

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

This chapter contains the result of research and discussion of research. The data obtained from the research of the Implementation Of Numbered Head Together Model In Teaching Learning Process Of Reading Comprehension For Third Grade At Karang Durin English Course On Karang Durin Boarding School Karang Penang Sampang

#### **A. Result of research**

In this result, the researcher explains about the result of the research of the Implementation Of Numbered Head Together Head Together (NHT) Model In Teaching Learning Process Of Reading Comprehension For Third Grade At Karang Durin English Course On Karang Durin Boarding School Karang Penang Sampang. In this case, there are three points that will be explained by the researcher, they are to describe the application of Numbered Head Together Model which use by the teacher in developing the student's reading skill at Boarding School Miftahul Ulum Karang Durin, to know the Implementation of Numbered Head Together (NHT) Model in reading comprehension of learning process when teacher teach. And to know advantage numbered head together model in reading comprehension of learning process.

To obtain the data related to the implementation of "Numbered Head Together (NHT)" Model in teaching learning process of reading comprehension, the researcher conducted the observation in teaching and learning process at third grade at Karang

Durin English Course (KEC) on Karang Durin boarding school Karang Penang Sampang it on 03<sup>th</sup> and 05 August 2019 the researcher conducted this research about two meetings at this school. The first meeting was on 03<sup>th</sup> August 2019 and the second meeting was on 05<sup>th</sup> August 2019.

Furthermore, there are three steps in the use of “Numbered Head Together (NHT)” Model in Teaching Reading Comprehension at Karang Durin English Course (KEC) On Karang Durin Boarding School Karang Penang Sampang. They are pre-teaching, while-teaching, and post-teaching. Each of them would like to be explained by the researcher such as follows:

## **1. The implementation of Numbered Head Together (NHT) Model In Teaching Learning Process Of Reading Comprehension For Third Grade At Karang Durin English Course On Karang Durin Boarding School Karang Penang Sampang.**

### **a. The first Meeting**

It is the first meeting on this research, it was conducted by the researcher on Saturday, 03 August 2019. It started on 05.30 Am o'clock until 07.00 Am . in this case the researcher was a passive participant or watching the teaching and learning process, the teacher is as controller and students were doing the instructors' instruction to do the “Numbered Head Together” together at classroom.<sup>1</sup>

In first meeting there are three steps in the use of “Numbered head together”.

Model in teaching reading comprehension Third Grade at Karang Durin English

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<sup>1</sup> Observation Saturday, 03 August 2019. It started on 05.30 Am o'clock until 06.30 Am Karang Durin English course Karang Penang Sampang

Course on Karang Durin Boarding School Karang Penang Sampang. There were pre-teaching, whilst-teaching, and post-teaching, each of them would like to be explained by the researcher as follow:

**a) Pre-teaching**

It is first section of teaching and learning process before the English teacher teaches in the classroom, it is showed by:

- 1) The teacher prepared the lesson plan:
- 2) The English teacher said greeting for example “ *assamualaikum warahmatullahi wabarokatuh*”
- 3) The English teacher instructed the students began lesson by prayed together.
- 4) The English teacher checked the appendix and students attendance list.
- 5) The English teacher gave warming up by memorised animal name and fruit example “banana, apple, orange, lion, elephant, goat etc.”
- 6) The English teacher instructed to students’ to made each group, one group has 5 five memeber. (see appendix IV)
- 7) The English teacher gave some questioned that still concreted with the topic in teaching English process.

*English teacher* : *Do you like reading stories?*

*Students* : *Yes sir*

*English teacher* : *What stories have you read?*

*Students* : *Aladdin sir*

*Other students* : *Frozen, beautiful and the best*

*English teacher* : *Do you know what kind of stories have you read?*

*Students* : *No sir*

*English teacher* : *Okay, I will explain about it later, now we will learn reading.*<sup>2</sup>

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<sup>2</sup> Observation Saturday, 03 August 2019. It started on 05.30 Am o'clock until 06.30 Am Karang Durin English Course Karang Penang Sampang

**Picture 4.1**



**The teacher give pre teaching to the students**

**b) Whilst-teaching**

It about main point in teaching and learning process in the classroom.

It is showed by teacher activities:

- 1) The English teacher gave information the topic at the time in front of the class. It was about narratives text.
- 2) The English teacher instructed the students to read the text.
- 3) The students asked about the difficult vocabulary to the English teacher
- 4) The English teacher asked students to retell the by their own language but still accurate.
- 5) The English teacher ordered the students to answered the question
- 6) Students who had number eight. Each Students one the team has a different number.
- 7) Teacher solve the problems and gave some sullotion.
- 8) Students with group wrote their answered

- 9) Teacher called out a number (two) and cache two is asked to gave the answered. The Students with that number answer the question by reading loudly their answer.

