ABSTRAK

Tujian penelitian ini (1) untuk mengetahui apakah penggunaan Numbered Head Together (NHT) dapat meningkatkan pemahaman membaca siswa pada teks deskripsi pada siswa kelas X IPS 3 SMAN 1 Teras Boyolali tahun ajaran 2014/2015, dan (2) untuk mengetahui bahwa teknik Numbered Head Together dapat diimplementasikan dalam belajar mengajar membaca pada siswa kelas X IPS 3 SMAN 1 Teras Boyolali tahun ajaran 2014/2015.

Penelitian ini merupakan tindakan kelas yang dilaksanakan dalam 2 siklus. Penelitian ini diimplementasikan di kelas X IPS 3 pada 33 orang siswa. Para siswa terdiri dari 17 siswi dan 16 siswa. Data dikumpulkan melalui tiga tahap yaitu (1) mengamati dengan cara mengamati lapangan; (2) meminta informasi dengan cara wawancara dengan guru dan beberapa siswa; (3) menguji melalui pre test dan post test. Untuk menganalisis data, peneliti menggunakan analisis data kualitatif dan kuantitatif.


Kata kunci: membaca pemahaman, Numbered Head Together, penelitian tindakan kelas
IMPROVING STUDENTS’ READING COMPREHENSION ON DESCRIPTIVE TEXT USING NUMBERED HEAD TOGETHER (NHT) TECHNIQUE

(A Classroom Action Research at X IPS 3 of SMA N 1 Teras Boyolali in 2014/2015 Academic Year)

By
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ABSTRACT

The aim of this research are (1) to know wheater the use of Numbered Heads Together (NHT) can improve the students’ reading comprehension in Descriptive text at X IPS 3 students of SMA N 1 Teras Boyolali in academic year 2014/2015, (2) to know that Numbered Head Together can be implemented in teaching learning reading in class X IPS 3 students of SMA N 1 Teras Boyolali in academic year 2014/2015.

The research used a Classroom Action Research which was conducted in two cycles. It was applied in X IPS 3 with 33 students. The students consisted of 17 female and 16 male. The data were collected through three steps, (1) experiencing by field note, (2) enquiring by interview with the teacher and some students, (3) examining by pre-test and post-test. To analyzing the data the researcher used qualitative and quantitative data analysis.

Based on the result, the technique can improve the student’s reading comprehension. It can be seen from the students mean score of Pre-test was 60,24, whereas in first post-test had enhanced being 68,78. In the second cycle had enhanced to the average value being 79,61. Those data stated that it had occurred the enhancing from the first to the second cycle.

In teaching learning English, the students were suggested to apply this method to make them easier to understand the materials. Therefore, it was recommended to be used by teachers in daily teaching and learning to be more active and innovative, so the students can be interested in learning the materials. For the researchers who were intended to conduct the research more detail about the method for Teaching Learning Reading, the researcher hopes that the research finding can be used as a starting point and can be utilized as reference.

Keywords: Reading Comprehension, Numbered Heads Together, Classroom Action Research
INTRODUCTION

As the most important foreign language in Indonesia, English is one of the compulsory subjects taught in university, Senior High School (SMA), Junior High School (SMP), and nowadays English also was taught in Elementary school and even in the kindergarten. Moreover, English plays important role for all aspects because the development of science and technology is mostly transferred through it.

The main purpose of teaching English in High School is to give the students the ability to communicate in English. To learn English, the students should master the four skills: Speaking, Listening, Writing and Reading (Permendiknas No.23, 2006). Based on Competency-Based Curriculum, Reading is one of the important skills that the students should master it. Nunan (1998: 33) stated that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (word, clauses, and sentences). Reading is now an important way to access information, so reading is important in real life. Although today is a modern era where modern means of communication such as telephone and television exists, the printed page has not been replaced yet. Reading means opening a wider window to the outside world.

