading comprehension from the most difficult to the easiest one. This research can also serve as a reference for researcher to conduct further research. Finally, the students' expectation has changed that English is fun after using Number Heads Together cooperative learning model, so the researcher suggests that The Number Heads Together cooperative learning model can to help them in their reading skill.

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