

THE EFFECTIVENESS OF USING NUMBERED HEADS TOGETHER (NHT) TO TEACH READING

Rose Diana Evi Manfaati

rosed4174@gmail.com

English Student Education Program of STKIP PGRI JOMBANG

ABSTRACT

The objective of this research was to know whether there was significant effect between the students taught by using Numbered Heads Together (NHT) strategy and students who are not taught by using Numbered Heads Together (NHT) strategy in teaching reading Descriptive text. Reading is a process of importing information from writing text. This research used Numbered Heads Together (NHT) strategy. This strategy helps the students can achieve the material better. This research was an experimental design, especially quasi experimental. The samples are the students of VII D class as experimental class and VII C as control class with there are 31 students in each class. The researcher used test as instrumentation. Before conducting the test, the researcher gave treatment in experimental class. The researcher used T-test formula in SPSS 16 to analyze the data.

The result of analyzing the data from experimental and control class shows that significance 2 tailed was 0.001. It meant that H_0 was rejected ($0.001 < 0.05$). So, it can be called Numbered Heads Together (NHT) strategy is effective in teaching reading descriptive text for seventh grade students at MTs Salafiyah Syafi'iyah Mojokerto academic year 2017/2018.

Key word: Reading descriptive text, Numbered Heads Together (NHT)

INTRODUCTION

Reading is a process of importing information from writing text. Reading is one of four skill which have to be possessed by students, because reading is needed to learn all knowledges expecially in learning English. There are many English texts should be learned for the students, such as: descriptive text, narrative, recount, procedure, report text. Accoding to Fachrurrozy (2011:83) The purpose of reading activities can be comprehension(intensive reading in the class), enjoyment (Extensive reading out of the class), speed reading (skimming and scanning), or accurate pronunciation (reading aloud).

Reading is relating by reading comprehension. When the learnes read, they have some proccess to comprehension, such as: words, phrases, sentences, paragraph, and the meaning of the text. The teacher expect that that the students can be understood from reading. Reading comprehension as the process of simultaneously extracting and constructing meaning through inter-action and involvement with written language (Snow,2002:13). Thus, the students have a good reading ability.

Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. This strategy asks the students to learn or work together in a group. Learn together is cooperative learning that integrate all of kinds of the social skills and academic achievement. (Kagan, 1989:13). By having work together in group, this model ensure that each member knows the answer to problem or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. So each student in group should really learn to know the answer. Numbered Heads Together give chance to each student to accelerate and improve their ability to work together.

Strategies is a facilities of having a good comprehension. Namara (2006:1) by the College Board underlines growing recognition that high ability students use reading strategies and these strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehender. So, to having a good comprehensions, the students should have better strategy. In teaching learning activity, strategy and method is important to help the teacher extend the material and the students to achieve the instructional objectives.

Numbered Heads Together strategy is the way to make the students active in reading and in the classroom activities. Numbered Heads Together can solve the problems with the group, it force the group to take responsibility for the learning of each member. According to Kagan (2015:4) make clear cooperative learning Numbered Heads Together type directly trains students to share information, listen carefully and speak with the full calculation. So, the sudents are more productive in learning.

From the explanation above, this study is conducted to find out of the problem as follow: Are students taught by taught by using Numbered Heads Together get better achievement in teaching reading descriptive text than students who are not taught by using Numbered Heads Together?. The purpose of this research was to know the effectiveness of using Numbered Heads Together (NHT) to teach reading descriptive text on students reading achievement.

REVIEW OF RELATED LITERATURE

1. Reading

a. Definition of Reading

Tarigan (2008:7) state that Reading is a process that is carried and used by reader to get the message, which will be delivered by the author through the medium of words or written language. By reading activities, when the students read the text, they can get the message and can learn of the point of the text. The more understand when reading the text, the more comprehend what is the text means.

b. Types of Reading.

According to Fachrurrazy (2011:83), there are some types of reading as follow:

1.) Speed reading (Skimming and Scanning)

Skimming is one of tools that can use to read more in less time. Skimming refer to looking for the general sense of a passage or a book fast could save the reader's time. The eyes runs quickly over the text to discover what it is about, the main idea. The example of a skimming activity asks the reader to skim a passage and then identify the best title. Scanning is find the specific fact or piece of information without reading everything. Scanning also a quick reading, the reader has information that they need earlier. For example: when you find telephone number in telephone dictionary.

