

TEACHING READING COMPREHENSION THROUGH NUMBERED HEADS TOGETHER TO THE ELEVENTH GRADE STUDENTS OF SMA NURUL AMAL PALEMBANG

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ABSTRACT

The formulation of the problem of this study was “is it effective to use Numbered Heads Together in teaching reading comprehension to the eleventh grade students of SMA Nurul Amal Palembang”. The objective of this study was to find out whether or not it was effective to teach reading comprehension through numbered heads together to the eleventh grade students of SMA Nurul Amal Palembang. This study used pre-experimental method. The data were collected through written test. Then they were analyzed by using matched t-test. The population of the study was all of the eleventh grade students of SMA Nurul Amal Palembang in the academic of 2018/2019. The sample were 40 students taken by using convenience sampling. It prove that the students' score in post-test was higher than pre-test. From the data of analysis above, it can be stated that teaching reading comprehension through numbered heads together to the eleventh grade students of SMA Nurul Amal Palembang was effective.

Keyword: *teaching, reading, numbered heads*

1. INTRODUCTION

English has become a very important language along with the development of science and technology. It is an access to get into globalization. Good human resources need English to compete in the world. For the reason, many countries had begun to introduce English even from the early level of education. In Indonesia, English is taught as the first foreign language. The aim of teaching English was to enable students to listen, speak, read and write in English. In other words, the students were engaged to be able to communicate in English.

Reading is a process that must be attended to and integrated in every class. Reading is the key to learning in all aspects of life particularly in this globalization era. By reading, the students can develop and enlarge their knowledge. They can learn a lot of from reading. But, the fundamental goal to any reading activity is to understand what is read. Teaching reading is not so easy or simple because many students still have problems to have a good comprehension of what has been read and to understand the main points of the text. Snow and Chair (2002: 13) state that reading comprehension as the process of simultaneously extracting and constructing meaning through

interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.

The writer found the Students' problem in reading comprehension. There was too pursue their detail and lose the main idea of the text. The capability of finding the main idea is to advance the understand stage. Finding the main idea of a paragraph or passage is key to understand what is read it. Besides that, sometimes students are bored with reading lesson in the class. So, good teacher must be creative to use method that can help students more easy in teaching learning process.

In a well-structures cooperative task, there are genuine information gap, requiring learners to both listen to and contribute to development of an oral, written or other product which represent the group's efforts, knowledge and perspective. According to McCafferty, M. Jacobs, (2006: 127) "NHT encourages all students to think about question and to help their peers to understand the process behind their group's answer". It means that the students can understand the process how answer the questions in their groups.

Based on the statements above, it concluded that there are some investigation that are relevant for supporting the research of numbered heads beneficial for students to (1) The students are able to learn from each other, (2) Students are accountable to each other for sharing ideas, (3) Each student within the group has an equal opportunity to share. (4) High degrees of interaction. It is seemed that the students were very motivated to learn when the teacher used numbered heads together.

Based on the reason above the writer will research entitled "Teaching

Reading Comprehension Through Numbered Heads Together (N-H-T) to the Eleventh Grade Students of SMA Nurul Amal Palembang"

II. LITERATURE REVIEW

Concept of Teaching

According to Saleh (1997:19), teaching is an interactive process between the teacher and students and among students themselves. According to Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Based on this statement, teaching is to guide and facilitate in learning process. Teaching is a carried out on the basis of specified learning of objectives: (1) specific behavioral objectives identifying the exact feature(s) the students were to learn and use, and (2) expressive objectives which were closely connected with communicative competence (Chastain in Saleh, 1997:17).

In teaching there was an interactive process between the teacher as a subject and the students as objects and among students themselves. The teacher should understand the learning strategies in order to help the learner right the objectives. It must be efficient an effective way of study. Clark and Cutler (1990:310) there were three relations performance strategies in teaching, i. e. (1) if relates to what was presented, (2) when it was presented and (3) how it was presented. Teaching was enjoyable when the students like you and what you were doing. When you presented amusing stories, surprises, humor and satisfying experiences, your students would tend to model your behavior. If you display enthusiasm for your subject matter and if you make teaching as a happy routine

activity, your students will enjoy in teaching learning process.

Concept of Reading

Reading is a receptive skill. Through it we received information. But the complex process of reading also requires the skill of speaking, so that we could pronounce the words that we read. In this sense, reading is also a productive skill in that we were both receiving information and transmitting it. According to Saleh (1997:41), reading is the skill that may be often used and retained the longest. It concerned not only assigning English sounds to the written words but also the understood of what was written.

