

THE EFFECT OF NUMBERED HEAD TOGETHER TO INCREASE STUDENTS' ABILITY IN READING NARRATIVE TEXT

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Abstract: *This pre-experimental research aimed to find out whether or not there is a significant effect of Numbered Head Together technique on the first year students' ability in comprehending narrative texts at SMAN 2 Tambang. The research design was one group pre-test post-test design. The population was the first year students in academic year 2019/2020. The selected sample was X Bahasa students which consisted of 35 students. The instrument used to collect the data was a reading test. The tests consisted of 40 items. The obtained data was analyzed by using SPSS version 23.0. The finding of the research showed that the mean score of post-test was higher than pre-test ($80.5 > 65.6$). The value of t-test was higher than t-table ($13.616 > 2.06$) at 5% of significance level. Therefore, alternative hypothesis (H_a) was accepted. This means that Numbered Head Together Technique was effective for teaching reading comprehension concerning narrative text. There is a significant effect of Numbered Head Together technique on the first year students' ability in comprehending narrative texts at SMAN 2 Tambang. There are some suggestions that can be given in relation to the writer's conclusion. One of them is Number Head together can be alternative strategy in teaching English. It can be used in teaching reading narrative text, or it also can be used in teaching other language skills or other language components and other type of texts*

Key Words: *Effect, Numbered Head Together Technique, Reading Narrative Texts*

PENGARUH TEKNIK *NUMBERED HEAD TOGETHER* PADA KEMAMPUAN MEMBACA SISWA KELAS X DALAM MEMAHAMI TEKS NARATIF DI SMAN 2 TAMBANG

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Abstrak: Penelitian pra-eksperimental ini bertujuan untuk mengetahui ada atau tidaknya pengaruh teknik *Numbered Head Together* pada kemampuan membaca siswa kelas X dalam memahami teks naratif di SMAN 2 Tambang. Desain penelitian adalah pre-test dan post-test desain. Populasi adalah siswa kelas X tahun akademik 2019/2020. Sampel yang dipilih adalah siswa kelas X Bahasa yang terdiri dari 25 siswa. Instrumen yang digunakan untuk mengumpulkan data adalah tes membaca. Tes terdiri dari 40 item. Data yang diperoleh dianalisis dengan menggunakan SPSS versi 23.0. Temuan penelitian menunjukkan bahwa skor rata-rata post-test lebih tinggi daripada pre-test ($80,5 > 65,6$). Nilai uji-t lebih tinggi dari t-tabel ($13,616 > 2,06$) pada tingkat signifikansi 5%. Oleh karena itu, hipotesis alternatif (H_a) diterima. Hal ini membuktikan bahwa Teknik *Numbered Head Together* efektif sebagai Teknik mengajar pemahaman membaca tentang teks naratif. Ada pengaruh signifikan teknik *Numbered Head Together* pada kemampuan siswa kelas X dalam memahami teks naratif di SMAN 2 Tambang. Ada beberapa saran yang dapat diberikan sehubungan dengan kesimpulan penulis. Salah satunya adalah *Number Head together* yang bisa menjadi alternatif strategi dalam mengajar Bahasa Inggris. Ini dapat digunakan dalam mengajar membaca teks naratif, atau juga dapat digunakan dalam mengajar keterampilan bahasa lainnya atau komponen bahasa lainnya dan jenis teks lainnya.

Kata Kunci: Teknik *Numbered Head Together*, Kemampuan Membaca Siswa, Teks Naratif

INTRODUCTION

As one of the basic skills, reading is very important that should be mastered by the students in learning English. Reading is a thinking activity and it depends on the level of intelligence of the reader, his or her speed of thinking and ability to detect the relationship (Burnes,1985). Students are expected to read effectively and efficiently, in reading jactivity. So, they can catch the information or the ideas from the text. Sometimes not all people can understand what they are read including the students who usually learn English. They just read sentences without understanding. Because reading is a complex requiring among other things, specific ability in certain skills and Reading English text is very important because it can give us an opportunity to gain knowledge and technology. In the other hand English texts is very important for the students to follow the development of today's world.

