

The Effect of Using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas

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Abstract

This research was a quasi-experimental research using post-test only control group design. The purpose of this research was to know whether or not there was a significant effect of using Numbered Heads Together Technique on reading comprehension achievement of the eight grade students. The research respondents were the students of VIII A and VIII C of SMP Islam Gumukmas. In this research, the students of VIII A were assigned as the experimental group who were taught by using Numbered Heads Together Technique. Meanwhile, the students of class VIII C were assigned as the who were taught by using Lecturing Technique. Before the research was conducted, the researcher had conducted a homogeneity test to know whether the population was homogeneous or not. The result showed that the population was heterogeneous, so the researcher chose the respondents of the research from two classes that had the same or the closest mean difference. The data collection method used was purposive method. There were two kinds of data in this research, primary data and supporting data. The primary data in this research was collected from the students' reading score. The supporting data was collected by using interview and documentation. The primary data were analyzed using independent sample t-test. The result of the data analysis proved that the application Numbered Heads Together Technique significantly affected the eighth grade students' reading comprehension achievement. It can be seen from the result of statistical computation value of t-test which was higher than the value of t-table with significant level of 5% ($5.37 > 1.98$). This means that the null hypothesis (H_0) was rejected and the alternate hypothesis (H_a) was accepted. Based on the results of hypothesis verification, it can be concluded that there was a significant effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Islam Gumukmas, Jember in the 2014/2015 academic year.

Keywords : *Experimental Research, Reading Comprehension Achievement, Numbered Heads Together Technique.*

Introduction

English is spoken in approximately a quarter of the world's population [4]. In fact, most of the sources of information, including books, science, and technology are written in English. English is the most widespread medium of communication. Due to the fact that the number and geographical areas of its speakers and the large number of non-native speakers who use it for part of their international contact. Thus, it is not surprising that English role is getting more and more important in our life. From the explanations above, it is clearly important to master English both in oral and written forms to be able to follow world development.

In Indonesia, English is considered to be a foreign language. It means that Indonesian people do not use English for daily communication. As a result, learning English is not easy due to the lack of exposure. Moreover, it is difficult for the learners because there are so many aspects of this foreign language that are different from those of their first language.

Reading is one of the four basic skills that must be taught to the junior high school students. This skill is as important as the other language skills, but it is assumed that through reading skill students will be able to learn the other skills more conveniently because all of the skills involved reading activities. When reading, the readers do not sit there as passive receivers of the text, but they also draw on their

own knowledge of the world and of language to help them guess what the text will say next [5]. When students are reading, they are doing thinking process by comprehending all the words, phrases, sentences, and paragraphs in order to get the meaning of the text as a whole. Through reading activities, students are expected to be able to understand the meaning of the whole text as the main objective.

Reading comprehension becomes an important skill that should be developed in the teaching and learning English because it enables the students to learn the other skills in English such as listening, speaking, writing, structure and enrich their vocabularies as well. Reading comprehension cannot be separated from the other skills, considering everything we talk or write is all about anything we have read [6].

Based on the preliminary study conducted by doing an interview with the English teacher of the eighth grade at SMP Islam Gumukmas, Jember, on 9 October 2013 it was known Mrs. U, S.Pd. This school was used Curriculum 2013. The English teacher of SMP Islam Gumukmas as the center of teaching reading of English. It means that the teacher was more active than the students, so most of the time, in the process of teaching learning, first the students only listen to the teacher explanation and afterward just answer the questions from the teacher. She usually teaches the students by using Lecturing technique, question and answer, and sometimes gives some games and using song in

teaching learning process. In other words, the English teacher has never used NHT Technique in teaching reading. She also explained that lecturing technique actually was not very effective for students because the students have a lack of activities. The students did not always understand well the meaning of the reading text, and they spent a long time to read the text which mostly done word by word. Consequently, they could not answer all the comprehension questions correctly in a given time.

Numbered Heads Together (NHT) technique is a cooperative learning technique that promotes discussion and both individual and group accountability. In this technique, the students work in groups and they think together to discuss the answers with the other members of their groups [2]. NHT technique provides an incentive from students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves.

Research using NHT in teaching reading have been documented by some researcher. The first researcher proved that the application of NHT technique significantly influenced the students' reading comprehension achievement of the eighth grade students of SMPN 1 Kalisat Jember [3]. The outcome indicates that the students who were taught using NHT technique got better reading achievement as compared to the students who were taught without using NHT technique. The second researcher proved that the application of NHT technique significantly affected the students' reading comprehension achievement of the eighth grade students of MTs Birrul Walidain NW Rensing, Lombok Timur NTB [9]. They have reported that using NHT technique is likely higher in effectiveness than using the other techniques likes using the conventional reading technique in improving the reading comprehension. The last researcher conducted that there was a significant effect of using cooperative learning structure, NHT Technique, in East Feliciana High School Chemistry classes, Baton Rouge, Louisiana [1].

