

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of Story Completion Technique in Teaching Narrative Speaking for SMA Students

Analisis Kemampuan Kognitif Mahasiswa pada Mata Kuliah Teori Bilangan

Collaborative Writing Using *Google Docs*: A Learning Model to Help the Students in Being Better Writers

**Pengembangan UMKM Melalui Strategi Membangun Jaringan Sosial
(Studi pada Paguyuban Sari Roso di Desa Ploso-Selopuro Kabupaten Blitar)**

The Effectiveness of KWL Method with Libre Office in the Teaching Reading for Junior High School Students

The Effectiveness of Numbered Head Together Method in the Teaching Reading on Narrative Text for Junior High School Students

Penerapan Pembelajaran Konstruktivistik dalam Meningkatkan Motivasi Belajar

The Effectiveness of Word Detective Strategy in Teaching Reading Using Kamusku for SMP Students

Menumbuhkembangkan Perilaku Sosial Melalui Jalinan Komunikasi dengan Teman Sebaya

Penerapan Pembelajaran Melalui Metode *Practice Think-Share Resitasi* pada Mata Kuliah Analisa Vektor Pada Mahasiswa

The Effectiveness of Reading Guide Using Wattpad in Teaching Reading for Junior High School

Analisis Kemampuan Mahasiswa dalam Menyusun Pembuktian pada Materi Ring

Audio Lingual Teaching as an Alternative Method in Teaching Speaking for Elementary School

**Tradisi Kleduk Kleneng
(Kajian tentang Nilai-Nilai yang Terdapat dalam Tradisi Kleduk Kleneng)**

The Effectiveness of REAP (Read, Encode, Annotate, and Ponder) Method in Teaching Reading for Junior High School

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Ketua Penyunting

Feri Huda

Wakil Ketua Penyunting

Saiful Rifa'i

Penyunting Pelaksana

Udin Erawanto

Suryanti

Annisa Rahmasari

Penyunting Ahli

Miranu Triantoro

Riki Suliana

Khafid Irsyadi

Pelaksana Tata Usaha

Kristiani

Suminto

Sunardi

Alamat Penerbit/Redaksi : STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493. Langganan 2 Nomor setahun Rp. 200.000,00 ditambah ongkos kirim Rp. 50.000,00.

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THE EFFECTIVENESS OF NUMBERED HEAD TOGETHER METHOD IN THE TEACHING READING ON NARRATIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS

Herlina Rahmawati

herlinarahmawati007@gmail.com

STKIP PGRI BLITAR

Abstrak: Membaca merupakan sebuah dasar kemampuan bahasa yang harus dikuasai karena ini adalah dasar dari pengetahuan. Tetapi tampak sulit bagi siswa untuk menguasainya. Salah satu faktor yang mempengaruhi adalah penggunaan metode yang kurang tepat dalam proses belajar mengajar. Maka dari itu, guru harus mengaplikasikan metode lain. Diselenggarakan pada siswa kelas dua SMPN 2 Nglegik, penelitian ini bertujuan untuk menemukan efek dari metode NHT pada prestasi membaca siswa. Penelitian ini merupakan sebuah desain eksperimental quasi yang mengaplikasikan penelitian kuantitatif. Data yang dianalisis menggunakan ANCOVA menunjukkan hasil positif. Ini membuktikan hipotesis bahwa siswa yang diajar menggunakan Metode NHT mencapai prestasi membaca yang lebih baik.

Kata Kunci: keefektifan, numbered head together, mengajar membaca.

Abstract: Reading is a basic language skill that should be mastered because it is the foundation of knowledge. But it seems difficult for students to master it. One of the factor influencing is the use of inappropriate method in the teaching learning process. That is why the teacher should apply another teaching method. Conducted at the second year students of SMPN 2 Nglegok, this study is used to find out the effect of NHT method on students' reading achievement. This study was a quasi experimental design applying quantitative research. The data analyzed using ANCOVA showed a positive result. It proved the hypothesis that students taught using NHT method reached better reading achievement.

Key Words: effectiveness, numbered head together, teaching reading.

Introduction

Crystal (2003: 6) states that English is used by about a quarter of the world's population. It proved by the fact that the most of the sources of information are written in English

because it is the most widespread medium of communication. Therefore, English plays an important role in this globalization era. Its functions are both to absorb and exchange information through

international communication in order to expand the knowledge. From the explanation above, it is clearly important to master English both in oral and written forms. Moreover, the Government of Indonesia has decided that English is regarded as a compulsory subject that is taught in junior high school up to university.