Students need to learn English text to get the knowledge. Therefore, reading ability become very important because the success of students in studying depends on the greater part of their ability to read. As McDonough and Shaw stated, "Reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject but may never actually have to speak the language; such cases are often referred to as English as a library language". The important of English related to the position of English in Indonesia as a foreign language.

In the syllabus of ten grade 2013's curriculum, students are expected to be able to comprehend texts including Narrative text. Narrative text is a type of text in English to tell a story that has a series of interconnected chronological events. The purpose of this text is to entertain the reader about a story. The structure of narrative text focuses on a series of steps that are proposed to build a text itself. In general, there are four stages in narrative text, they are orientation, events, resolution and re-orientation. In comprehending this kind of texts, the students are expected to find out what the purpose of the text, to get some important information in the texts that they read, to know the main idea of the story, to define vocabulary in context, or to refer some word in context, to make inference according to the text, to identify the generic structure and to learn the language feature in the text (Rebecca, (2003).

From the result of observation to the English teacher at SMAN 2 Tambang. The writer found that that there are many difficulties that the students have in reading a text, especially to understand the content of a text. The lack of English vocabulary and pronunciation is the main problem. These problems make students feel lazy to learn English language, because students don't know the meaning of the text. So that the students don't have the motivation and enthusiasm in learning English.

Related to the problem above, giving interesting technique in teaching reading is very important. The writer will be trying to write about understanding English texts. There are many kind of text that can be use such us narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. To be more focus, the writer will be choose narrative text because narrative is such an enjoyable text for the students' motivation in reading . one of the technique that can be used and appropriate in teaching reading is NHT (Numbered Head Together).

Numbered Head Together is a cooperative learning model that emphasizes student activity where students are expected to interact with other students in the group so that they can improve their learning. Student will be divided into small groups that

aim to understand the material provided by the teacher. Students have the opportunity to be active in the process of separation between students who have high and low levels of intelligence. It can be concluded that NHT is a technique which divided the students into a small group to share their ideas and they can communicate each other to share what they get in their group.

The Numbered Heads Together (NHT) technique is generally done by dividing the class into small heterogeneous learning groups within which the students are numbered from 1 to 4. The number given to each student is intended to help her concentrate on doing her task. In this case, the teacher gives the students a text to read and a sheet of questions based on that text. They then read the text and put their heads together in finding the best answer to each question from the teacher; each group has to make sure that every student in the group knows the answers.

According to King and Stanley (1989), there are five components that should be focused on comprehending a reading text. They are:

1. Finding Main Idea

Main idea is the main topic that is discussed in paragraph. Usually the reader can find the main idea in the first paragraph in the first sentence or it can be the last of paragraph. Main idea helps the reader to understand the paragraph on the first reading and helps the reader to remember the content.

2. Finding Factual Information

Factual information requires the reader to scan specific detail information of the text. The factual information question generally prepared for students and those with appear WH questions.

3. Guessing Vocabulary in Context

It means that the reader could develop his/her guessing ability to the word which is unfamiliar with him/her by relating the close meaning of unfamiliar words to the information and the topic of paragraph.

4. Identifying Reference

In order to avoid repeated words or phrases, the authors use reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading text. Reference word is usually short and frequently pronouns, such as *her*, *him*, *it*, *them*, and many others.

5. Identifying Inference

Inference is a skill where the reader has to be able to read between lines or just looking carefully to the facts and coming into conclusion. According to King and Stanley (1989) divide inference into two main attentions, they are draw logical inferences and make accurate prediction.

