

THE EFFECT OF INSIDE OUTSIDE CIRCLE AND NUMBERED HEADS TOGETHER METHODS ON HIGH AND LOW INTEREST STUDENTS READING COMPREHENSION

A Case At 8th Grade In NU Islamic High School Of Ungaran Barat In The Academic Year of 2014/2015

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Abstract

The aims of this research were to improve (1) to explain the effect of Inside-Outside Circle (IOC) on high-interest students' at grade 8th of Islamic High School NU Ungaran Barat, (2) to explain the effect Inside-Outside Circle (IOC) technique on low-interest students' at grade 8th of Islamic high School NU Ungaran Barat, (3) to explain Numbered Heads together (NHT) on high interest students' at grade 8th of Islamic High School NU Ungaran Barat (4) to explain Numbered Heads together (NHT) on low interest students' at grade 8th of Islamic High School NU Ungaran Barat (5) to explain the significant of the interaction among technique, reading comprehension, and Students' interest at grade 8th of Islamic High School NU Ungaran Barat.

This research was a quantitative research, using an experimental study. The participants of this study were 64 students of Islamic High School of Ungaran Barat. The students were divided into two groups, they are; control group and experimental group.

The result shows that numbered heads Together has more effect on teaching reading comprehension than Inside outside circle with the significant different of $0,05 < 0.042$ and the NHT (Numbered Heads Together) mean score was 78.250 while IOC (Inside outside circle) 80.156 for high interest. The difference between the means for high and low students was 1.90 while for low interest, the technique of IOC (inside outside circle) was more implemented. It was showed from the data it increased students reading comprehension from them who were in low grade.

Keywords: inside outside circle and numbered heads together, interest students, reading comprehension

Introduction

Reading is one of language competences that have an important role. This competence is acquired to develop understanding about others' idea through a book or writing form. By reading, students are able to observe the idea given by the writing. This is common that ideas are revealed by writing form. It is believed that one of the fundamental factors in gaining success in the academic field is reading. This skill is able to help them find out the new idea by their critical thinking. In addition, in fact, many modern countries have good reading culture such as in another country. This means that to increase the quality of a country, the society should aware to read from other sources.

Students have to be able to acquire and understand the sentences of passage or text which is complex and sometimes hard to understand. They are usually asked to read long passages and answer some reading questions related to the general information, main idea or detail information and so forth within the text. It is hard for students as the second language learner to answer all of the questions well. Therefore, a learner should be able to use some reading strategies in order to get what they want to know in a certain passage or maybe learners need those to solve many problems in answering some question. However, the problems sometimes arise when people are getting difficulty in understanding the main idea of writing text. They read the whole chapters of a book but they cannot reveal what

contain that book. Give definition foreign language.

This problem also occurs for some foreign language (FL) learners. The foreign language (FL) learners are usually having difficulties in understanding the main point of what they have read. The learners actually know throughout the meaning of the single word of the texts but they do not really understand the ideas given by the writer of that text. After repeating the reading, the foreign language (FL) learners probably understand what they have read. However, the problem is that they are easy to forget it when they move to the next text. This happens also in the instruction process. When the instructor command to the learners to tell about what they read, they for many times say “I have nothing to tell” or “Sorry I don’t remember”. The comprehension that the learners get will lose easily because they do not understand deeply of the texts. The learners should aware that reading is necessary for them and they have to struggle in constructing the conceptual text. Comprehension doesn’t happen at one point rather, it is a process that takes place over time. To be the good readers, they are acquired to have collective efforts in comprehending a text.

Regarding with the above problems, the instructor should use a strategy to solve this problem. The strategy to teach appropriately will help either the learners or instructor make the learning process effectively. In the learning process of every level, the instructor needs to find the appropriate learning strategy in order to obtain the goal of the learning. In the context of foreign language (FL), the instructor can implement the practically best approach in teaching the learners about how to read English text. This competence needs some strategies to catch reading comprehension, the strategy to read effectively in order the foreign language (FL) learners comprehend the provided ideas of texts. For a couple of times, the study of reading comprehension is examined to help people understanding how

to read effectively and to construct the meaning to the target language, using the text information to build conceptual understanding.

The present study attempts to examine the effect of Inside-Outside Circle (IOC) and Number Head Together (NHT) methods on High and Low-Interest Students' Reading Comprehension. Referring to the problems proposed in this study, the statements of problems are formulated as follows:

1. How is the effect of Inside-Outside Circle (IOC) on high-interest students' at grade 8th of Islamic High School NU West Ungaran?
2. How is the effect of Inside-Outside Circle (IOC) on low-interest students' at grade 8th of Islamic High School NU West Ungaran?
3. How is the effect of Number Head Together (NHT) on high-interest students' at grade 8th of Islamic High School NU West Ungaran?
4. How is the effect of Number Head Together (NHT) on low-interest students' at grade 8th of Islamic High School NU West Ungaran?
5. How significant is the interaction among method, Reading, and students' interest at grade 8th of Islamic High School NU West Ungaran?

Regarding the statements of problems above, the objectives of this study are explain Inside-Outside Circle (IOC) is effective on high interest students' at grade 8th of Islamic High School NU Ungaran Barat, to explain Inside-Outside Circle (IOC) is effective on low interest students' at grade 8th of Islamic High School NU Ungaran Barat, to explain Number Head Together (NHT) is effective on high interest students' at grade 8th of Islamic High School NU Ungaran Barat, to explain Number Head Together (NHT) on low interest students' at grade 8th of Islamic High School NU Ungaran Barat, to explain Significant on the interaction among method, Reading, and Students interest at



grade 8th of Islamic High School NU Ungaran Barat.