Reading is one of English skills which have a very complex process to be learned at Junior High School. The ultimate goal of reading is comprehension. Students need an ability to comprehend a reading text in order to get the information from it. Consequently, reading is needed to find out the relationship between the sentences that enables the students in understanding the text.

Efriza (2013:67) asserts that there are three problems faced by students nowadays in learning reading. They are the lack of reading comprehension, teacher's teaching technique and students' lack of reading motivation.

Nurudin (2013:2) added that monotonous reading source and lack of vocabulary also becomes the obstacles in reading. It can be indicated that the method or the strategy used in the teaching is a conventional method where the teacher hold a bigger portion than students. The teacher explains discusses and talks a lot and ended up overshadowing the students.

Mostly students face difficulties in understanding a narrative text. It is precisely about the structure and the full meaning of

the text. They felt difficult to get the implied information of the text. They only translate narrative texts by using dictionary word by word without understand what the reading text talking about. They could not make the translation become easily to understand. As the result, they do not know the implicit information in the text and have problems in answering the questions.

Considering the phenomenon above, the researcher thinks it is needed to apply a new method to solve the problem. The suitable method is Numbered Heads Together. It encourages students to comprehend a narrative text by working in groups made by the teacher. It includes teams and positive interdependence, and those will lead to cooperative interaction among students. If any student knows the answer, the ability of each student is increased. The high achievers share answers because they know their number might not be called and they want their team to do well.

In order to know how effective the Numbered Head Together Method is, the students should be treated using it and compared to the Conventional Method. The study was conducted to the second year students of SMPN 2 Nglegok.

The statement of the study is "Is there any significant difference in achievement of reading narrative text between the students taught by NHT Method and those taught by

Conventional Method (Grammar

Translation Method)?”

Theoretical References

Reading

Reading is one of the important skills of learning a foreign language because through reading the students or the reader can enrich their knowledge in order to explore their competence. Some language experts shared their opinions on reading.

Nurrudin (2013:4) states that reading is an activity to get information from a text. When we read, we must understand the implicit and explicit meaning from the text. In short, reading simply means the ability to understand a text.

According to Braunger and Lewis (1997:5) reading is as a complex, interactive process, using basic skills and advanced strategies to make meaning. It is obvious that in reading activities, we make a communication with the writer by activating our prior knowledge and paraphrasing or drawing conclusion the writer's ideas into our own so that it will help us understand what the writer meant.

Based on the explanations above, it can be concluded that reading is about getting information using strategies by stimulating the prior knowledge, paraphrasing and concluding the whole text.

Teaching Reading in EFL Classes

In Indonesia, we know that English is foreign language and it is absolutely true that the learners are

still lack of English expression model. So, teaching reading with help them to know and be able to use lot expressions which are commonly used by native speakers.

Based on Nation's theory (2009:6) there are Principles for teaching reading:

1. Meaning-focused Input
 - a. Practice and training in reading should be done for a range of reading purposes.
 - b. Learners should be doing reading that is appropriate to their language proficiency level.
 - c. Reading should be used as a way of developing language proficiency.
2. Meaning-focused Output

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.
3. Language-focused Learning
 - a. Learners should be helped to develop the skill and knowledge needed for effective reading.
 - b. Learners should be given training and practice in a range of reading strategies.
 - c. Learners should be given training and practice in integrating a range of strategies.
 - d. Learners should become familiar with a range of text structure, such as those used in

newspaper reports, stories, recounts, and information reports.

4. Fluency Development

- a. Learners should be helped and pushed to develop fluency in reading.
- b. Learners should enjoy reading and feel motivated to read.
- c. Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

Hedge cited in Alyousef (2005) states that any reading component of an English language course includes a set of learning goal for:

- a. The ability to read text in English
- b. Building knowledge of language which will facilitate reading ability.
- c. Building schematic knowledge.
- d. The ability to adapt the reading style according to the reading purpose (i.e skimming, scanning)
- e. Developing an awareness of the structure of written text in English.

Reading Comprehension

Pardo (2004:272) points out that reading comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text.

Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Simply, reading comprehension is the understanding and interpretation of what is read.

To be able to accurately understand the written material, students need to be able to:

- a. Decode what they read.
- b. Make connection between what they read and what they already know.
- c. Think deeply about what they've read.

One big part of comprehension is having a sufficient vocabulary, or knowing the meaning of enough words. Readers who have strong comprehensions are able to draw about what they read (what is important, what is the fact, what caused an event to happen, which character are interesting). Thus, comprehension involves combining reading with thinking and reasoning.