Reading is derived from the verb "read". It means acquiring an education. According to McShane (2005:viii) "Reading is the most basic of skills". Reading provides access to other skills and knowledge, facilitates life-long learning, and opens doors to opportunity. The students need to improve their reading skills.

Curtis (2005:2) "States reading is a complex process where all components may be activate at the same time". It means that reading can develops gradually over time and mastery of different components may develop at different level.

As stated above, reading is not only seeing and pronouncing the words correctly but also the students should be able to get the idea of reading texts so that it could enlarge the student's knowledge. Reading is the key to learning all aspects of life. By reading, people could get some advantages in their daily lives. They could gain more knowledge and develop their career or profession more easily. However sometimes people found reading difficult those who learn it can not get the same level or proficiency.

Concept of Reading comprehension

According to Gunning (1992:188), comprehension is a constructive, interactive process involving three factors; the reader, the text, and the context in which the text is read. That is why, comprehension skills need to be exposed so that the reader can comprehend what they read. Furthermor, it can be concluded that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language"Snow (2002:9).

There are some skills needed to comprehend a reading text. They are (1) scanning, (2) skimming, (3) predicting, (4) guessing the meaning, (5) paraphrasing (Finochiaro, 1989:25).

1) Scanning

Scanning was reading skill used to find out specific information from the reading material. In scanning, one only tried to locate specific information and simply lets his or her eyes wander over the text until he or she found what she or he was looking for, whether it was a name, a date, or an object.

2) Skimming

By skimming, the readers read the material quickly to get the gist. The essence, and global comprehension of the paragraph, for example, getting the main ideas. In skimming, they should look up any words to stop to asked the meaning of a word.

3) Predicting

The reader's sense and experience help him to predict what the writer is likely to say next. The reader who could think along with the writer in this way would find the text relatively easy. The ability to predict depended on

both the background knowledge of the reader and the content of the text.

4) Guessing the meaning

This was the skill of knowing the meaning of a word by considering its context. The reader would be able to do this by guessing the meaning from the context in which the word is used.

5) Paraphrasing

Paraphrasing was a valuable tool to determine how clear a reader understanding is. It was skill of restating the writer’s idea on sentences in a simpler and more concise way.

Concept of Numbered Heads Together

Numbered heads together was cooperative learning method develop by Spencer Kagan. According to Stone (2000:74) “Numbered heads together technique 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”.

According to Bawn(2007: 43-44) “NHT is similar to cooperative learning type Students Team Achievement Division (STAD) because heterogeneous groupings of students are used. Arrangement of four students per learning team, with each team counting off from one to four is the beginning of Numbered Heads Together”

According to Slavin (1995:132) “Numbered Heads Together is basically a variant of group discussion: the twist is having only one students represent the group but not informing the group in advance whom its representative will be”.

Procedure of Teaching Reading Comprehension Through Numbered Heads Together

According to Kagan (1992) there are four steps in doing Number Head Together:

1. Each student in a group of four got a number : 1, 2, 3, or 4
2. The teacher or a student asked 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 answer. They should also be ready to supply support for their answer from the text and or from other knowledge.
4. The teacher called a number from 1 to 4. The person with that number give and explaine their group’s answer.

According to Saleh (1997:58), teaching and learning activities always proceed through a format which consist of three major components (three stage technique): Pre-Activities, While-Activities, and Post-Activities.

In this study, the students have been taught reading comprehension with the following procedures:

Teaching Procedures	Teaching Activities
➤ Pre-Activities	➤ The teacher motivates the students by asking some question related to the topic of lesson
	➤ The teacher reviews the previous lesson
➤ Whilst-Activities	➤ The teacher introduce the students with the topic, teaching objective, expectation
	➤ Giving one copy of the text for each group

	<ul style="list-style-type: none"> ➤ Explaining the text and showing the numbered heads together to the students ➤ Asking the students to find out the difficult word
Teaching Procedures	Teaching Activities
<ul style="list-style-type: none"> ➤ Post-Activities 	<ul style="list-style-type: none"> ➤ Discussing the difficult words on the board ➤ Asking the students to do task ➤ Monitoring the students and help them who get difficulty ➤ Checking the students' answer ➤ Summarizing the lesson ➤ Evaluating the students by asking question

III. METHOD OF THE RESEARCH

In this research the writer would use pre-experimental with one group pre-test and post-test design. According to Fraenkel, Wallen and Hyun (2012:256), states that pre-experimental research is unique in two very important respect: it is the only type of research that directly attempts to influence a particular variable, and when properly is applied it is the best type for testing

hypotheses about cause and effect relationship.