2.) Enjoyment (Extensive Reading)

Extensive reading is applies to texts of more than a page, up to and including profesional article, essays, short stories and books. Extensive reading as occuring when students read large amounts of high interest material out of class concentrating on meaning, reading for gist and skipping unknown words. Extensive reading refer to reading which students usually read outside a classroom hour, it can be done in the park, garden or at home. Extensive reading focus on understanding in longer text. The students can choose what they want to read, but the most important is they should choose the appropriate material. So, the students can build confidence and enjoyment.

3.) Reading Comprehension (Intensive Reading in the Class)

Reading comprehension is defined as a process which the reader construct meaning and interacts text trough combination of prior knowlwdge and previous experience, information from the text, remembered or antisipated social interaction and communication. According Snow in Kurniawan (2002:4) states that reading comprehension as the process to get precise understanding of the writers message through simultaneously extracting and constructing meaning by colaborating readers background knowledge and interaction involvement. It can be concluded as an ability to understand the meaning or idea in the written text completely and chronically. Although reading comprehension has long process, what the reader comparable with the process it self.

2. Descriptive Text

Descriptive text is describes a particular person, place or thing (Dewi, 2014:82). Futhermore, it help the reader to imagine what the thing is. The purpose of descriptive text is to tell about the subject by describing its features without including personal opinions.

a. The Structure of Descriptive Text

1) The generic structures of a description are as follows:

Descriptive text has two generic structures. The significance of generic structure of descriptive text is identification and description (Zaida, 2013:56). The generic structure of descriptive text are:

(a) Identification

Identification identifies the subject being described. The purpose of identification is to introduce to the reader about something that will be described before we know the characteristics. Identification is about general information consisting of name, address, occupation, etc. It usually appears in the first paragraph.

(b) Description

Description describes about characteristic features of the subject. It describes parts, qualities, characteristics. 1) Parts/things (physical appearance), 2) Qualities (degree of beauty, excellence, or worth/value), 3) Other characteristics (prominent aspects that are unique).

b. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1) Description of people

Describing people describes a person. In describing people need vocabulary to make sentence easily. Describing people can describe the characteristics and Physical Appearance.

2) Description of place

A good description of a 'place' helps to explain what makes it so different from other 'places' and can give a good guide as to where it is located. A description can be divided into two parts: the Physical features and the Human features.

3) Description of thing

When describing the favourite item, such as: bag, shoes, hat, doll, etc. It might need to use words related to things.

3. Numbered Heads Together (NHT)

Numbered Heads Together (NHT) is one of the cooperative learning methods which has cooperative structure by students numbering and the students are able to process information, communication, developing thinking, review of material and checking prior knowledge. According to Huda (2013:203) The purpose of Numbered Heads Together (NHT) is the students' opportunity to give their ideas and consider the correct answer. In addition, to increase students in work together. By having students work together in a group, this model ensures that each member knows the answer to the problem or question asked by the teacher.

The steps of Numbered Heads Together (NHT) according to Huda (2013:203)

1.) The teacher divides the students into heterogeneous groups, 2.) teacher gives a number and names of the group to each student, 3.) students think and discuss together to the answers of the questions that are given by the

teacher, 4.) teacher call a number and students from each group with the same number raised their hands and prepare for the respond, 5.) the teacher and students concluded answer of all questions. This step is a simple and can make the students more active and get fun study. By sharing the problems with their teammates students solved the problem easier and get ready all the time to answer.

RESEACH METHODOLOGY

The research was quantitative and design of research was quasi-experimental. In this design, there were two classes which are going to be used in conducting this research. The research used an experimental group and control group. The experimental group got a treatment and the control group there is no treatment. The experimental group got treatment by using Numbered Heads Together (NHT) strategy and the control group there were not treatment.

1. Population

The population of this research are the students of Junior High School at MTs Salafiyah Syafi'iyah Mojokerto in academic year 2017/2018 especially in seventh grade. There are four classes in eighth grade. They are class VII-A, class VII-B, class VII-C and class VII-D. The researcher use seventh grade because the material descriptive text is provided in this grade.