**Picture 4.2**



**The students try answer teacher question**

**c) Post-teaching**

It is the last steps in the teaching and learning process in the classroom.

- 1) The English teacher concluded the material.
- 2) The teacher gave homework for the students.
- 3) The teacher invited Students to prayed together.
- 4) The teacher closed the class by said Salam.

**Picture 4.3**



**The teacher close the material in this lesson**

### **b. The Second Meeting**

It is the second meeting of this research by the researcher on Monday 05<sup>th</sup> August 2019. It started on 05.20 Am up to 06.45Am. the teacher observes teaching learning process of English teacher the lesson is about narrative text in the second meeting there three step the teaching learning process. They are pre teaching, whiles teaching. Each of them likes to be explain by the researcher such as follow:

#### **a) Pre-teaching**

It in the same with the first meeting in teaching and learning process before the English teachers teach in the classroom. It showed by:

- 1) The teacher prepared the lesson plan:
- 2) The English teacher said greeting for example “ *Assamualaikum Warahmatullahi Wabarokatuh*”
- 3) the English teacher instructed the Students began lesson by prayed together.

- 4) The English teacher gave warming up such as some questioned that still correlate with the topics in teaching English.

**picture 4.4**



**The teacher gave greeting in the lesson**

**b) Whiles-teaching**

it is about main point in teaching and learning process Numbered Head Together (NHT) in the class room. It is showed:

- 1) The English teacher informed the topic at the time in front of the class. It was about recount text.
- 2) The English teacher instructed the Students to read the text.
- 3) The Students asked about the difficult vocabulary in recount text, in this step, the teacher giave each group a piece of paper that there are an example of narrative text without questioned, in this step, teacher will gave some questions by spoke immediately not in wrote form. Teacher gave chanced to students to students to read the text, carefully than ten minutes.
- 4) The English teacher asked students to retell the text by their owned language but still accurate.



- 5) The English teacher ordered students to answered the questioned.
- 6) Students one Each other the team has a different number.
- 7) English teacher soleve the a problems and gave some solution.
- 8) Answered wrote by Students in the same groups.
- 9) Teacher called out a number (four) and each two is asked to gave the answer, Students with that number answer the question by reading loudly their answer. The teacher based on the number that has gave students. Such as, if the teacher called number one must answer the question.

**Picture 4.5**



**The English teacher informed the topic the lesson**

**c) Post-teaching**

It is the last step in teaching and learning process in the classroom. It is showed by:

- 1) This section English teacher gave evolution to each question and give score, for group that have more, the teacher give reward such as additional of score.
- 2) The last activities, English Teacher concluded the material for meeting.

- 3) The English teacher gave homework to the students.
- 4) Teacher gave motivation to students and asked students to study hard for English lesson then.
- 5) The English teacher invited students to pray together
- 6) The teacher closed the class by saying salam example “wassamualaikm warohmatullahi wabarokatuh”

Statement the English teacher

**picture 4.5**



*The teacher close and gave motivation for students*

"In this implement, the teacher said that learning's' model that she used was successes and effective because most of students in learning process was active and have fun ".<sup>3</sup>

By this statement the teacher and the students will be fun and enjoy in learning activity.

## **2. The Advantages Numbered Head Together (NHT) Model Students On Reading Comprehension In Model In Teaching Learning Process Of Reading**

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<sup>3</sup> Interview with Mr Fathor the English teacher of Karang Durin English course at third grade Monday 05<sup>th</sup> august 2019

## **Comprehension For Third Grade At Karang Durin English Course On Karang Durin Boarding School Karang Penang Sampang.**

To know the advantage of using the Numbered Head Together (NHT) model the researcher using interview for collecting data to some students and English teacher. Base on the use numbered head together (NHT) Model there is many parts that can advantage in learning reading comprehension. It is from the first meeting and the second meeting. It is about warming up. It is one the parts that can motivate students because it is the first step to make the students interest to join the lesson, it is showed by the English teachers' statement.

The Learning Numbered Head Together (NHT) model there are some advantages that students will get from among them. what has been writted in full is based on interviews by researchers with English Teachers in Karang Durin English Cours and Students who implemented the Numbered Head Together learning model. excess in used Numbered Head Together Learning among it is wrong.

### **a. Developed Discipline, Interested, Cooperatied, Actived And Responsibility**

“In the first my opinion the advantages of Learning Numbered Head Together(NHT) model is to provide a sense of discipline and the same work for students so that the material taught is not too difficult and teach passive students to be more actived in the classroom, and gave responsibilities to others to work together with understood the material.”<sup>4</sup>

This statement is strengthened by Students Karang Durin English Cours (KEC) disciplid by provided the following statements.

