THE EFFECTIVENESS OF USING NUMBERED HEADS TOGETHER (NHT) TECHNIQUE IN TEACHING READING COMPREHENSION

[1]*Rima Rahmania,* [2]*Salahudin*

[1]   *Lecturer of English Department University of Muhammadiyah Mataram*
[2]   *Student's of English Department University of Muhammadiyah Mataram*

Abstract

This research aims at finding out the effectiveness of using numbered heads together in teaching reading comprehension at the first grade students of SMKN 1 Hu'u in academic year 2015/2016. This research is an Experimental study that quasi experimental design with non-equivalent control group design. The populations of this research were 120 students of 6 classes which termed as X.A (experimental class) and X.B (control class) were selected by cluster random sample technique from the first grade students of SMKN 1 Hu'u in academic year 2015/2016. It showed that the mean scores of the experimental class was 31.5 and the mean scores of control class was 7.2. Moreover, it found that the significance value of t-test > than t-table. It was found that t-table 2.042 at the confidence level 0.05 (95%) and 2.750 at the confidence level 0.01 (99%). After the writer compared that score of t-test is 4.40 > than t-table 2.042 at the confidence level of 0.05 (95%) and 4.40 > than t-table is 2.750 at the confidence level 0.01 (99%). And the degree of freedom (df) is n-2=38 from 120 students as the sample of this research. After analysing the data obtained, the writer concluded that the use of numbered heads together technique is effective in teaching reading comprehension. It indicated that the alternative hypothesis (H_a) which is read numbered heads together technique is effective in teaching reading comprehension is accepted.

Key words: Numbered Heads Together, Reading Comprehension

INTRODUCTION

In this study, the writer believed that it was important to investigate the effectiveness of using Numbered Heads Together technique in teaching reading comprehension because in learning, reading is a process to enlarge our knowledge by comprehending the meaning of text that we read. According to Dorn & Soffos's theory (2005: 6) reading is a complex process involving a network of cognitive actions that work together to construct meaning. Other experts argued that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information (Scanlon et al, 2010: 9).

Reading is important skill for students to increase capability in obtaining information from the texts being read (Nurlina, 2006, in Papilaya, 2014: 2). In addition, reading has an important role because as much as we read, it can give us more information, as well as reading is as one of strategy for developing student knowledge.

Furthemore, Patel & Jain (2008: 114) inferred that reading is the most important activity in any language class; reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Moreover, reading is very necessary to widen the mind and gain and understanding of the foreign culture.

Based on the writer's experience in Teaching Practice Program (PPL), there were apperently a great number of students have problems in figuring out reading subject, because it was not easy for students to read and understand passages in English well. Therefore, in order to make the students understand the reading text, they have to be able to recognize words rapidly, knowing the meaning of almost all of the words, and connected the meanings into message in reading text. It is the teachers responsible to minimize the students' failures by using suitable technique in teaching reading so that the student can understand what they read in target language. By applying appropriate teaching technique in teaching and learning process, teacher hoped can improve the student reading comprehension.

Moreover, although teaching English language especially reading is tricky, there are many good techniques to teach reading comprehension and make students enjoy in understanding passages or fun in learning to read with others. One of the good techniques or which frequently used by teacher in cooperative learning are, such as: Paired Heads Together (PHT), Stir The Class (STC), Student Teams Achievement Division (STAD), Teams Games Tournament (TGT), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Three Step Interview (TSI), Roundtable, Think Pair Share (TPS), Solve Pair Share (SPS), and Numbered Heads Together (Suprijono, 2014: 89; see Huda, 2015: 114). The writer focused on Numbered Heads Together as the technique that used in this research.

Numbered Heads Together technique is a solution to solve the students' passiveness and the difficulty in comprehending the text. Himmele & Himmele (2011: 46) revealed that Numbered Heads together technique is likely to promote students' participation as well as cognitive engagement. It means that many students are given wider opportunity to participate in the process of English learning, and then facilitate a cognitive involvement.

The study of using Numbered Heads Together technique had been already conducted by some researchers. They were as follows:

The first, study was conducted by Ratih Kartika Afrilia (2012) entitled "The Effect of Numbered Heads Together Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Negeri 2 Tamanan Bondowoso in the 2011/2012 Academic Year". The researcher showed that Numbered Heads Together technique gave a significant effect on reading comprehension achievement.

Then, it is suggested to the English teachers to use Numbered Heads Together as technique in teaching reading comprehension since the technique affects the students' achievement significantly.

