

**STUDENTS' ACHIEVEMENT IN READING COMPREHENSION
THROUGH COOPERATIVE LEARNING STRATEGY TYPE: NHT
(NUMBER HEADS TOGETHER) AT THE SECOND GRADE OF SMA
MAHA PUTRA MAKASSAR
(A Pre-Experimental Research)**



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Part Fulfillment
Of the Requirement for the Degree of
Sarjana Pendidikan*

**SANDY PURNAMA
10535 4960 11**

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2015**

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**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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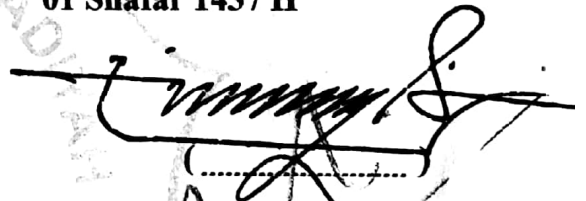
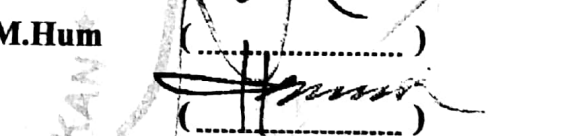

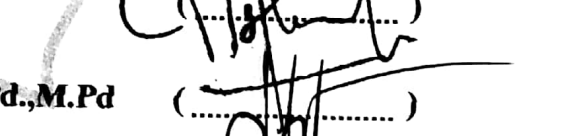
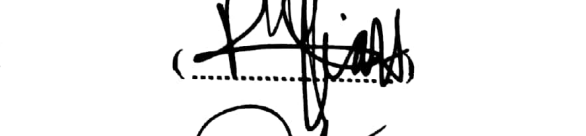
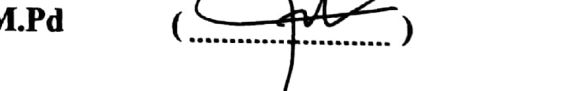

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

APPROVAL SHEET

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through Cooperative Learning Strategy Type: NHT
(Number Heads Together) at the Second Grade of SMA
Maha Putra Makassar. (A Pre-Experimental Research)

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah *hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.*

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, November 2015

Yang membuat pernyataan

Sandy Purnama

MOTTO

*"ONE WHO DOES NOT POSSESS CREATIVE
POWER.*

*TO US IS NAUGHT BUT AN UNIFIDEL AND A
HERETIC"*

Kupersembahkan karya sederhana ini sebagai bukti kecintaanku pada Bapak Tercinta dan Mama Tercinta, serta saudara saudariku tersayang beserta teman, sahabat, kerabat atas semua dukungan, perhatian, pengorbanan dan do'a tulus yang diberikan untuk menunjang kesuksesanku dalam menggapai cita-cita. Semoga menjadi berkah buat kita semua. Amin Yaa Rabbal Alamiin.....

ABSTRACT

SANDY PURNAMA. 2015 English Education Depatement Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. *Students Achievmnt in Reading Comperhension Thorough Cooperative Learning strategy type : NHT (Number Heads Together) at the Second Grade of SMA Maha Putra Makassar.* Under supervisor Sulfasyah and Nurdevi Bte Abdul.

In this research, the researcher aimed of findding out the students' motivation in reading comperhension and the improvement of students' achivement in literal reading comprehension by using cooperative learning strategy type: NHT (Numbered Head Together).

The method of this research used an experimental design that consisited of one group pre-test and post-test design class. The sample of this research was second grade students with the total number of subject where 27 students. The insturment of data collection for this research used questionnaire and test.

The research findings indicated that the students' motivation and learning reading comperehension by using cooperative learning type : NHT (Number Heads Together) was strongly motivated. Is was proved by the mean score of students questionnaire was 56.04 which classified as storongly motivated. The students'achivement in literal reading comprehension by using cooperative lerning type : NHT (Numbered Head together) was improved it was proved by the score of mean score in pre -test was 5.66 and post- test was 7.56 and the percentage of the improvement between pre-test and post-test was 33.57%. It means that the students' achievement was improved from fair classification into fairly classification. The result of t-test was 18.1. It was higher than t-table 2.056. It could be concluded that the Null Hipothesis (H_0) Was rejected and Alternative Hipothesis (H_1) was accepted.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and most merciful

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Finally, I realized that this thesis still have not been prefect yet and still need more suggestions and critics, thus more improvements for this thesis are strongly needed.

Hopefully, this thesis would be useful for many people who need it.

Makassar, November 2015

The Researcher

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CHAPTER I

INTRODUCTION

A. Background

Learning English is difficult subject for Indonesian students', even though English has been taught from the elementary school up to university but there are some students cannot speak English or they do not understand the English. That is way there are many methods that teacher used to increase students' interest in learning it.