2. Sample

In this research, the researcher used quasi-experimental, so the researcher takes two classes. The selection of the sample was not randomly, because in quasi-experimental is not possible to the researcher select randomly of all population. Therefore, the researcher choose the class by English teacher recommendation that they have the same ability. VII-D was an experimental groups which consists of 31 students, where there were 13 boys and 18 girls and VII-C as a control group which also consists of 31 students, where there were 14 boys and 17 girls.

3. Variable

There are two variable in this research such as independent variable and dependent variable. According to Charles in Latief, "The independent variable precedes in time and exerts influence on the dependent variable, which in turn may change as it is affected by the independent variable"(2014:13). In this research, the independent variable is Numbered Heads Together (NHT) strategy because it can be influence the students achievement. According Charles in Latief, "Dependent variable is variable that effected by independent variable"(2014:13). In this research, the dependent variable is students reading achievement because this variable is the effect of treatment.

4. Instrumentation

The research instrument is an invaluable tool for researcher in collecting data (Arikunto, 2009:134). The researcher use multiple choice test in reading

descriptive text. In this research, the researcher used pre test and post test, the test gave to the seventh grade students of MTs Salafiyah Syafi'iyah Mojokerto. The test gave in questions form by asking each students to answer the questions about descriptive text in multiple choice question which have 20 items. The post test will be done after the researcher give the treatment to the students.

5. Procedure of collecting data

The procedure of this research were described as follow: a.) Gave try out, b.) Gave pre-test to experimental and control group, c.) Gave treatment to experimental group, d.) Post-test to experimental and control group, e.) Analyzed the data.

6. Data analysis

Data analysis used to get answer about the problem of the research. There were two group experimental group and control group in quasi experimental design, so to analyzed the data the researcher used SPSS 16.0. The data analyzed based on data collection from the instrument. The researcher conduct normality and homogenous test using pretest data, to know the normality and homogenous of the students in both classes, then count by using independent-Sample T-test.

FINDINGS

In this study was concluding the hypothesis through of calculation of comparison of post-test score between experimental class and control class. The data from post-test werre calculate using SPSS 16.0. The researcher used independent Saple T-test because there are two group had different treatment. The way to counted the data was *Analyze__Compare Means__Independent Sample T-test*.

Table 4.2Group Statictics

	Method	N	Mean	Std. Deviation	Std. Error Mean
posttest	1	31	87.26	11.750	2.110
	2	31	78.23	8.221	1.476

The data above that showed the number 1 in *Method* coloum it was experiment class and the number 2 was control class. The data in experiment class showed the mean score was 87.26 and control class the mean score was 78.23. It could be concludes the experimental class got higher score than control class.

Table 4.2 Independent Sample T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest Equal variances assumed	.291	.592	3.507	60	.001	9.032	2.576	3.880	14.184
Equal variances not assumed			3.507	53.693	.001	9.032	2.576	3.868	14.197

In chapter 1, the null hypothesis said There is no significant effect on teaching reading by using numbered heads together in student achievement, and Ha said there is significant effect on teaching reading by using numbered heads together in student achievement. After calculate the data by statistical analysis of using SPSS 16.0, the result sig. (2-tailed)=0.001. That is less than α value (0.05). It indicated, there is significant effect on teaching reading by using modify of Numbered Heads Together (NHT) in student achievement. So, Ho was not accepted and Ha was accepted. It could be conclude that Modify of Numbered Heads Together (NHT) is effective strategy to teach descriptive text in reading skill.

DISCUSSION

In this reseach focus on reading comprehension where comprehension is understanding whole text to get information. Reading for detailed comprehension need to look for detailed information (Harmer, 2007:101). In this research used strategy in reading comprehension to know the effectiveness of the strategy. In this research the researcher used two classes, there were experimental class and control class. In experimental class the researcher used Numbered Heads Together (NHT) strategy and in control class without implement Numbered Heads Together (NHT) strategy.