In SMA N 1 Teras, the minimum score (KKM = Kriteria Ketuntasan Minimal) for English was 75. But, it was too high to be reached for the students in class tenth especially class X IPS 3. Most of the students get marks for English under the minimum score (KKM). The average mark in class X IPS 3 were 60.24.
According to the interview and the observation, the researcher found some problems. 1) The teacher did not taught attractively and still used Teacher Centered Learning (TCL) to support teaching and learning activity; 2) the students did not have good motivation in learning English, especially learning Reading;

One of the ways to solve the problem was using technique. According to Brown (1994:48) “Techniques are the specific activities manifested in the classroom that are consistent with a technique and therefore in harmony with an approach as well.”

One of the appropriate technique for teaching learning reading is Numbered Head Together (NHT) Technique. According to Arends (1998: 322) Numbered Heads Together (NHT) is a technique developed by Spencer Kagan (1993) to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson’s content. That can be applied in teaching learning reading in class X IPS 3 because it can improve students’ motivation, marks, and they can get a joyful learning.

This research aims were: 1) To find out whether Numbered Heads Together (NHT) can improves students’ reading comprehension in descriptive text at class X IPS 3 of SMA Negeri 1 Teras Boyolali. 2) To know that Numbered Heads together (NHT) can be implemented in teaching learning reading activity in class X IPS 3 of SMA Negeri 1 Teras Boyolali.
RESEARCH METHODOLOGY

The research was conducted in SMA N 1 Teras Boyolali. The school was located on Jalan Sudimoro-Randusari km. 2 Sudimoro Teras Boyolali. This research was held on May 2015 in academic year 2014/2015.

The subject of the research was the students in the class X IPS 3 of SMA N 1 Teras Boyolali in the Academic Year of 2014/2015. Class X IPS 3 consisted of 33 students. There were 15 boys and 18 girls. The students of SMA N 1 Teras Boyolali especially in class X IPS 3 had average achievement of English were 60.05. In fact, the students in class X IPS 3 have difficulties in reading comprehension.

The method of this research was a Classroom Action Research (CAR). According to Watts (in Ferrance, 2000: 1), “Action Research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”.

In the Classroom Action Research, the techniques of collecting the data were tests and non-tests (observation, interview, documents). The result of the use of Numbered Head Together (NHT) could be seen in reading test. The observation was being done by the researcher as the observer. In The Classroom Action Research, the researcher uses the simple model of Action Research

Burns (1999: 32) states that Action Research occurs through a dynamic and complementary process, which consists of four fundamental steps in a spiraling process. They were as follows: Plan, Action, Observe, and Reflect.
In the procedure of Action Research, the researcher took two cycles. Each cycle used six steps, they are: identifying the problem, implementing the action, observing, reflecting, and revising the plan. In analyzing the data, the researcher used two technique. They were qualitative and quantitative data analysis in Numbered Head Together (NHT) Technique. In Qualitative Data Analysis, the researcher used interactive model by Miles and Huberman. It could be seen from the picture below:
That picture above could be explained as follows: (1) **Data Collection**: Data collection was having collected data, a sub stage follows immediately or co-exists with the collection of the data – the generation of hypothesis. At the end of the data collection stage, not only have collected our data, but also established a number of hypothesis, construct or categories that begin to explain what is happening in the classroom. (2) **Data reduction**: Data reduction refer to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report was complete; (3) **Data Display**: Data display was the second element or level in Miles and Huberman's (in Sugiyono, 2010 :341) model of qualitative data analysis. This step was describing the result of the research which was described in systematic and logic sentence. It can help us to understand what was happening and to do further analysis or action-based on that understanding; (4) **Conclusion drawing/ verification**: This activity was the fourth element of qualitative analysis. According to Miles and Huberman (in Sugiyono, 2010:344) “Conclusion drawing involved stepping back to consider...
what the analyzed data mean and to assess their implications for the questions at hand”. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. This step was very important to be done in order to get good research conclusion. Quantitative Data Analysis the score analyzed using pre-test and post-test to prove whether teaching reading using Numbered Head Together (NHT) could overcome the students’ problem in reading comprehension or not. The formula of pre-test and post-test was:

