

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents three topics related to research finding that are the description of data, hypothesis testing and discussion.

#### **A. The Description of Data**

In this study, the writer wants to know the effectiveness of using Numbered Head Together (NHT) to increase students' reading comprehension of the seventh grade students at MTs Aswaja Tunggangri. The effectiveness can be seen from the significant different score of students reading comprehension before and after being taught using Numbered Head Together (NHT). The presentation of the data were answers based on the formulated of research problems in chapter 1.

That are: a) the student's reading comprehension score before being taught by applying Numbered Head Together (NHT), b) the students' reading comprehension score after being taught by using Numbered Head Together (NHT), c) whether there is significant difference score before and after being taught by applying Numbered Head Together (NHT) .

Then, the presentation of data is as follows:

1. Students' reading score before being applying Numbered Head Together (NHT) (pre – test score). (see appendix 1)

The students' score above there were computed by using SPSS. The result was shown in the table 4.1 below.

**Table 4.1 Descriptive Statistic of Pre-Test**

Statistics		
Pre-test		
N	Valid	22
	Missing	0
Mean		58.8636
Median		55.0000
Mode		55.00

Based on the table 4.1 above, we can be seen that there are 22 students as a subject or participant. The mean of students score in pretest is 58.86. Based on the criteria of the students' achievement in table above, the student means 58.86 was in the category of "average" score. Meanwhile, the median score was 55.00. It means that the middle score of pretest above was 55 in 22 students. The mode of pretest was 55; there were five students who get the score of fifty five. The frequency of the students's score was presented in the following table below.

**Table 4.2 Frequency of Pre-Test**

		Pre-Test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	4.5	4.5	4.5
	35	1	4.5	4.5	9.1
	40	1	4.5	4.5	13.6
	45	2	9.1	9.1	22.7
	50	2	9.1	9.1	31.8
	55	5	22.7	22.7	54.5
	65	2	9.1	9.1	63.6
	70	3	13.6	13.6	77.3
	75	3	13.6	13.6	90.9
	80	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

From the table 4.2 if it was compatibilited with the criteria of the students' score, it was found that student who got score 30, 35, 40 and 45 showed that their scores of reading were categorized as very poor. Students who got score 50 and 55 it means that their score was categorized as poor. Meanwhile, the student who got score 55, 65, 70 and 75 were categorized as average. Finally, the students who got score 80 showed that was categorized as good.

2. Student's reading score after being given Numbered Head Together (NHT). (post - test score)(see appendix 2)

The post test was given by asked the student to answer the questions about descriptive text. The question were 20 in the forms of multiple choise. It was done after treatment process by giving Numbered Head Together (NHT). This test to know the students reading achivement after being taught using Numbered Head Together (NHT). The data of the students' score of post-test could be seen in the following appendix 2.

The students' score above then were computed by using SPSS. The result was shown in the table 4.3.

**Table 4.3 Descriptive Statistic of Post Test**

Statistics		
Post-test		
N	Valid	22
	Missing	0
Mean		77.0455
Median		75.0000
Mode		85.00

Based on the table 4.3 above, the mean score of 22 students was 77.04. Based on the criteria of students' achievement in table above, the students means 77.04 was in the category of good score. Meanwhile, the median score was 75.00. it

means that the middle score of post-test was 75 in 22 students. The mode of post-test was 85.00; there were six students who get the score of 85.

The frequency of the students' scores was presented in the following table below.

**Table 4.4 Frequency of Post-Test**

		Post-Test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	4.5	4.5	4.5
	65	4	18.2	18.2	22.7
	70	2	9.1	9.1	31.8
	75	5	22.7	22.7	54.5
	80	2	9.1	9.1	63.6
	85	6	27.3	27.3	90.9
	90	1	4.5	4.5	95.5
	100	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

From the table 4.4 if it was compatibilited with the criteria of the students' score, it was found that students who got score 60, 65, 70 and 75 showed that their score reading were categorized as average. Meanwhile, the student who got score 80 and 85 were categorized as good. Finally, The students who got score 90 and 100 showed that were categorized as excellent.

So, there are differences score between before being taught by using Numbered Head Together (NHT) and after being taught by using Numbered Head Together (NHT). The data present that the score after being taught by using

Numbered Head Together (NHT) better and higher than before using Numbered Head Together (NHT).

## B. Hypothesis Testing

The hypothesis of this research is follow:

1. If t-test score is bigger than t-table (0.05%) the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It means that there is significant different score of the students' reading comprehension before and after being taught by using Numbered Head Together (NHT) of the seventh grade students at Mts Aswaja Tunggangri.
2. If t-test score is smaller than t-table, the null hypothesis ( $H_o$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means that there is no significant different score of the students' reading comprehension before and after being taught by using Numbered Head Together (NHT) of the seventh grade students at Mts Aswaja Tunggangri.

To know whether the significant level is bigger or smaller than t-table the researcher analyzed the data by using SPSS statistics 16.0 and the result shows in the following table.