“The advantage of Nmubered Head Together (NHT), gave self-confidence impact to me and my friends in conveying what should be asked and i am more

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<sup>4</sup> Interview with Mr Fathor the english teacher of karang durin English course at third grade Monday 05<sup>th</sup> August 2019.

acted in learning when the teacher implemented the Numbered Head Together (NHT) learning model.”<sup>5</sup>

According to these two statements, it is clear that the learning model is very suitable for students because it has advantages in cooperation and discipline for students which normally cannot be achieved by other learning models.

**b. Each Student Becomes Ready And More Able To Master The Material Than By Understanding Himself.**

“When implemented of the Numbered Head Together learning model I am more helped because students are not always given direction in instruction but the students are better able to think for themselves before and are ready to be compared with other learning models. And initially students were not very good at handling material with the implementation of the Numbered Head Together (NHT) model, they were able to master the material taught together.”<sup>6</sup>

With this statement, the researcher then interviewed one of the students.

“For me initially the material in learning English was very difficult to understand because it was normally, but after my teacher implemented the Numbered Head Together model learning I was easier to understand about the topics that we would study, because it was helped by my groups.”<sup>7</sup>

According to researchers from the two statements stated, it can be concluded that the Numbered Head Together (NHT) model has a very important role in mastering the material in the group so that the students will be helped by their friends.

**c. Can Hold Discussions And Earnestly Collaborated**

“My statements about the implementation of learning by implementing the Numbered Head Together (NHT) model, it also has advantages so that students can study

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<sup>5</sup> Interview with Taufikurrahman the member of Karang Durin English course at third grade Monday 05<sup>th</sup> August 2019.

<sup>6</sup> Mr Fathor English teacher of Karang Durin English Course at third grade Monday 05<sup>th</sup> August 2019.

<sup>7</sup> Interview with Hariyanto, student of the member of Karang Durin English course at third grade Monday 05<sup>th</sup> August 2019.

previously that during the discussion that teacher will convey can be deeper understood and students can be also discuss the material before they appear in front of the class.”<sup>8</sup>

The statement above supported by the student’ statement

“To better understood the learning for me, learning Numbered Head Together (NHT) is indeed very efficient because in the group I can prepared it more in advanced by discussed and empowering the teacher who understood better than me and that gave I a basic.”<sup>9</sup>

For researchers, it can be concluded from the two statements that the Numbered Head Learning model is very helpful for students and students in providing understanding to other students.

**d. The student is not more dominant in learning.**

“In every lesson that I teach there must be more actived and dominant topics in the material being taught, but when used the Numbered Head Together (NHT) model relied more on teamwork, the more dominant students will cover the lack of friends in the group. so nothing is more dominant.”<sup>10</sup>

This statement is reinforced by students who are considered passive before implmented Numbered Heads Together.

“When the material taught is more to understood, I think it is only for a few students who are smart and not part of the other students, but when implemnted the Numbered Head Together learning model is beneficial to all students and in understaood in one group equally.”<sup>11</sup>

For other researchers the strengths of numbered head together are also able to facilitated understood with explanations from friends of one group there and also maximize the teacher for gave apreciated to otherr students.

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<sup>8</sup> Mr Fathor English Teacher of Karang Durin English Course at third grad Monday 05<sup>th</sup> August 2019.

<sup>9</sup> Ais Gunawan the students of Karang Durin English Course at third grad Monday 05<sup>th</sup> August 2019.

<sup>10</sup> Mr Fathor English teacher of Karang Durin English Course at third grad Monday 05<sup>th</sup> August 2019.

<sup>11</sup> Interview with Ach.Zaini students of the member of Karang Durin English course at third grade Monday 05<sup>th</sup> August 2019.

**e. Gave to the students pleasure in learning.**

“I more often implemented this learning model in compared to other learning models because the students are very happy and enjoy when learning, so teaching and learning activities are fun for students and also for the English Teacher, and gave me the opportunity to often gave assignments to students who learn, students who are very feel very happy because it can be done together and can be completed together fun.”<sup>12</sup>

The second statement by students of Karang Durin English Cours.

“I think this Numbered Head Together Learning (NHT) model is more able to function because students really enjoy learning while going on, especially the Numberede Head Together (NHT learning model also trains our happined and experienced. So, that is what makes students enjoy in learning English especially when implemented Numbered Learning Head Toogether (NHT) model.”<sup>13</sup>

The concluded from these two statements that the numbered head together learning model provides advantages that can make it easier for students to connected the material taught by the Englis teacher and provide fun things for them so as not to gave the impression of incriminating students in terms of assignments.

In the implementation of learning English in reading material by using the numbread head together (NHT) models in Karang Durin English cours specifically in the third grade to produce advantages in numbered head together (NHT) models there are several to advantage for this model.