a. The mean of the pre-test and the post-test could be calculated with the formula:

$$
\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}
$$

Where:

$$\bar{X} = \text{means of pre-test score}$$

$$\bar{Y} = \text{means of post-test score}$$

$$N = \text{the number of students}$$

$$\sum x = \text{sum of pre-test score}$$

$$\sum y = \text{sum of post-test score}$$

b. The t-value could be calculated with the formulas is stated for:

$$
t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N}} \cdot \frac{N}{N(N-1)}}
$$
Where:

\( t \) = the t-value for non independent (correlated means)

\( D \) = the difference between the paired scores

\( \overline{D} \) = the mean of the differences

\( \sum D^2 \) = the sum of squared differences score

\( N \) = the number of pairs

(Ary, Jacobs, and Razavieh, 1979: 155-165)

THE RESULT OF THE RESEARCH

The result was carried out at the X IPS 3 of SMA N 1 Teras Boyolali. In this research, the researcher was helped by the English teacher (Mrs. Rini Setyowati, S.Pd) as a collaborator. The researcher used Numbered Head Together (NHT) technique to improve students’ reading comprehension. The researcher took two cycles. Every cycle consisted of two meetings. Cycle one was held on 4\textsuperscript{th} May 2015 up to 11\textsuperscript{th} May 2015. Cycle two was held 13\textsuperscript{rd} May 2015 up to 20\textsuperscript{th} May 2015. Every cycle consisted of four steps: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting.

Before implementing cycle one, the researcher conducted pre-test in 6\textsuperscript{th} April 2015. The mean score of pre-test only 60,24. It was too low, because the minimum score of SMA N 1 Teras Boyolali is 75,00.

In cycle one, there were two meetings. The first meeting was conducted on Monday, May 4\textsuperscript{th}, 2015 and the second meeting was conducted on Wednesday,
May 6th, 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) Most of them made the improvement of their reading comprehension. It was shown in the result of the first post-test 1 that was 70.06. It was higher than the mean score of the pre-test that was 60.24. (2) Most of the students became more active and enthusiastic in English teaching learning process. (3) The students enjoyed doing speaking class by using Numbered Head Together Technique. (3) The students paid attention to the teacher’s explanation. The weaknesses were: (1) The mean score did not achieve the minimum score yet, that was only 70.06 from the KKM (Kriteria Kelulusan Minimum) were 75. (2) Some students were still passive learners. They were not involved in finding the meaning of unfamiliar words by looking for in the dictionary because they did not bring it. (3) Some students still got difficulties in identifying main idea. (4) Some students were still nervous when they answered the result of the group’s discussion.

From the reflection of cycle one, the researcher was not satisfied with the result. So, the researcher held cycle two to improve the result. The first meeting was held on Wednesday, May 13rd, 2015 and the second meeting was held on Monday, May 18th, 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) There was an improvement of the students’ reading comprehension. It was shown from the result of the post-test 2 that was 79.61. It was higher than the mean score of the post-test 1 that was 68.78. (2) The implementation of Numbered Head Together (NHT) technique could work well. (3) Most of the students became more active in
English teaching learning process. (4) Students’ responsibility increased. (5) Students could interact to their friends. The weaknesses were: (1) In the teaching learning process, few students tended to make noise because the researcher’s control was not optimal. (2) The researcher could not manage all students because of limited time and condition.

DISCUSSION

In this section, the researcher discussed about the research findings concerning on the students’ responses toward the teaching learning reading using Numbered Head Together (NHT) Technique and the problems were occurred by the researcher during the research.