METHODOLOGY

This research is a pre-post experimental research. This research was conducted by using a pre-test – treatment- post-test design. The researcher used the One Group Pre-test Post-test design because researcher will do pre-test and post-test in experimental class. In this design, the researcher will choose one class as the sample. This One Group Pretest-Posttest design involved a single group that is pretest (O_1), exposed to a treatment (X), and post-test (O_2). . The design of this research can be described as follows:

Table 1. One group pre-test and post-test

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2

(Sugiyono, 2012)

The pre-test would be conducted in the beginning of attending class (pre-test was given before doing the experiment) in order to find out the students' ability in comprehending the text before the treatment was applied.

Treatment would be conducted by explaining the material and also the steps that students had to do as long as the treatment was conducted. The treatment will be carried out in six meetings with time allocation 2 x 45 minutes per meeting by using Numbered Head Together (NHT).

Post-test is the last step to get a data of this research. It is administrated to measure the data after get a treatment , the students are given objective questions to measure their comprehension in reading whether using Numbered Head Together improve the students ability or not.

According to Heaton (1991), the difficulty level of an item shows how easy or difficult a particular item in the test is. The items that do not reach a standard level of difficulty are excluded from the test because they are considered too difficult or too easy. To find out the difficulty level of the item, the formula used as follow:

$$FV = \frac{R}{N}$$

Where:

- FV = (Facility Value) Index or difficulty of each question
- R = number of the correct answer
- N = number of the students

If the facility value is between 0.30-0.70 the item is accepted. On the contrary, if the facility value is lower than 0.30 or bigger than 0.70, the item is rejected because it is too easy or too difficult for the students.

The procedures of analyzing data were done as the following:

1. Scoring the pre-test
2. Scoring the post-test

3. Analyzing data by applying t-test.

a. How to calculate the mean

$$M = \frac{\sum D}{N}$$

In which:

D = the difference of score in pre-test and post-test

X = the score of post-test

Y = the score of pre-test

b. Determining the Standard of Deviation

A measure of how spread out data values is around the mean, defined as the square root of the variance.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

c. Determining the Standard Error Mean

The standard error (SE) of a statistic (usually an estimate of a parameter) is the standard deviation of its sampling distribution or an estimate of that standard deviation. If the parameter or the statistic is the mean, it is called the standard error of the mean (SEM).

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

Determining with t-test formula

T-test is a kind of statistic test is used to reject or to accept a hypothesis.

$$t_0 = \frac{M_D}{SE_{MD}}$$

Where:

Md = Mean of difference

SE_{MD} = Standard error from the mean of the difference

FINDINGS AND DISCUSSION

1. The Result of Try Out

The try out consists of 40 items. The try out test was carried out in another class of the research class that is X Mipa 1 class, and X Bhs is used as sample class. The result showed that two items were rejected because the standard level of those 3 items are around 0.00-0.30, its means those items are too easy. Those items were number 2 (factual information), and 4 (reference). After the writer found those two items were rejected, the writer revised them with the new items.

Mean score of the try out test.

$$M = \frac{\Sigma X}{N}$$

$$= \frac{472}{25}$$

$$= 18.88$$

Standar deviation

$$SD = \sqrt{(\Sigma SD/N)}$$

$$= \sqrt{(190.64/25)}$$

$$= \sqrt{7.625}$$

$$= 2.76145$$

$$r_{ii} = \frac{N}{(N-1)} \left[1 - \frac{(M(N-M))}{(N(SD)^2)} \right]$$

$$= \frac{25}{(25-1)} \left[1 - \frac{(18.88(24-18.88))}{25(2.76145)^2} \right]$$

$$= \frac{25}{24} \left[1 - \frac{115.5456}{190.625} \right]$$

$$= 1.041667 \left[1 - 0.606141 \right]$$

$$= 1.041667 \left[0.393859 \right]$$

$$r_{ii} = 0.41027$$

Furthermore, after being calculated, it was found that the mean score of the try out was 18.88. Its standard deviation was 2.76. After obtaining the mean score and standard deviation, the reliability of the try out can be calculated. The reliability of the

items was 0.41. This means the reliability of the test was high. It can be concluded that the items of this instruments that were used in this research were valid and reliable.