## **B. Discussion**

In this section researcher will be explain about the two points in research, The first How The Implementation of Numbered Head Together (NHT) Model In Teaching

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<sup>12</sup> Mr Fathor English teacher of Karang Durin English Course at third grad Monday 05<sup>th</sup> August 2019.

<sup>13</sup> Faisol the students of Karang Durin English Course at third grad Monday 05<sup>th</sup> august 2019.

Learning Process Of Reading Comprehension For Third Grade At Karang Durin English Course On Karang Durin Boarding School Karang Penang Sampang, and in which Of Advantage Numbered Head Together (NHT) Model Students On Reading Comprehension In ) Model In Teaching Learning Process Of Reading Comprehension For Third Grade At Karang Durin English Course On Karang Durin Boarding School Karang Penang Sampang.

**1. The implementation of Numbered Head Together (NHT) Model In Teaching Learning Process Of Reading Comprehension For Third Grade At Karang Durin English Course (KEC) On Karang Durin Boarding School Karang Penang Sampang**

In the teaching learning process will be called successful when the teacher applied the teacher use to support teaching learning process. Actually, the teacher may implemented various model to support teaching learning process, but in this study, the researcher found that English teacher of Karang Durin English Course (KEC) Karang Penang, implemented numbered head together (NHT) model to teach reading, it was done by the researcher to make the students interested with reading subject.

Before implemented this model the teacher gave warming up which was suitable with the material in the use of numbered head together (NHT) model there were some steps, the teacher gave text or topic. Thant, the teacher divided the class into some groups students numbering each students on a group has a different number, after dividing group and gave differents number of each students in group, the teacher proses a problem or question related with the text or

topic that the teacher provided. The teacher gave time to students to think the questions so that all can verbal answer the question. Teacher called out a number (four) and number four is asked to tryed answered. The students who had the number must answered the question by reading loudly, this model can made the students read the text and comprehend the text well, it was proved when the students can answer the question based on the text.

A compared to other learning models the english teacher used the Numbered Head Together (NHT) model more often because of it makedit easier for students understood the material being taught, by frequently using this Numbered Head Together (NHT) the students can developed a sense of empathy and responsibility to the group,the teacher gave tasks so that all of students in a groups can be understood each other. Basically, for the English teacher to send the opportunity for every child in the group to show their abilities that the atmosphere of classroom more lived and actived more, the teacher results with careful preparatied before hand gave by the English teacher so the students are very enthusiasted and respond what is being discussed.

In this section Numbered Head Together (NHT) more effective in teaching learning proses of English lesson focus on reading because by using this model the students easy to receive the material. this implement, the teacher said that learning's' model that she used was successes and effective because most of students in learning process was actives and have fun

Mr Fathor expressed that Numbered Head Together is easy learning model to implement for her students and these model is easy to receive by students so, in



English lessons, if use numbered head together, will be success and effective because most of students can be participant and active in teaching learning process.

In implementing numbered head together, the teacher as It means that, the teacher just gave instructed to the students based students to become actived students from the first step until the last step of numbered head together, the activates must do by students.

Commonly, in implementation numbered head together model, in question step the teacher gave some questions in written form, but the English teacher of their grade of Karang Durin English course using differents ways in questioned step. It is not only in wrote form it also in spoken form. The purpose is teacher want to know how far the students meeting the teacher how far the comprehends in reading of text, from the first meeting and second meeting, the teacher different ways questioned step. In the first students can know and answer the question easily based on the text, but in second meeting, the teacher gave some question by implemented spoken form it means that teacher just gave the example of narrative text then, for question teacher gave the example of narrative text. Then, for question teacher give them b using speak without in written form. So students have difficulties to answer question. It needs more time to found out the answer of question.

The result in first and the second meeting are same It means that, from these implementation students can understand about the material and students can

receive the material easily to understanding the text and question that teacher delivered.

**2. The Advantage Numbered Head Together (NHT) Model Students On Reading Comprehension In ) Model In Teaching Learning Process Of Reading Comprehension For Third Grade At Karang Durin English Course (KEC) On Karang Durin Boarding School Karang Penang Sampang.**

In this section the researcher interviewed to English teacher and students member of Karang durin English Cours (KEC) about the purpose of Implementation Numbered Head Together For understood of the advantage Numbered Head Together (NHT) model the teacher must have good abilities to be able to master of the class and not feel bored towards students, for this I mostly implemented many ways that I combine the numberhead together model for students really can feel a sense of pleasure in learning and enjoy while studying, So in model Numbered Head Together I am not need to repeat the material again I can pass the material and continue to the next material. to the researcher get point for purpose of the advantage of implementation numbered head together is make students more understood in English material of narrative text in reading comprehension. in this case by implementing Numbered Head Together (NHT) model the teacher does not gave explained again about material, the teacher text material direcly. Besides, the responded of students is good they are interested in English lesson. So the teaching learning process can be defective and make students be active students.