The second, study was conducted by Luh Tri Jayanti Swastyastu (2014) entitled "Improving Reading Comprehension of the Tenth Grade Students of SMK N 5 Denpasar in Academic Year 2013/2014 by Using Numbered Heads Together technique". The researcher showed that the application of Numbered Heads Together technique could improve the reading comprehension of the students.

The third, study was conducted by Merina Yuli Astuti (2014) entitled "The Effectiveness of Numbered Heads Together Technique toward Students' Reading Ability on Descriptive Text a Quasi Experimental Study at the Second Grade of SMPN 2 Tangerang Selatan in Academic Year 2013/2014". The researcher showed that alternative hypothesis (Ha) which stated there was a significant progress in using numbered heads technique in improving students' reading ability in descriptive text, was accepted.

Overall, the previous studies above showed that the Numbered Heads together techniques were technique which was effective in teaching reading comprehension. All of the previous studies investigated the technique at the students at junior high school; they were different from the writer because the writer intended to investigate this technique to the first grade students of vocational middle school.

Based on the explanation above, in this case, the writer was interested in conducting the research under the title "The Effectiveness of Using Numbered Heads Together Technique in Teaching Reading Comprehension at the first grade students of SMKN 1 Hu'u in academic year 2015/2016".

From the phenomenon above, the writer formulated the problem: "Is the Numbered Heads Together technique effective in teaching reading comprehension at the first grade students of SMKN 1 Hu'u in academic year 2015/2016?"

REVIEW OF RELATED LITERATURE

Numbered Heads Together (NHT) Technique

Moreillon (2007: 156) terms that Numbered Heads Together is in which the students sit in groups of equal number. Each student is assigned a number. For example, if there are six groups of four, six students have the number one, one student in each group, a question is posed and all groups have a set time to caucus on the answer. When time is up, each group is called on in a set rotation. A number is called at random, and the person in that group with that number answers for the group. If the answer is incorrect, the person with the same number in the next group is asked to provide her or his group's answer.

Furthermore, Huda (2015: 138) points out that Numbered Heads Together technique gives the students chance to share ideas and discuss the best answer. Then, Numbered Head Together also can improve student's motivation, and it can be employed in all materials and all students' level. It means that Numbered Heads

Together technique facilitates the students to share the idea with their friends to find the corect answer. This technique also can motivate the students to learn and to compete positively with their friends in the other groups. Then, Numbered Heads Together can be implemented in any kind of material and any students level.

From the definitions above, it can be concluded that numbered Heads Together technique gives many advantages to students, because when they work together in group, each member of the group must know the correct answer so they must help each other. The students never know what the number will be called by the teacher so they must be ready and concentration. It also can improve student's confidence in explaining the answer especially for lower students who usually ashamed in class. This technique also can make students are active and enthusiastic in learning process.

Procedure of Teaching through NHT Technique

According to Richards & Renandya's theory (2002: 52) have already proposed four procedures or steps in teaching by using numbered heads together technique among others:

1. Each student in a group of four gets a number: 1, 2, 3, or 4
2. The teacher or a student asks a question based on the text the class is reading.
3. Student in each group put their heads together to come up with an answer or answers. They should also be ready to supply support for their answer from the text and or from other knowledge.
4. The teacher calls a number from 1 to 4. The person with that number gives and explains their group's answer.

Furthermore, Numbered Heads Together technique encourages successful group functioning because all members needs to know and be ready to explain their group's answers and when students help their group mates, they help themselves and their whole group, because the response given belongs to the group, not just to group member giving it.

Teaching Reading by Using NHT Technique

Reading is one of the important things in learning English. It supports the teaching learning skills such as speaking, listening, writing, and reading. Accordingly, the students have to develop their understanding to find information and knowledge from the reading text. According to Trianto (2009: 82) there are some steps of numbered heads together technique in learning process, especially in reading material those are;

Step 1. Preparation. At this stage the teacher prepares a lesson plan and work sheet by making cooperative learning model according to the Numbered Heads Together technique.

Step 2. Explanation. The teacher explains about the materials.

Step 3. Formation of groups. The teacher divides the students into heterogeneous groups consisting of 1-6 students. Teachers give a number to each student in the group and name the group. The group is formed by a mixture of in terms of social background, race, ethnicity, gender and learning ability.

Step 4. Discussion of problems. The teacher gives a worksheet to students to be discussed; Students then think and work together. Furthermore, each member of the group they should know the answer to the question that is on the sheet or activity that has been given by the teacher.

Step 5. Call the number of members or giving answers. The teacher then calls a number then the number corresponding and student raise his or her hand and the teacher asks the question, then the students answer the question to the whole class.