2. The Test of Normality

**Table 2 the Test of Normality
One-Sample Kolmogorov-Smirnov Test**

		pre	Post
N		25	25
Normal Parameters ^a	Mean	65.6000	80.5000
	Std. Deviation	4.40643	3.53553
Most Extreme Differences	Absolute	.206	.164
	Positive	.133	.126
	Negative	-.206	-.164
Kolmogorov-Smirnov Z		1.029	.819
Asymp. Sig. (2-tailed)		.240	.514

Diagram 1 Test of Normality of Pre-test

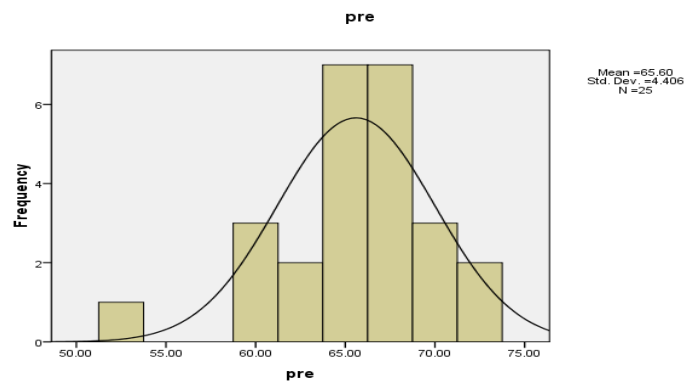
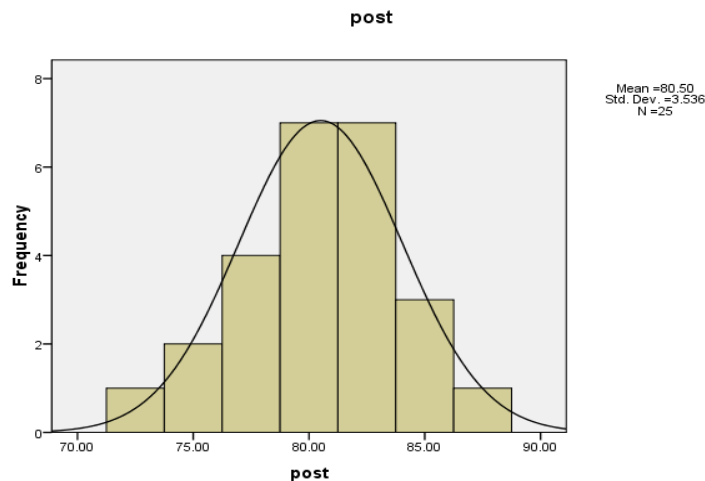


Diagram 2 Test of Normality of Post-test



From the table 2, diagram 1 and diagram 2 above, we can see that the data of the pre-test and the post-test have a normal distribution. Table 2 shows that the value of Asymptote. Sig. (2-tailed) is 0.24 for the pre-test and 0.51 for the post-test. The result shows that the Asymptote. Sig. is higher than 0.05. It means that the test distribution is normal. So, the analysis of the data can be continued.

3. The Result of the Pre-Test

Table 3. Descriptive Statistic of the Pre-test

	Mean	N	Median	Mode	Std. Deviation
Pre-test	65.6	25	65	65	4.406

Table 3 shows that the mean score of 25 students was 65.6. According to these table criteria the students' scores, the mean laid at average to good qualification. Meanwhile, the median score was 65. Finally, the most frequent score was 65 as the mode.

4. The Result of the Post-test

Table 4. Descriptive Statistic of Post-test

	Mean	N	Median	Mode	Std. Deviation
Pre-test	80.5	25	80	80	3.536

This table shows that the mean score of 25 students was 80.5. According to the table criteria students' score the mean laid at average to good qualification. Meanwhile, the median score was 80. Finally, the most frequent score was 80 as the mode.