The research found that there was an improvement of the students’ reading comprehension; the reading comprehension aspects also improves; the researcher could manage the class well; students were not noisy; students became more active in English teaching learning process; students paid attention to the teacher’s explanation and students’ responsibility increased. However, few weaknesses were still found that few students tended to make noise because the researcher’s control was not optimal. She could not manage all students because of limited time and condition. Besides, few students did other activities such as talking each other and they did not write down their answer in worksheet.

The implementation of Numbered Head Together (NHT) Technique was successful to improve the students’ reading achievement scores. If it was
compared with the result of pre-test in which the average score was 60.24 and the result of post-test in cycle one was 68.78 as the average score. And the average score of post-test in cycle two was 79.61 as the average score. It could be concluded that Numbered Heads Together (NHT) Technique could improve students’ reading comprehension. It was proved by the increase of students’ reading comprehension score and motivation in joining the learning activity.

The result of improvement of the students could be seen on the result table as follows:

<table>
<thead>
<tr>
<th>Mean of Pre-Test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
<th>t-value of Cycle I</th>
<th>t-value of Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.24</td>
<td>68.78</td>
<td>79.61</td>
<td>12.95</td>
<td>11.76</td>
</tr>
</tbody>
</table>

*Table 4.5. Result of the Research*

The result of pre-test was 60.24 and the result of post-test 1 was 68.78, it meant that there were the improvements. The improvement happened after teaching learning reading activity used Numbered Head Together (NHT) Technique. There was also improvement in cycle two that the mean score of students were increased into 79.61. It could be concluded that there were the improvement of the students’ reading comprehension.

Based on the analysis using t-test, the result between pre-test and post test 1 was 12.95. It was consulted in the t-table and the result was that $t_0 > t_1$ in
significance 5 % (12.95 > 2.042). It meant that there were significance improvement which was described before in the learning of reading skill using Numbered Head Together (NHT) Technique in pre-test and post-test 1.

Then the result of analysis used t-test between post-test 1 and post-test 2 was 11.76. It could be concluded that $t_0 > t_1$ in significance 5 % (11.76 > 2.042). It meant that there were significance from teaching learning reading comprehension using Numbered Head Together (NHT) Technique in post-test 1 and post-test 2.

**CONCLUSION AND SUGGESTION**

**Conclusion**

The researcher concluded that this research purposed to improve reading comprehension by using Numbered Head Together (NHT) Technique. The researcher conducted it at the X IPS 3 students of SMA N 1 Teras Boyolali. The researcher conducted the research by doing some processes, such as: (1) Identifying the problem; (2) Planning the action; (3) Implementing the action; (4) Observing the action; and (5) Reflecting. The researcher concluded the research as follows:

1) Teaching learning reading using Numbered Head Together (NHT) Technique could improve the students’ reading comprehension at X IPS 3 students of SMA N 1 Teras Boyolali. It could be seen from the students’ achievement in score test. The pre-test score was 60.24. After conducting some cycles using Numbered Head Together (NHT)
Technique, the students’ reading comprehension was getting better. The students’ score in the post-test 1 was 68,78. It was higher than pre-test. After getting some cycles, the students’ reading comprehension increased higher. The students’ score in post-test 2 was 79, 61. It was higher than KKM (Kriteria Ketuntasan Minimal) of English (75).

2) Teaching learning reading using Numbered Heads Together (NHT) Technique could make students not to be noisy during English teaching learning process in the classroom; students tended to be active learners; students were willing to speak English in the classroom; students paid attention toward the teacher’s explanation during teaching learning activity; students’ responsibility increases and students could interact to their friends.

Suggestion

There were some suggestion which might be useful for the students, the teacher, and the other researcher who were interested in this study were as follows:

1. To the students

The students have to be discipline in teaching learning reading and the students should have good participation in teaching learning process.
2. To the teacher

The teacher should make the students become more spirit, active, and communicative in teaching learning process.

3. To the other researcher

The result of this research could be used as a reference, but this research needed more knowledge.

BIBLIOGRAPHY