Step 6. Give individual task. The teacher gives individual task for students.

Step 7. Gives conclusions. Teachers with students concluded the final answer of all questions related to the material presented.

METHOD

In this research, the writer employed a quasi experimental design that nonequivalent control group design because the writer did not take the sample of both classes through randomization. Quasi experimental is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment (Creswell, 2012: 626).

This method was regarded as the most appropriate method in measuring the effectiveness of using Numbered Heads Together technique and the significant difference. Therefore, the data from the pre-test and post-test were compared to the t-test calculation to investigate the effect of Numbered Heads Together technique and application in this research.

The population in this research, was all of the first grade students in SMKN 1 Hu'u in academic year 2015/2016 which consisted of 120 students of the 6 clasess. The writer took 40% out of the number of population. To take sample, the writer employed cluster random sample technique. The number of population in the first grade students in SMKN 1 Hu'u was 120 students. Thus, sample in this study was 40 students of two classes, they are X.A which consisted of 20 students, as experimental class which treated with Numbered Heads Together technique, whereas class X.B consisted of 20 students, as control class that was not taught using numbered heads together technique. In this research, the writer collected the data by using test in which the students were set to reading comprehension. The method of the data collection for this research used pretest, treatment, posttest.

After obtaining scores of those classes, the writer processed the data scores with the following steps, they were:

The formula for experimental class was:

Where $= Mx = \frac{\sum x}{N}$

Mx = The mean scores of experimental class

X   =   The deviation scores of pre-test and post-test

N   =   The number of sample

$\sum$ =   The sum of….

Identifying the deviation (d)

SD_x $= \sum_x 2 - \frac{(x)^2}{N}$

SD_x =   The standard deviation of experimental class scores

$\sum X^2$ =   The sum of all the squares of the scores in experimental class

    $(\sum X)^2$ =   The squares of the sum of scores in of experimental class

The formula for control class was:

Where $= M_y = \frac{\sum y}{N}$

My   =   The means score of control class

Y   =   The devotion score of pre-test

N   =   The number of sample

$\sum$ =   The sum of….

Identifying the devotion

$$SDy = \sum Y^2 - \frac{(Y)^2}{N}$$

SDy   =   The standard deviation of control class scores

$\sum y^2$ =   The sum of all the squares of the scores in control class.

    The means score obtained though the above was analyzed and interpreted, it come to compute of formula co-efficient of the two mean scores, whether it was significant or not. For the sake of the computation the writer applied the formula recommended by:

The formula ran as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

M   = The mean score of class

N   = The number of sample

X/Y = The definition of X_1 and X_2

$\sum$ = The sum of…..

$\sqrt{}$ = The roof of…..

    N_x = The number of sample of the experimental class

    N_y = The number of sample of control class

<div align="right">(Arikunto, 2013: 354-356)</div>

FINDINGS AND DISCUSSION

In the process of analyzing the data, the writer firstly computed the deviation scores of pre-test and post-test of individual sample for each class, and then followed computation of mean scores of the sample classes. The two mean scores were compared by employing the formula which previously asserted.

In analyzing the data from the test, the score of pre-test and pos-test of two classes can be seen in the following tables.

Table 01. the deviation scores of pre-test and post-test (Experimental   Class)

No	Name	Pre-test	Post-test	(X)	(X^2)
1	Masran	25	75	50	2500
2	M. Gufran	30	80	50	2500
3	Ayuwandira	30	75	45	2025
4	Tiara	25	65	40	1600
5	Fina Suryani	25	70	45	2025
6	Raodatul J.	30	70	40	1600
7	A'an	20	70	50	2500
8	Murni	35	65	30	900
9	Sulastri	55	70	15	225
10	Desti Safitri	70	80	10	100
11	Haerunisa	30	85	55	3025
12	Taufik	40	60	20	400
13	Yusril	30	70	40	1600
14	Rio	20	70	50	2500
15	Nurilahiyati	50	75	25	625
16	Shofyan	15	70	55	3025

No	Name	Pre-test	Post-test	(X)	(X^2)
17	Hermansyah	40	70	30	900
18	Suriawan	40	85	45	2025
19	Fikram	60	80	20	400
20	Taufan	55	70	15	225
N=20	**Sum**			$\sum x = 630$	$\sum x^2 = 30700$

Where:

X　　: Deviation score of pre-test in experimental class
X^2　: The square of deviation score in experimental class

Table 02. The deviation scores of pre-test and post-test (Control Class)

