THE USE OF NUMBERED HEAD TOGETHER TECHNIQUE ON STUDENTS' READING ABILITY IN NARRATIVE TEXT
Collaborative/Cooperative Learning

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Abstract

This research aims to find out whether or not numbered heads together technique effective in improving students' reading ability in narrative text. The population of the research was the eleventh grade students of SMK N 11 Semarang in the academic year of 2016/2017. As Number Head Together technique consists of four steps: numbering each student, asking questions, head together, and answering questions. The research method was an experimental research, which conducted in two classes; the experimental group (XI Multimedia 1) and control group (XI Multimedia 3) as the sample. The research conducted into six meetings. Before the research did, the instrument had tested at the second grade students of SMK N 11 Semarang. There were 25 questions that used in this research. In the first meeting, the pre-test was given before the teaching and learning activity in those classes. Then, in the second up to fourth meeting, the students in the experimental class were given treatment by using Number Head Together technique and the students in the controlled class were given conventional teaching. Finally, in the sixth meeting, the students in those classes were given post-test. It was used to determine whether there was significant difference between students' score in experimental and control group or not. The research result shown that in the pre-test, those two classes had similar score. The mean of the experimental class was 61,44 and the mean of the controlled class was 61,44 too. After the treatment did, the post-test result shown that the mean of experimental class was 83,84 and mean of the controlled class was 71,68. It means, the students' score in the experimental class was higher than the students' score in the controlled class. Based on the results, it could be concluded that Numbered Head Together gave a significant effect on reading skill achievement.

Keywords: narrative text, numbered head together, reading ability

Introduction

In Indonesia, the government had applied the new curriculum of 2013 as a form of refinement of the previous curriculum of KTSP. Therefore, that curriculum brings the scientific approach in the learning process. This scientific approach is a learning process that supports creativity. In scientific approach, the teachers should understand the steps; they are observing, questioning, experimenting, associating and communicating. By understanding them, the teachers can play their roles during the teaching and learning process. Curriculum of 2013 is different from KTSP which has specific skills in each subject. In every subject in curriculum of 2013, the teacher can teach some skills even all of the skills in each subject, depending on the material.

This study is motivated by the fact that the main goal of teaching and learning. English is one of the international languages. It has very important role as a communication means for both oral and written. Therefore, English is taught to the young learners (children) in the early age in Indonesia and in almost all over the world. In Indonesia, English has been taught to young learners at pre-school until university. Many non-degree English courses are also offered outside the formal program. As we know in learning English there are four skills, which are very important for English learners. They are speaking skill, writing skill, reading skill and listening skill. The four skills are very important because they are basic of English learning. From four skills above, this research only focuses on reading skill because reading text provides

opportunities to learn other language skills and other language components such as writing, speaking, listening, vocabulary, and grammar.

Reading is an active process. In addition, Harmer (2007) stated that, "reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing". In another word, reading is beneficial activity because students not only get the information from the text but also can increase their English ability indirectly. Although reading is one of ways to increase knowledge and to practice language, many students who still did not understand the English text in the form of narrative text. Then, the students' problem in understanding reading text is affecting by the way of teaching reading. Teaching reading is related to the other language skills and language components such as vocabulary and grammar but in teaching reading the main focus is how to make students understand the text.

In learning reading, cooperative learning contributes to high levels of motivation is in the pro-academic attitudes that it fosters among group members. The students in cooperative-learning groups felt more strongly than other students that their group-mates wanted them to come to school every day and work hard in class. Cooperative learning is a strategy that is now widely recognized as one of the most promising practices in the field of education.

Several types of cooperative learning are Jigsaw, Number Head Together (NHT), Think-Pair-Share and Picture, and Audio Lingual Method. Each type has its advantages and disadvantages. In this research, the writer uses Number Head Together (NHT) technique. Number Head Together (NHT) is one of cooperative learning models that as alternative to the traditional teaching. Number Head Together firstly designed by Spenser Kagen as an alternative to the traditional classroom structure. "Number Head Together (NHT) involve more students analyze materials in a

lesson and check their understanding to the content the materials about".

Based on the explanation above, the researcher is interested in finding out the use of Number Head Together (NHT) technique on students' reading ability in narrative text. It gave a significant effect on students' reading skill achievement.

Reading Ability

Reading ability is capability of the readers in understanding the meaning of the text. Also, they must be able in understanding and applying the reading technique in order to adjust with the text and their reading purpose. If their reading purpose is to find the unfamiliar vocabulary in dictionary, they must be able read the text in scanning technique but if their purpose is to seek the general idea of the text, they must be able read the text in skimming technique.

Therefore, reading ability related to motivate in reading and interest about reading text. If motivation and interest are very low or even nonexistent, defining clear goals often does not create motivation and increase interest in reading, although little, its presence is significant.

Narrative Text

When teaching reading narrative text, a teacher should consider the elements of good reading text and the characteristic of narrative text. Narrative text is a piece of text which tells a story to amuse or entertain the readers or listeners. Many students like narrative text such as Cinderella, Snow White, Snow White, Alice in the Wonderland, etc.

Numbered Head Together

Cooperative learning has several techniques. This one is Numbered Head Together as fun teaching media. Stone (2004: 74) stated that "Numbered Head Together (NHT) is a simple four-step structure. Its main strengths are in building mastery and in reviewing previously learned information". Moreover, Slavin (1995: 132)

said that, Numbered Head Together (NHT) is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be.