Linked to the above research findings, this research had some similarities and differences as well. The similarities of these three researches were the research design and the use of NHT technique in teaching English. However, the differences between these researches, Christiani (2008) and Nuruddin, Seken, Artini (2013) conducted the research in junior high school, level another researcher conducted the research also in junior high school, but the last research was conducted in Chemistry classes at a rural, low performing high school. However all the researchers have proved that using NHT effective in teaching reading or chemistry in Junior and Senior High School level. It indicates that using NHT was effective in teaching social and science courses.

Thus, research on the use of Numbered Heads Together in teaching reading comprehension has documented excellent result. The technique of Numbered Head Together is believed to give students opportunity to learn in group instead of studying individually. Based on the evidence, this quasi – experimental group investigates whether the technique of Numbered Heads Together has an effect on reading comprehension achievement of the eight grade

students of SMP Islam Gumukmas Jember in 2014/ 2015 academic year.

In addition, the English teacher of the eighth grade of SMP Islam Gumukmas wants to apply NHT Technique in teaching learning process of reading to enrich the teaching technique of reading. Based on the explanations above, the researcher was interested in conducting an experimental research entitled “The Effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas Jember”.

Research Method

The design of this research was a quasi-experimental research using Post-test Only Control Group Design [8]. The purpose of this research was to know whether or not there was a significant effect of using Numbered Heads Together Technique on reading comprehension achievement of the eight grade students. This research used two classes from the whole population considering the homogeneity test's result of the population. The homogeneity test result's was analyzed by using ANOVA formula to decide whether the population is homogenous or heterogeneous. Considering the Homogeneity test's result, the population of this research was heterogeneous. Therefore, the researcher took the research sample by considering the closest mean score. VIII A was taken as the experimental group and VIII C as the control group.

The experimental group was received the NHT treatment in teaching reading subject, while the control group is taught by lecturing technique. After that, the two classes were given a posttest to know the mean difference of the students' reading achievement of the two groups after the treatment. The result of the posttest was analyzed by using t- test formula.

The area determination method of this research was SMP Islam Gumukmas, Jember. This school was chosen purposively because of some considerations. First, the English teacher of the eighth grade had never applied NHT technique in teaching reading. Second, the teacher had agreed to conduct this research collaboratively. Third, the Headmaster gave permission to the researcher to conduct the research at the school. This, it was possible to obtain the research data.

In this research, Cluster random sampling was used to determine the respondents. Cluster random sampling selection is a procedure where entire groups, not individuals, are randomly selected. The population of this research is the eighth grade students of SMP Islam Gumukmas in the 2014/2015 academic year. The eighth grade students of SMP Islam Gumukmas consists of four classes: VIII A, VIII B, VIII C, and VIII D. The researcher needed two classes as the research sample.

The operational definition of the terms was presented to avoid misunderstanding of the concept between the writer and the reader. The terms used in this research is operationally defined as follows:

1. NHT Technique
2. Reading Comprehension Achievement

3. Recount Text

The primary data in this research was collected from the students' reading score. The reading comprehension achievement test were obtained from the reading comprehension test administered at the end of the treatment. The data to support the primary data was collected by using interview and documentation. The purpose of the interview in this research was to get the information about the teaching technique that is used by the English teacher, the curriculum is used, the textbook that is being used in that school, and the students' interest in learning English. The interview has been conducted in the preliminary study. Besides, the documentation was used to get the data about the names of the research respondents and also the school learning facilities provided at SMP Islam Gumukmas, Jember.

The primary data of the students' reading score were collected from the post-test that was administrated to the research respondents after doing the treatment. The data was analyzed by using independent sample t-test formula to know whether there was a significant mean difference of the test score or not between the experimental group and the control group.

Discussion

In this research, the result of data analysis indicated that the use of Numbered Heads Together Technique significantly affected the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year. It can be seen from the result of statistical computation value of t-test which was higher than the value of t-table with significant level of 5% ($5,37 > 1,98$). This indicates that the null hypothesis (H_0) was rejected and in contrast, the formulated alternate hypothesis (H_a) was accepted. It indicated that the result of t-test analysis was significant. From the posttest score, it can be seen that the experimental group which got NHT Treatment in learning reading comprehension got better score compared to the control group which was taught by using Lecturing technique and Question - Answer technique, followed by giving exercise only. It happened because the students who were taught reading by using NHT were easier to understand and comprehend the reading material than the students who were taught using Lecturing technique and Question - Answer technique. The students in the experimental group had great enthusiasm in learning reading and had more attention to the material given rather than the students in the control group.