Research Variable

According to Hatch and Farhady (1982:068), a variable can be defined as an attribute of a person or of an object which "varies" from person to person or from object to object. 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 (Fraenkel and Wallen, 1990:76).

There would be two kinds of variable in this research: the independent variable and the dependent variable. The independent variable is the major variable to be investigated. It is the variable which is selected, manipulated, and measure by the researcher. The dependent variable is the variable to be observed and measured to determine the effect of the independent variable (Hatch and Farhady, 1982:71).

Independent Variable (X): numbered heads together

Dependent Variable (Y) :student's achievement in reading comprehension.

Operational Definitions

The topic of this study deals with teaching reading comprehension through numbered heads together to the eleventh grade students SMA Nurul Amal Palembang. Therefore, it was necessary to clarify the term used:

1) Teaching

Teaching is an interactive process between the teacher and students and among students themselves.

2) Reading

Reading is a productive skill in that we are both receiving information and transmitting it.

3) Comprehension

Comprehension is a constructive, interactive process involving three factors; the reader, the text, and the context in which the text is read.

4) Numbered Heads Together

Numbered heads together is basically a variant of group discussion.

IV. FINDINGS AND INTERPRETATION

Findings

There are at least four findings in this study namely (1) the result of the students' score in the pre-test, (2) the result of the students' score in the post-test, (3) statistical analysis, and (4) the result of matched t-test.

In this study, pre-test was conducted by writer before giving the treatment to the students as sample of research. There were 40 test items to be given to the students. the pre-test was given to know how far the students' reading comprehension mastery before being taught through Numbered Heads Together.

When the students took the pre-test, they had not been taught through Numbered Heads Together. Meanwhile, the highest score of the pre-test was 8.5 that reached by one student and the lowest score was 3.75 that reached by two students. the total number of scores of the students was 221 was divided by total number of the students was 40. While the average score of the students in the pre-test was 5.53

The test item in the post-test were exactly the same as those in the pre-test. The post-test was conducted after treatment to the students. the writer applied the post-test activity in order to

know the students' were given a post-test that was meant to know the students's progress in reading comprehension. The total number of participated in the post-test 40 students. in the post-test the writer found that the highest score was 9.5 that was reached by one student and the lowest score was 5.5 that was reached by one student. Based on the table, the total score of the students in the post-test was 293.75. while the average score of the post-test was 7.34.

Interpretation

This study was conducted to investigate numbered heads together in teaching reading comprehension. The study was aimed at findings the result of students' reading achievement in narrative text. Therefore, pre-test and post-test were given to the students in order to get the data required. The data acquired from pre-test score and post-test score indicated that students' reading achievement in narrative text increased. There was significant different between the average score of the pre-test and post-test. The average score in the pre-test was 5.53 and the average score in the post-test was 7.34. It means that the students' ability in reading mastery before being taught through numbered heads together was in the lower level, but after they were taught through numbered heads together, their ability in reading mastery, especially reading comprehension was better. Obviously, they made in progress. Statistically, the alternative hypothesis with 5% (0.05) of significance level with the df 39 and critical value 1.684, was accepted because the result of the matched t-test analysis was higher than the critical value ($7.54 > 1.684$). Consequently, the null hypothesis was rejected. It could be interpreted that there was

significant effects on students' post-test scores in class control since the p-output was lower than 0.05. It means that teaching reading comprehension through numbered heads together to the eleventh grade students of SMA Nurul Amal Palembang was effective.

Conclusion

Based on the findings of the study, the writer could draw the conclusions. The average scores of the students in the pre-test was 5.53. Then the average scores of the students in the post-test was 7.34. The result of the study shown that there was a significant difference between students' average score in the pre-test and in the post-test

Based on the significant level 5% (0.05) and degree freedom (df) was 39 (40-1=39), the critical value of t-table was 1.684 and the result t-obtained was 7.54 which exceeds 1.684. It means that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In other words it can be concluded that teaching reading comprehension through numbered heads together to the eleventh grade students of SMA Nurul Amal Palembang was effective.

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