Therefore, there are differences in data presentation between before being taught by using numbered head together technique was better and higher than was before using numbered head together technique in teaching narrative text.

5. The Result of T-test

The formula of t-test shown in the table 5

Table 5. Paired Sample Statistics
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre	65.6000	25	4.40643	.88129
Post	80.5000	25	3.53553	.70711

Table 5 shows that the mean score of pre-test is 65.6 and the post-test is 80.5. The difference of the mean scores between the pre-test and the post-test is 14.9. The gap of mean scores shows the effect of numbered head together technique on students' reading ability in the written test. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of value in the sample pre-test is 4.40, while the standard error of mean is 0.88. The standard deviation of the post-test is 3.53, while the standard error of mean the post-test is 0.7.

Table 6. Paired Sample Test
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair pre – 1 post	-1.49000E1	5.47152	1.09430	-17.15853	-12.64147	-13.616	24	.000

Table 6 shows that the result of the t-test is 13,616. The result of t-table is 2.06. The t-test is higher than t-table. It can be concluded that there is a significant difference between the pre-test and the post-test. In other words, the alternative hypothesis of this research, "There is a significant effect of Numbered Head Together to increase students' ability in reading narrative text at SMAN 2 Tambang" is accepted.

CONCLUSIONS AND RECOMENDATIONS

Conclusions

This research was conducted to find out whether Numbered Head Together Technique has a significant effect when it was used in teaching reading, especially in teaching reading narrative texts. It involved three steps. The first step was administered a pre-test to measure the students' ability in reading narrative text. Based on the findings, shows that the mean score of 25 students was 65.6. According to the table 4.2 criteria the students' scores, the mean laid at average to good qualification. Meanwhile, the median score was 65. Finally, the most frequent score was 65 as the mode.

Then, the next step was applying the treatment which is Numbered Head Together Technique. The researcher taught the students by implementing Numbered head together Technique in teaching reading on narrative texts. The treatment was conducted in four meetings. Numbered head together technique was exposed in teaching reading on narrative texts.

The last step was administered a post-test to measure the students' ability after the treatment. Based on the findings shows that the mean score of 25 students was 80.5. According to the table 4.3 criteria students' score the mean laid at average to good

qualification. Meanwhile, the median score was 80. Finally, the most frequent score was 80 as the mode.

Therefore, there are differences in data presentation between before being taught by using numbered head together technique was better and higher than was before using numbered head together technique in teaching narrative text. Good cooperative learning strategies engage students in sharing how they think, examining it themselves, gaining insight from the critiques of their peers, and enlarging their conceptual understanding by hearing how others understand the same content (Cooper, 1999). Numbered head together technique is good and effective for the first year students of SMAN 2 Tambang.

After analyzing the data by using SPSS 23.00 the researcher found out that the value of t-test was higher than t-table ($13,616 > 2.06$). It can be concluded that there is a significant difference between the pre-test and the post-test. In other words, the alternative hypothesis of this research, "There is a significant effect of Numbered Head Together to increase students' ability in reading narrative text at SMAN 2 Tambang" is accepted.

Recommendations

After making conclusion, there are some suggestions especially for the teacher as a person whose concern on the teaching learning in the classroom. There are some suggestions that can be given in relation to the writer's conclusion. The suggestions are as follow:

1. Before entering the class, the teacher should have already prepared the material that must be taught. It is necessary for the teacher to find material from other sources, to get more and clear explanation.
2. The teacher should be able to select method which suitable with situation and condition of class.
3. Number Head together can be alternative strategy in teaching English. It can be used in teaching reading narrative text, or it also can be used in teaching other language skills or other language components and other type of texts.
4. The teacher should give positive motivation to the students, and manage the class creatively in order to the students really pay attention to what is being taught.

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