In addition, the research finding was in line with the experts' opinions. Numbered Heads Together (NHT) is one of strategies in cooperative learning [7]. This technique trains the students to work in a group to solve the problems given by the teacher. Numbered Heads Together makes drill and quick reviews of facts engaging and productive for the whole class [2]. We can say that this technique focuses in the students' cooperative activity within the groups. From the above opinions, NHT Technique provides the students' opportunities to work cooperatively to achieve the goal of their group. The group success depends on the individual

success, because students have the same responsibility to solve the problem given and support their group to achieve the goal. It means that the individual and group accountability is required.

The result of this research also strengthened the previous research findings. Christiani (2008) proved that the application of NHT technique significantly influenced the students' reading comprehension achievement of the eighth grade students of SMPN 1 Kalisat Jember. Another study carried out by Nuruddin, Seken, and Artini (2013) proved that the application of NHT technique significantly affected the students' reading comprehension achievement of the eighth grade students of MTs Birrul Walidain NW Rensing, Lombok Timur NTB. The study reported that using NHT technique is likely higher in effectiveness than using the other techniques likes using the conventional reading technique in improving the reading comprehension. The last previous research was done by Baker (2013). From this study, it is obvious that there was a significant effect of using cooperative learning structure, NHT Technique, in East Feliciana High School Chemistry classes, Baton Rouge, Louisiana.

Based on the explanations above, it can be concluded that the result of this research was not different from the result of previous researchers and NHT Technique was an appropriate technique that has significant effect on students' reading comprehension achievement. NHT Technique helped the students to comprehend the reading material especially about recount text very well, because NHT Technique promotes discussion in both individual and group accountability.

The research proved that the application of Numbered Heads Together Technique significantly affected the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year. The formulated alternate hypothesis (H_a) showed that using Numbered Heads Together Technique was a significant effect on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year. In short, the experimental student was able to read more effectively than the students of the control group.

In control group the researcher as the center of teaching reading of English. It means that the researcher as the teacher was more active than the students, so most of the time, in the process of teaching learning, first the students only listen to the researcher explanation and afterward just answer the questions from the researcher. The researcher also explained that lecturing technique actually was not very effective for students because the students have a lack of activities. The students did not always understand well the meaning of the reading text, and they spent a long time to read the text which mostly done word by word. Consequently, the students in control group were not always able to answer all the comprehension questions correctly in a given time. In experimental group the researcher used cooperative learning technique in teaching reading comprehension. The researcher taught reading by using Numbered Heads Together. The students who were taught reading by using NHT were easier to understand and comprehend the reading material than the students who were

taught using Lecturing technique and Question - Answer technique, because they solved the problem and they discussed it together with their group to produce the perfect answer. The students in the experimental group showed great enthusiasm in learning reading and paid more attention to the material given rather than the students in the control group. However, some things to be kept in mind when the English teacher wants to apply Numbered Heads Together technique.

When the researcher applied NHT he found some difficulties. First, the large class makes the researcher difficult to control the members of group. To solve those problems, the researcher asked for the English teacher help to control of the groups. Second, the students' lack vocabulary, the students have problem in pronouncing some unfamiliar words. To solve this problem, the researcher guided the students to find the difficult word and gave the model to pronounce the word. In step NHT techniques there were some difficulties. There were in fourth step of NHT technique, the students did not write down his/ her answers individually before they put heads together or discuss the answer but they did the exercise together with their friend in the group and they were noisy. To solve the problem, the researcher came to each group and warns them for doing the instruction.

Conclusion and Suggestion

Based on data analysis and discussion, it can be concluded that there was a significant effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Islam Gumukmas, Jember in the 2014/2015 academic year.

Based on the result of this research, it is suggested for the English teacher of SMP Islam Gumukmas to apply NHT Technique as an alternative technique in teaching English especially in teaching reading comprehension and make the activities are more interesting, enjoyable, and comfortable for the students, most importantly to help them become more effective readers. By using NHT Technique, the students of SMP Islam Gumukmas are expected to be able to involve in the teaching learning process more actively. So they are expected be able to share their ideas in group discussion and class discussion. Considering the result of the research, it is suggested for the other researchers to conduct a similar research with the same or different language skill or components, such as classroom action research to improve the students' reading achievement by using Numbered Heads Together Technique. If there were too many students in the class, the researcher can make fewer groups with more members in each group. The last, for the students who lack vocabulary, the researcher guided the students to find the difficult word and pronounce the word.

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