No	Name	Pre-test	Post-test	(Y)	(Y^2)
1	Azis M.	55	60	5	25
2	Erik Faradofa	70	70	0	0
3	Irfan Takwa	65	70	5	25
4	Wahyudin I	35	45	10	100
5	Jumadi	60	65	5	25
6	Nurul H.	45	50	5	25
7	Anggi A.	35	45	10	100
8	Rafisah	65	70	5	25
9	Sakinatul K.	70	70	0	0
10	Nurul Mira	60	65	5	25
11	Jumratun	45	60	15	225
12	Nurjanah	65	70	5	25
13	Indriani	60	70	10	100

14	Jahdiansyah	75	80	5	25
15	Tri Oktaviani	45	60	20	400
16	Agustina	40	60	10	100
17	Nurul Faika	65	75	10	100
18	Julianti	35	55	20	400
19	Srimanti	55	60	5	25
20	Sahrul R.	50	60	10	100
N=20	**Sum**			**$\sum y = 150$**	**$\sum y^2 = 1877$**

Where:

Y $\quad$ = Deviation score of pre-test in control class

Y^2 = The square of deviation score in control class

$\qquad$ After analyzing the deviation scores of the two classes sample have been already obtained. The computations of mean scores of the classes were evaluated as follows:

a. The Mean Scores of the Experimental Class;

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

Where:

Mx $\quad$ = the mean score of two classes

X $\quad$ = the students final score for Experimental Class

N $\quad$ = the number of sample

$\sum$ $\quad$ = the sum of..........

So, $\qquad Mx = \frac{\sum X}{N}$

$$\frac{630}{20} = 31.5$$

b. The Mean Scores of the Control Class;

$$My = \frac{\sum y}{N}$$

Where:

My = the mean score of two classes

Y = the students final score for Control Class

N = the number of sample

$\sum$ = the sum of..........

So, $My = \dfrac{\sum x}{N}$

$\dfrac{150}{20} = 7.2$

As previously stated above, the mean score of each class was obtained by dividing the sum of the deviation scores with number of sample in the classes here was the evaluation:

a. The Standard Deviation of Experimental Class;

$$\sum x = \sum x^2 - \frac{(\sum)^X}{N^x}$$

Where:
X = the students standard deviation for Experimental Class
N = the number of sample
$\sum$ = the sum of................

So, $\sum x = \sum x^2 - \dfrac{(\sum)^X}{N^x}$

$= 30700 - \dfrac{(630)^2}{20}$

$= 30700 - \dfrac{396900}{20}$

$= 30700 - 19845$

$= 10855$

b. The Standard Deviation of Control Class;

$$\sum{}^y = \sum y^2 - \frac{(y)^2}{N^y}$$

Where:
Y = the students standard deviation for Control Class
N = the number of sample
$\sum$ = the sum of ....

So, $\sum{}^y = \sum y^2 - \dfrac{(y)^2}{N^y}$

$$= 1877 - \frac{(150)^2}{20}$$

$$= 1877 - \frac{22500}{20}$$

$$= 1877 - 1125$$

$$= 752$$

Because both of the classes were assessed by the different test, then what we can see from the mean scores was that the greater of the mean scores obtained by particular class, the better their achievement was or vice-versa.

In processing to determine whether the experimental treatment was not significance or it was comparing the means scores and testing the deviation of the mean scores of the classes. Concerning with this process as previously termed. Accordingly, the formula was applied as follows;

$$t-test = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

Mx = Mean score of experimental class

My = Mean score of control class

N = Total numbers of the subject

X = The deviation of experimental class

Y = The deviation of control class

So, $$t-test = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{31.5 - 7,2}{\sqrt{\left(\frac{10855 + 752}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{24.3}{\sqrt{\left(\frac{11607}{38}\right)(0.1)}}$$

$$t = \frac{24.3}{\sqrt{(305.44)(0.1)}}$$

$$t = \frac{24.3}{\sqrt{(30.54)}}$$

$$t = \frac{24.3}{5.52}$$

$$t = 4.40$$

The analysis of data in this research ultimatelly aimed to find out the deviation means scores analysis, it was referred to the score of t-test, that is,

4.40. Now, it was interpreted to find out whether it was significant or not in this research.

Before the writer checked the table of t distribution. In the first instance, the writer determined the degree of freedom (df) viz ($N_x + N_y - 2$) or $20 + 20 - 2 = 38$. Based on the table of level significant have been pointed out, the coefficient (t-test) was directly checked on the table of t distrubution. Based on the table, the critical value of t-table on the level significance t 0.05 was 2.042 and 0.01 was 2.750 it was found that t-test was higher than t-table ($4.40 > 2.042$ and 2.750). Thus, there was significant different in the student's reading comprehension between the experimtental and control class.