Research Methodology

In this study, the writer uses an experimental method. According to Johnson (1989, p. 165) says that "The essential characteristic of an experiment is that the researcher manipulates the independent variable, that is researcher design and sets up the experimental and control treatments. In addition, the essential characteristics of a true experiment are that subjects are randomly assigned to the experimental and control groups.

Based on Brown's statement (2001) says that "An experiment is a process or study that results in the collection of data. The results of experiments are not known in advance. Usually, statistical experiments are conducted in situations in which researchers can manipulate the conditions of the experiment and can control the factors". While Nunan (1991) says that "Experiment is the appropriate method for collecting and analyzing data, generally, experiment are carried out in order to explore the strength of a relationship between variables.

Experimental is a study where the researcher looks at the effects of one independent variable to one dependent variable that at the end should test the hypothesis. The independent variable in experimental is also frequently referred to as the treatment variable, and dependent also known as the criterion or outcome variable.

The research method used in this study is experimental research design with the 2x2 factorial design. It enables us to identify causal relationship because it allows us to observe, under controlled condition, the effect of systematic and hanging one more variable. It means that the purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is by giving certain treatment to experimental class and to control class as the comparison.

The technique used in this experimental research is by comparing the experimental group using Inside-Outside Circle (IOC) method and to control group they use Number Heads Together (NHT) method. Each group will be divided into two different level interest (High and low). This research involves three kinds of variables namely independent variable (Teaching method), dependent variable (reading skill), and moderator variable (students' interest). In another hand, to analysis the data the researcher used test they are trying out, pre-test and post-test. To know the data is valid or not the researcher used validity and reliability of the data analysis.

Findings and Discussion

Table 1. Table of Score of Pre-test in Experimental and Group class: Group Statistics

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Pre Test Kontrol	33	65.7879	12.35859	2.15136
Eksperimen	34	69.4118	8.12821	1.39398

Table 2. Table of Score of Post-test in Experimental and Group class: Group Statistics

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Post Test Kontrol	33	67.7879	9.48933	1.65188
Eksperimen	34	70.6765	8.20835	1.40772

Table 3. Tests Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: Result Study

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1288.672 ^a	3	429.557	31.989	.000	.615
Intercept	401480.641	1	401480.641	29898.488	.000	.998
Interest	58.141	1	58.141	4.330	.042	.067
Methode	1164.516	1	1164.516	86.722	.000	.591
Interest * Methode	66.016	1	66.016	4.916	.030	.076
Error	805.688	60	13.428			
Total	403575.000	64				
Corrected Total	2094.359	63				

a. R Squared = .615 (Adjusted R Squared = .596)

From the data above we can see that the score of the pretest in control class and experimental class with high and low-interest range from 50 to 70. The pretest is used to measure to the competence of students reading comprehension before the treatment is applied.

In experimental class, there was also a pretest which has the same purpose in first experimental class. Frim the table data the

lower score is 50 and the highest score achieved by students is 70. After pretest has been conducted to both first experimental class and control class. Then the writer presents different treatment for each class. The experimental class has inside-outside circle and control class has numbered heads together techniques.

After the treatment has been presented, the final step was conducting the pretest. The posttest showed how is the effect inside-outside circle compared with numbered heads together techniques. The next column is the score of posttest for first experimental class. The table shows that score of posttest in first experimental class treated inside-outside circle technique range from 70-90. The average score for students with high interest is 85.43 in students in low motivation is 74.87.

From the data of pretest score of control class applied with numbered heads together technique, we can see that the range of score is from 60-70. The mean score of the control class is 65.78. while in posttest, the average score for students is 67.78. From all the test, we can see that achievement of the students experimental class has gained different achievement. In experimental class, standard deviation 8.12 and for the control class is 12.35 it has 4. 23 different points. The control class is more higher than experimental class.

So from the result, I can conclude that inside-outside circle has made the students with low interest in experimental class to gain better rather than the taught with numbered heads together technique in reading comprehension, and numbered heads together technique has made the students with high interest in control class to gain better score rather than the class taught with inside-outside circle.

Based on the table above, F value = 4.330 and the sig value is 0.000. Because sig value (0.000) < 0.05 so H_a is accepted and H_o is rejected. It means that the result of the students learning between Inside Outside Circle and Numbered Heads Together (NHT) technique is significantly

different. Based on the table, it can be seen that F value = .086 at the level significance 0.591. Because of Sig. (0.591) > 0.05 so, H_a is rejected and H_o is accepted. It means that there is no-significant difference in students' test score between low and students with high interest.

The interaction between the technique and interest can be explained as follow. From the test, the sig.value 0.76 or higher than 0.05 ($0.76 > 0.05$). So it can be concluded that there is no interaction between the use of the technique to the student's score and competence. It means that Inside Outside Circle technique has effect to improve the student's test score and their competence, especially in reading comprehension.

In the relationship among variables; R -square = 0.937, this value show big is the relationship among the variables. Because the value of R square is in the range of 0.934 - 0.950, means there is a significant relationship between the technique, students learning interest and the competence of students' reading comprehension.

Conclusion

The aim of this research was concerns with a comparison of two techniques in reading comprehension, the effect of inside-outside circle and numbered heads together. The data were taken from the performance of the experimental class and control class. The findings of this study are given below. The first indicates the treading comprehension by using inside-outside circle on high-interest students' were not significant. The second indicates that interest students' to high-interest students by using numbered heads together in an experimental group was not significant. The statistical data has proved it. The third is reading comprehension in low-interest students' by using numbered heads together in experimental class. The statistical analysis released the effect of numbered heads together in low-interest students was no

significant. The fourth is reading comprehension through the use of numbered heads together low-interest students' experimental group. The data shows that numbered heads together was not significant in low-interest students'. The fifth is reading comprehension by using inside-outside circle and low-interest students. The data show that the experimental group use by inside-outside circle technique was not significant.

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