Motivation plays a significant role in learning process of learning a language. Everyone knows what is motivation is, but it is not always easy to understand what motivation actually is, especially in learning. Motivations are reason for learning. People involved in learning teaching often say that the students who really want to learn English will succeed in whatever situation they study. All teacher can think of situation of which certain "motivated" students significantly do better than their friends, students frequency succeed in what to be probably conditions even though what teachers consider satisfaction in face of such phenomena it is quite reasonable to suggest that the students bring to class in the biggest single factor affective their success Harmer (1991:3).

Learning can be enhance when people interact with each other to clarify a confusing point or when they participate in a group discussion or cooperative learning group to solve a problem. Cooperative learning is the instructional use of small groups so that students' work together to maximize their own and each

other's learning and researcher used type: NHT (Number Heads Together) to know students' achievement in learning English. NHT (Number Heads Together) method is cooperative learning which is focusing on the students' cooperation in a group to reach the learning objectives.

Many students of all ages (collage students included) seem relatively uniformed about motivation ,lacking of motivation in learning so researcher investigate this title to know their students' achievement in learning English through cooperative learning type NHT (Number Heads Together).

This study use experimental method, and using questioner and test to data collection for this title "Students' Achivement in Reading comprehension through cooperation learning: type NHT (Number Heads Together) at The Second Year Students' of SMA MAHA PUTERA MAKASSAR".

B. Research Questions

Based on the background above, the writer formulated the research questions in following:

1. Does the use of cooperative learning type: NHT (Number Heads Together), motivate students' in reading comprehension?
2. Does the use of cooperative learning type: NHT (Number Heads Together), increase the students' achievement in literal reading comprehension?

C. Objective of the Study

Based on the problem formulation above the research objectives as follows:

1. To find out that use of cooperative learning type: NHT (Number Heads Together), motivate students' in reading comprehension.
2. To find out that use of cooperative learning type: NHT (Number Heads Together), increase the students' achievement in literal reading comprehension.

D. Significant Of the Study

The result of this research is expected to be useful and helpful information for reader, and especially for the teacher of English and the student.

1. To inform the stakeholders (e.g., headmaster and the parents of students) of the school in relation to motivation in learning English.
2. To inform the teachers of the school of the second year that students' motivation in learning English in order that he/she can anticipate everything related to the teaching process in class.
3. The result of the study in expected giving students' motivation and good input in learning English process in class.

E. Scope of the Study

In this research, the researcher focused on the students' motivation and students' literal reading comprehension in term of main idea and supporting idea at the second grade of SMA Maha Putra Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Many researchers have investigated of the cooperative learning method increase students' motivation. Some of the findings are presented in following section.

1. Syawalia (2013), in her thesis entitled cooperative learning in subject English reading skill conclude that number head together used in the experimental group is more effective than the conversional method use in the control group. The result of the calculation showed that, in average, the students reading score in experimental group (73.63) is higher than the students reading score in control group.
2. Rahmawaty (2014), in her journal entitled the effectiveness of using cooperative learning type number head together (NHT) improving reading comprehension of the students at SMP N 20 Tangerang. The result of post-test can improve the students' reading ability. Because the teacher increased the students' competence and cooperative learning type number head together (NHT) can motivate the students to read. Finally, the use of teaching reading through cooperative learning type number head together (NHT) was more effective than those through conventional. It showed that the result of the mean value of pre-test before using cooperative learning type number heads together (NHT) was more effective than teaching reading through

conventional technique. Because there was a significance mean difference between cooperative learning type number head together (NHT) , after the teacher created an English interaction, got more exposure and practice in the class.

Based on the review related findings above the researcher would like to compare both of the finding above they have use cooperative learning type number heads together to improve the students' reading comprehension in experimental design. Syawalia's result is the effectiveness of the cooperative learning strategy to improve the students reading comprehension comparison between experimental group and the control group. While, Rahmawaty results is there was a significance mean difference between cooperative learning type Number Head Together (NHT) , after the teacher created an English interaction, got more exposure and practice in the class. Same as the findings above, the researcher will also investigate about cooperative learning type number heads together. The researcher will focus on increase the students' motivation and students' reading comprehension.

B. Concept of Cooperative Learning

1. Definition of Cooperative Learning.

Johnson and Johnson (1989), defined that "cooperative is working together to accomplish share goals." Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. They also added that "cooperative learning is the instructional use of

small groups so that students work together to maximize their own and each other's learning".

From the definition above, we can conclude that cooperative learning gives the students' two responsibilities: to learn the assign material and make sure that all other members of their group do likewise. Besides, in cooperative learning situations, students perceive that they can reach their learning goals only if the other students' in the learning group also do so.

Another definition, from Kagan (1989), says that cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

According to Seelye (1996:134), cooperative learning is where students work in small groups and share teaching and other roles and tasks. It is relevant with Johnson, Johnson and Smith (1991), states that cooperative learning exists when students work together to accomplish share learning goals. Each student can then achieve his or her learning goal if and only if the other group members achieve theirs.

2. Why use cooperative learning?

Cooperative learning could be practice in the classroom because the classroom is an excellent place to develop team building skills that students need later in life.

- a. Cooperative learning is structure and focus to make sure that learning is taking place.