Besides, based on ACELT Journal (1998), the advantages of Numbered Head Together are: (1) Numbered heads together can encourage positive interdependence because the members become intellectually and socially active to participate and contribute to arrive at the correct answer and to help each member to be able to explain the answer, (2) Individual accountability is also emphasized because everyone needs to be ready to represent the team and to help the others be ready, (3) Simultaneous interaction is enhanced because once the teacher announces the questions, all the members will join their heads together, (4) Equal participation since all the members have the chance to be called as the teacher calls the numbers (1,2,3,4,) at random using a number wheel or any other device that can be improvised by the teacher.

Based on the explanation above, Numbered Head Together is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to problem or question asked by the teacher. It can be said that it helps the students in order to learn easy, fun, creative and dynamic, and can increase competition and cooperation among the students.

Methodology
Participants

The population in this study is the eleventh grade students of SMKN 11 Semarang in the academic year 2016/2017. To limit the time, this research did not take all students as the subjects of the research, but it used a sample. Besides, the researcher decided to take two samples as sample. The researcher took XI MM 1 as the experimental group and XI MM 3 as the control group. Choosing the sample is based on the following consideration: (1) The

eleventh grade students of SMKN 11 Semarang had obtained more materials in learning English than those of the tenth grade students. (2) In addition, after I consulted her sample to English teacher, she approved it and also recommended those classes to make them as the sample of the experiment.

Instruments

The type of research will be used here is experimental research. Experimental research is a research which is used to investigate whether there is an effect of treatment that is treated to the subject of research. According to Sugiyono (2009: 107), experimental research is a research method which is used to find an effect of treatment toward the subject in controlled condition. The researcher aims to establish the independent variable because change in another variable, the dependent variable.

The method to collect the data, the researcher used pre-test, treatment, and post-test. The instrument for collecting the data, the researcher used pre-test and post-test as the instrument of collecting the data. The techniques of the data analysis, the researcher used descriptive analysis (mean, mode, median, standard deviation) and inferential analysis (test of normality, test of linearity and test of hypothesis).

Findings and Discussion

Table 1. Students' Score of XI Multimedia 1
(Experimental Group)

Students	Pretest (X_1)	Posttest (X_2)	Gained Score (X)
1	68	76	8
2	32	92	60
3	60	88	28
4	60	80	20
5	64	88	24
6	64	80	16
7	60	88	28
8	68	76	8
9	76	96	20
10	68	88	20
11	72	72	0
12	60	68	8
13	68	96	28

14	56	80	24
15	40	88	48
16	68	80	12
17	76	88	12
18	52	88	36
19	68	76	8
20	56	84	28
21	52	76	24
22	60	84	24
23	68	96	28
24	56	76	20
25	64	92	28
N=25	$\sum X1$ =1536 Mean:61,44	$\sum X2$ =2096 Mean:83,84	$\sum X$ = 560 Mean:22,4

Table 2. Students' Score of XI Multimedia 3 (Control Group)

Students	Pretest (X_1)	Posttest (X_2)	Gained Score (X)
1	56	72	16
2	64	64	0
3	68	76	8
4	60	68	8
5	72	72	0
6	76	80	4
7	64	72	8
8	40	60	20
9	76	76	0
10	60	72	12
11	48	76	28
12	40	76	30
13	64	68	4
14	72	76	4
15	64	64	0
16	60	76	16
17	76	76	0
18	76	80	4
19	44	76	32
20	72	76	4
21	52	68	16
22	56	60	4
23	56	76	20
24	52	60	8
25	68	72	4
N=25	$\sum X1$ =1536 Mean:61,44	$\sum Y2$ = 1792 Mean: 71,68	$\sum X$ = 250 Mean:10

Based on the explanation above, the researcher concluded that the use of Numbered Heads Together (NHT) method on the students' reading ability in narrative text is very good. As the result stated earlier,

it showed that teaching reading in narrative text in narrative text using Numbered Heads Together (NHT) method can support on the students' reading ability in narrative text toward the vocational school at SMK N11 Semarang in the academic year of 2016/2017.

The positive contribution of Numbered Heads Together (NHT) towards the reading ability in narrative text can be seen from the gained score before and after the treatment is given. In the pre-test the highest score 76 while the lowest one is 32 whereas in the post-test the highest score 96 while the lowest one is 72 for experimental group. The mean of post-test is 61.44 and the standard deviation is 7.63. Therefore, in the pre-test the highest score 76 while the lowest one is 40 whereas in the post-test the highest score 80 while the lowest one is 60 for control group. The mean 50.20 and the standard deviation of pre-test are 5.98.

From the result of the data analysis, it shows that post-test on students' reading ability in narrative text is higher than pre-test reading ability in narrative text. It means that most of the students can accept the treatment that is given and then it influences to the students in mastering the use of Numbered Head Together. However, the researcher concluded that Numbered Heads Together (NHT) can give a positive contribution towards the students' reading ability in narrative text.

Conclusion
Based on those definitions above, it can be concluded that Numbered Heads Together is a technique in group working came from cooperative learning that usually consist of four students. Each student has a number 1-4, then teacher asked a question or problem, and students will put their heads together to discuss about the answer, then teacher asked a number randomly and students with that number must to answer the question. It is used to make students easier in understanding the meaning of narrative text.

Teaching reading narrative text need an extra time because many students get

confuse in understanding narrative text because the lack of vocabulary and also the structure used in the text. So, they often used a dictionary, it makes reading slowly while the learning time is limit. In this occasion, the researcher used numbered heads together in teaching reading narrative text. This technique can improve students' reading ability because they do not have to use dictionary, they will receive an assist from their friends, and they also can discuss about the answer or unfamiliar words together.

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