The result showed the influence modify of numbered heads together (NHT) strategy post-test score was 0.001. At sig value < 0.05 , it meant that Ha is accepted and Ho was rejected. It can be concluded that there is significant effect on teaching reading by using modifyof numbered heads together (NHT) in students achievement and the students taugh using modify of Numbered Heads Together (NHT) strategy in teaching reading descriptive text was more effective than the students taugh using Jigsaw strategy.In the other hand,modify of Numbered Heads Together(NHT) was appropriate in teaching reading comprehension to make the students high motivation, could build the students interest in learning English.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data result calculation by using SPSS 16.0 showed that the sig. (2-tailed) was 0.001. In the mean table value that also showed the experimental class was 87.26 and control class the mean was 78.23. It means that H_0 was not accepted and H_a was accepted. there is significant effect between the students taught by using Numbered Heads Together (NHT) than the students who are not taught by using Numbered Heads Together (NHT) strategy in reading comprehension. The weakness of this research, when grouping of students needed different seating disposition, so needed a long time.

Suggestion

Based on the conclusion above, the researcher gives suggestion for the English teacher and the students as the follows:

1. For the next researcher

For the next researcher who interests in reading comprehension, they can use this research as knowledge and can use this strategy appropriate to be used for students in learning English.

REFERENCES

- Abbot, Gerry. et al. (1981). *The Teaching of English as an International Language*. Britain. William Collin.
- Arends, Richard. (1997). *Classroom Intruction and management*. New York: Mc Grow Hill, Capanies.
- Arikunto, Suharsini. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Dewi, S.K. (2014). *Bupena English for SMA/MA*. Erlangga; PT. Gelora Aksara Pratama
- Fachrurrazy. (2011). *Teaching English as a Foreign Language for Teacher in Indonesia*. Malang: State University of Malang Press.
- Ginting, Elia, M., & Ramini, E. (2012). *Improving the Students' Achievement in Writing Procedure Text Through Numbered Heads Together Technique*: Language and Art Faculty University Medan.
- Griese, A. (1977). *Do You Read Me? Practical Approaches to Teaching Reading Comprehension*. USA: Good Year Company California.
- Harmer, J.(2003). *The Practice of English Language Teaching*. Essex: Longman..
- Harmer, J. (2007). *How to Teach English. New Edition*. Longman: Pearson Education Limited.
- Huda, Miftahul. (2013). *Model-model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Istarani. (2012). *58 Model Pembelajaran Inovatif*. Medan: Media Persada
- Johnson, D.W & Holubec. (1993). *Cooperative and the Use of Technology*. University of Minnesota.
- Kagan, S. (1989). *The Structural Approach to Cooperative Learning*. Association for Supervision and Curriculum Development.
- Kagan, S & Kagan, M. (1998). *Multiple Intelligences: The Complete MI Book*. SanCeerite, CA: Kagan.
- Kagan, Spencer. (2007). *Cooperative Learning Resources for Teacher*. Jakarta: Intuise Press.
- Kurniawan, Ashadi. (2013). *Improving Students' Reading Comprehension on Narrative Text Through Story Mapping Strategy*. Skripsi, Teacher Training and Education Faculty, Tanjungpura University, Pontianak.
- Latief, M. A. (2013). *Research Methods on Language Learning an Introduction*. Malang: UM Press.
- Latief, M. A. (2014). *Tanya Jawab Metode Penelitian Pembelajarab Bahasa*. Malang: UM Press.
- Namara. MC. (2006). *Reading Strategies Strand in English Language Arts Collage Board Standards for College Success*.
- Richard, J.C & Rodger, T.S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Rusman. (2011). *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: PT Raja Grafindo persada.
- Slavin, R. E. (1995). *Cooperative Learning: Theory, Research and Practice*. 2nd ed. Boston: Allyn and Barcon.
- Snow, Catherine. (2002). *Reading for Understanding: toward a research and development program in reading comprehension*. Rand.

- Soimin, Aris. (2014). *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Russ Media.
- Suprijono, A. (2009). *Cooperative Learning*. Yogyakarta: Pustaka Pelajar.
- Tarigan, H.G. (2008). *Membaca Suatu Keterampilan Berbahasa*. Edisi Revisi. Bandung: CV. Angkasa.
- Zaida, Nur. (2013). *Practice your English Competence*. Surakarta: Erlangga.