Definition of Numbered Head Together Numbered Head Together (NHT) is a cooperative learning method where the students have to work in-group and think together to solve the problem with all the members. The entire member has responsibilities to know the answer because nobody knows who will be called by the teacher to present the answer.

Cooper cited in Agustin (2013:203) states that NHT

technique provides an incentive from students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves.

Based on the explanation above, the researcher can conclude that NHT is one of cooperative learning method where each student in the group has a different number. It divides students into small group heterogeneously; there is high achieving student, low achieving student and average achieving students on a learning team.

Procedure of Numbered Head Together

According to Kagan (2009:6.30) there are 7 steps of Numbered Heads Together:

1. Students number off.
2. Teacher poses a problem and gives think time.
3. Students privately write their answers.
4. Students stand up and “put their heads together,” showing answers, discussing, and teaching each other.
5. Students sit down when everyone knows the answer or has something to share.
6. Teacher calls a number. Students with that number answer simultaneously.
7. Classmates applaud students who responded.

Learning with Numbered Heads Together (NHT) begins with Numbering. The teacher divides the class into small groups. Each person

in the group is numbered. Once the group is formed, teachers ask some questions to be answered by each group. After that, it is given the opportunity for each group to find the answer. The next step is the teacher calls on students who have the same number of each group. They are given the opportunity to provide answers to questions that have been received from the teacher. The work is ongoing until all students with the same number of each group get a turn to tell the answer.

According to Kagan (2007), Cooperative Learning model Numbered Heads Together (NHT) indirectly trains students to share information, listen carefully and speak with the full calculation, so that students are more productive in learning.

Conventional Method (Grammar Translation Method)

Conventional (traditional) method lies in the presentation of the material, which frequently comes straight out of textbooks or teacher’s note. A traditional teaching is nearly always delivered as a monologue in front of passive students. Only some teachers can hold students’ attention for an entire teaching time. It’s even more difficult to provide adequate opportunity for students to critically think through the material being taught.

Grammar Translation Method is one of the conventional methods based on teacher centered approach. This also called as Classical Method

which focused on grammatical rules, memorization of vocabulary, and of various declension and conjugation, translation of text, doing written exercise (Brown, 2000: 18).

Research Method

The design of experimental research used in this study is Quasi Experimental Design. According to Creswell (2012:309), the experimenter cannot artificially create groups for the experiment because randomly assigning students to the two groups would disrupt classroom learning. So, this study applied Non-randomized control group.

This study is aimed to find out the effectiveness of two teaching techniques, NHT and Conventional Method (GTM) in the teaching and learning process.

The researcher divides the subjects into two classes. One class as the control group (8A) was taught using Conventional Method (GTM) while the other (8H) as the experimental group was taught by using Numbered Head Together Method.

Variable

Fraenkl and Wallen (1990:39) states that a variable is a concept—a noun that stands for variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed. Variables are any characteristic of the unit we are interested in and want to collect.

There are two kinds of variables observed in this study;

independent and dependent. Independent variable means the effect of the systematic manipulation of one variable on another variable. Meanwhile, the observed and measured variable is called the dependent variable.

In this study, the independent variables are NHT and Conventional Method while the dependent one is the student's achievements presented by their scores at the end of the treatment using those two teaching methods.

Treatment

The quasi-experimental research is conducted to know the effect of different treatment of teaching to the control group and experiment. The researcher used different teaching methods. The experimental group would be taught by NHT Method and the control group would be taught by Conventional Method.

Instructional Material

The control and experimental group will be given the same materials. The materials used in this experimental study are taken from Students' Worksheet. Because the materials were available, fitted the topic, and suitable with the curriculum.

Time Allocation

The duration in this experiment was 3 x 40 minutes in each meeting. The experimental group needs 3 meetings while the control group needs 2 meetings. This experiment was held on the second

semester at the academic year of 2015/2016.

Population

Marczyk, DeMatteo, & Festinger (2005: 18) stated that the population is all individuals of interest to the researcher. The population in this research is the first semester of second year students of junior high school in academic year of 2016/2017 at SMPN 2 Nglegok, Blitar.

Sample

Since the researcher applied Non-Randomized Pretest-Posttest Control Group, from those classes, the researcher will take two classes comprising 60 students as the sample of this research. 30 students are taken from class 8H and the rest of it, 30 students, are taken from class 8A. Those two classes will be given a pretest to measure the homogeneity of the class. It aimed to know that the two classes have similar probability.