**Table 4.5 Paired Sample Statistic**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	58.8636	22	14.63296	3.11976
	Post- Test	77.0455	22	9.95933	2.12334

As Table 4.5 shows the pairs sample statistics, the standard deviation from pre-test is 14.63296 and the standard error mean of pretest is 3.11976. While, the standard deviation of post test is 9.95933 and the standard error mean of post-test is 2.12334. The mean of post test score 77.04 is larger than the mean of pre-test scores 58.86. It indicates that on average, the use of Numbered Head Together (NHT) has caused the increased score of students' achievements and improved is better that without Numbered Head Together (NHT).

**Table 4.6 Paired Sample Correlation**

	N	Correlation	Sig.
Pair 1 Pre-Test & Post- Test	22	.605	.003

**Table 4.7 Paired Sample Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test – Post- Test	1.81818E-1	11.70525	2.49557	-23.37164	-12.99200	-7.286	21	.000

After t-test done by the researcher, the result of  $t_{\text{count}}$  was 7.286 (see table 4.7). The negative which appeared in  $t_{\text{count}}$  above showed the mean before treatment was lower than after the treatment. Then the researcher gave interpretation to t-table ( $t_0$ ). First, the researcher considered the  $df = N-1$  with the  $df$  was 21. At the significance level of 0.05, the score of t-table was 1.721. By comparing the  $t_{\text{count}}$  and  $t_0$  it was found that  $t_{\text{count}}$  was bigger than  $t_0 = (7.286 > 1.721)$ .

Because the  $t_{\text{count}}$  was bigger than  $t_0$  the alternative hypothesis ( $H_a$ ) saying that there is significant different score of the students reading comprehension before and after being taught by using Numbered Head Together (NHT) of the seventh grade students at Mts Aswaja Tunggangri was accepted and the null hypothesis ( $H_0$ ) saying that there is no significant different score of the students reading comprehension before and after being taught by using Numbered Head Together (NHT) of the seventh grade students at Mts Aswaja Tunggangri was rejected. It means that there was significant different score before and after being taught by using Numbered Head Together (NHT) on student reading comprehension at seventh grade students of Mts Aswaja Tunggangri. It could be conclude that Numbered Head Together (NHT) was effective used in teaching reading decriptive text comprehension.

### **C. Discussion**

Based on the discription of data, the researcher knows that the pre-test mean score is 58.86 and the post-test mean score is 77.04. It shows difference between the two means. The result shows that the post-test is better than the pre-test. Based on data analysis, the  $t_{\text{count}}$  is bigger than  $t_0$ . It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis was rejected. So, there was significant different



score before and after being taught by using Numbered Head Together (NHT) of the seventh grade students at Mts Aswaja Tunggangri.

Based on the researcher method, the teaching learning proses was divided into three steps. First step is giving pre-test for the students to know the students' reading score before being taught by using Numbered Head Together (NHT). The second steps is giving treatment for the student. The treatment is applying Numbered Head Together (NHT) in teaching reading descriptive text the students to finding main idea. Numbered Head Together (NHT) is one of cooperative learning develop by Spencer Kagan (1993), is a group working which usually consists of four students, and each student has number 1 until 4, when teacher ask a question, they put their heads off together to discuss about the answer. Then teacher will calls number randomly (1, 2, 3 or 4) and students with that number can raise their hands to answer the question.

The result of test from teaching reading comprehension by using Numbered Head Together (NHT) shows that students could understand the text. They feel enjoy and more active. It could be seen in the treatment process. The students are more interested when the researcher applie this tehniqe. They feel enthusiastic and independent to find main idea by Numbered Head Together (NHT).

In fact, Numbered Head Together (NHT) can improve students' mastery in reading comprehension when the teacher gives text to the students and aks then to read the text they are able to understand the content of the text and the main idea of the text. The technique is also useful for study groups.

Regarding on the result of data analysis above, it's also strongly with privious study as Numbered Head Together (NHT) is considered as an effective for

the student' reading comprehension achievement in reading text. The first thesis written by (Afrilia: 2011) The research conducted in experimental research design. The result of the research above, that the researcher suggest an English teacher to use Numbered Head Together (NHT), because it can be used one of alternative teaching reading technique to teach reading comprehension.

The second is thesis written by (Permanasari: 2011) The research conducted in Classroom Action Research with (CAR). The result of the research showed that the students' responses in learning reading was quite good. Students appeared more active and cooperative in discussion section. They divided the job to do assignment. The researcher suggest an English teacher to use Numbered Head Together (NHT) technique was a good technique to teach reading comprehension to the students.

The last is thesis written by (Astuti: 2013) The research conduct in experimental research design. The result of this research shows that using Numbered Heads Together technique is effective in improving students' reading ability in descriptive text. Based on the explanation above, Numbered Head Together (NHT) is effective for the students on reading comprehension descriptive text.

The implication of this technique can help students to be confident. This technique can be very easy to be implemented for student. The students can use Numbered Head Together (NHT) not only to submit assignment in descriptive text, but also they can easily use technique in other kind of reading. From the teacher, the implication of this theory and technique can made one of the ways to support during teaching reading descriptive text. This technique can be implemented in teaching learning process in order to support students more understand and easy in reading. In

general, the implication of theory Numbered Head Together in teaching and learning can support both teacher and student in many aspects. In the aspect of time the teacher and student can save their time because of this technique support student to think creative and systematic. In aspect of material, they make lesson more spontaneous and enjoyable. They automatically inspire interest to the student, thus making them more receptive and cooperative in the classroom.