Referring to the discussion of the finding, writer inferred that there was a significant difference between class of students taught by Numbered Heads Together technique and not be taught by Numbered Heads Together technique. The students who were taught by using Numbered Heads Together technique possessed better result than taught using conventional method, as seen in the differences of mean score. The mean score taught using Numbered Heads Together technique was 31.5 while the mean score of the students taught using conventional method was 7.2. Thus, the treatment was significant to develop students in reading comprehension.

From the research, it was found that t-test 4.40. Then, the degree of freedom (df) that was employed in this research interpreted more to compare with two critical values, that is, t-test and t-table. The degree of freedom of this research can be obtained from the formula $\left(N_x + N_y - 2 \right) = 20 + 20 - 2 = 38$. The writer employed the degree of freedom 38 as the nearest of the degree of freedom 40 was 2.042 from the confidence level of 0.05 (95%) and 2.750 from the confidence level of 0.01 (99%).

Table 03. The comparison between the t-test and t-table

$t-test$		$t-table$	
	Df	0.05	0.01
4.40	38	2.042	2.750

In keeping with the comparison in table above, it clarified that t-test was higher than t-table. It also indicated that the degree of distinction of the mean scores were significant in two confidence level 0.05 (95%) and 0.01 (99%).

Based on the data analysis above, it was found that the result of t-test was higher than t-table. It means that alternative hypothesis (H_a) which

asserted that there was an effect on the Numbered Heads Together technique in teaching reading comprehension was accepted, whereas the null hypothesis (H_o) which asserted that there was no effect on the Numbered Heads Together technique in teaching reading comprehension was rejected.

The result of the analysis can be clarified by the following reason. It has been clarified in chapter II that Numbered Heads Together gives the students chance to share ideas and discuss the best answer. Then, Numbered Head Together also can improve students' motivation, and it can be used in all materials and all students' level. It means, Numbered Head Together technique facilitates the students to share the idea with their friends to find the corect answer. This technique also can motivate the students to learn and to compete positively with their friends in the other groups. Then, Numbered Heads Together can be implemented in any kind of material and any students level.

In Numbered Heads Together classroom, students learn together with other team mates in a small group to study the subject that was presented. It can reduce the learners' stress and nervousness since students can comprehend the text when student felt comfortable with their friend and teacher in the class.

Terminally, analysis and the interpretation of the data above lead the writer to the conclusion that Numbered Heads Together technique was effective in teaching reading comprehension at the first grade students of SMKN 1 Hu'u in Academic Year 2015/2016.

CONCLUSION AND SUGGESTIONS

Based on the research finding and discussion in chapter IV, it can be concluded that use of Numbered Heads Together technique in teaching reading comprehension is effective. It was proved by the obtained score of t test. The t-test showed that t score 4.40 was higher than t-table 2.042, it means that H_a (alternative hypotheses) was accepted and H_0 (null hypotheses) was rejected. There was a significant difference in the achievement between class X.A (experimental class) who were taught by using numbered heads together and X.B (control class) who were not taught by using Numbered Heads Together. The mean score of experimental class was 31.5 than the mean score of control class was 7.2. It means that experimental class was better than control class.

From the result, the writer can draw a conclusion that the statistical analysis of the obtained data resulted figures of means scores and the standard deviation of the two classes. Both of the mean scores and standard deviation of the experimental class showed that it was more effective than control class. The deviation of the two mean scores (31.5/7.2) was also significant. It read that the value of t-test was 4.40 while the value of t-table was 2.042 on the level of significant 0.05 (95%) and 2.750 on

the level significant 0.01 (99%). This figure indicated that the value of t-calculated was higher than t-value of t-table 4.40 > 2.042 and 2.750.

The data indicated that t-test was higher than t-table, it means that the alternative hypothesis (H_a) was accepted. It can be inferred that the use of numbered heads together technique in teaching reading comprehension is effective in teaching reading comprehension. It is supported by the data which has been obtained at the first grade students of SMKN 1 Hu'u in academic year 2015/2016.

Next, based on the research finding above, the writer drew an inference that Numbered Hedas Together technique was effective in teaching reading comprehension since this technique was fun and interesting in teaching reading comprehension. It can be seen from the students's motivation and enthusiasm along the teaching and learning process were increased by using Numbered Heads Together technique.

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