Instrument

The instrument of this study is using test. The test is constructed in multiple choices. To make a good multiple-choice test, there should be, at least, two requirements to fulfill in order that it can yield the accurate data. They are validity and reliability. In order to get a good test the researcher did the try out to know whether the test was valid and reliable.

Validity

Ary (2010: 225) states that validity is the most important consideration in developing and evaluating measuring instrument.

Validity refers to how precisely the result of the test represents what is intended to be measure.

A type of validity used on this study was Empirical validity. It means that the results of the test has a high score of correlation (ρ) compared with another test. Empirical validity is divided into predictive and concurrent validity

To measure the empirical validity of the test, the researcher applied the Factorial analysis; that was, the scores of every number of the test was correlated to the total scores.

Reliability

Ary (2010) assumed that reliability of instrument is the degree of consistency in which it measures whatever it is measuring. Thus, reliability is a necessary of measurement in the stability quality of the score for the same individuals.

Reliability means the stability. To measure the reliability of the treatment, the researcher used the split half technique. Researcher correlated the first half and the second half using the person product moment.

Because the correlation index got still indicates the relationship of the two halves of the tests is good, so in order to get reliability index or the tests, the researcher uses Spearman Brown formula.

Method of Collecting Data

Method of collecting data means a way to obtain the data regarding to variables of the research. The researcher used

multiple-choice tests for it enables her to measure the effectiveness of the specific learning objective. The researcher got the scores from the students' answer of valid and reliable multiple choice test items. The test consisted of 20 items. Each of them consisted of four options, one of them was a correct answer and the others were destructors.

Method of Analyzing Data

Since non-randomized pretest-posttest control group design was used in this research, the researcher applied ANCOVA formula to prove the hypothesis

Pallant (2005:263) asserts that ANCOVA can be used when you have two group pretest/posttest designs (e.g., comparing the impact of two different interventions, taking before and after measure of the groups). She added that the scores on pretest are treated as a covariate to control for pre existing differences between groups.

ANCOVA is also handy when you have been unable to randomly assign your subject to the different groups, but instead have had to use existing groups (e.g., classes of students). As these groups may differ on a number of different attributes ANCOVA can be used in an attempt to reduce some of these differences. Stevens stated in Pallant 2005:264)

In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for windows version 16.

Besides, to determine the more effective NHT in this study is by seeing the mean scores of both groups. If the mean scores of posttest for experiment group is bigger than control one, it can be said that NHT method is more effective than Conventional Method in teaching reading.

Conclusion

The conclusions are presented in accordance with the problem, objective, and hypothesis of this study explained in previous chapter. Below are the following conclusions.

a. Based on the statistical analysis using ANCOVA discussed in chapter IV, this study has three assumptions:

First, testing of linearity between dependent variable (posttest) and covariate showed positive outcome that we can see from the R sq result. The R sq for Conventional Method is 0.842 and for Numbered Heads Together is 0.759.

Second, the homogeneity of regression slope showed positive result that we may see from the significant result of Group*Pretest is 0.348 which is greater than 0.05. It is proved that the assumption of homogeneity of regression slope is not violated

Third, showing from ANCOVA analysis which is to explore the differences between the treatments of the two groups has positive result. Means that, details in the table of Levene's Test of Equality of Error

Variances showing the result is 0.261. This study has not violated the assumption of equality of variance. Details from the next table showing that the significant value is 0.004 less than 0.05; it was proved that this result is significant. The result indicates that the null hypothesis saying that both methods (NHT and Conventional Method) are equal should be rejected and H1 is accepted.

- b. Based on the Estimated Marginal Means, the result is 74.920 for Control Group (Conventional Method) and 77.746 for NHT Method. It proved that NHT Method is more effective in teaching reading to the first semester of second year students of junior high school at SMPN 2 Nglegok than those who were taught using Conventional Method.

Suggestions

According to the conclusions above, the researcher has some of suggestions which are useful to improve English achievement in teaching reading and conducting the same research.

- a. Numbered Head Together method focuses on developing reading skill by working as group. So, it is very helpful for the students to solve the problem with all the members.
- b. The students should be active in reading class, because the entire member has responsibilities to know the answer because nobody

knows who will be called by the teacher to present the answer.

- c. For teachers, NHT Method is a simple yet effective method because it indirectly trains students to share information, listen carefully and speak with the full calculation, so that students are more productive in learning.
- d. The last, the result of this study is also expected to be able to used as reference for other researcher in conducting the study related to the teaching reading using different strategies, different variable, and different characteristic to obtain different insight on how to improve the student' English achievement.

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