The Use of Numbered Heads Together Technique in Teaching Reading Recount Texts at the Eighth Grade Students

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***Abstract*:** This research aims to determine whether there is a significant difference in the eighth-grade students' achievement in reading recount text taught using Numbered Heads Together (NHT) and those who are taught by using Group Investigation (GI). The research used a quasi-experimental design. The test was used as an instrument in collecting data. The samples were students of VIII D as the experimental and VIII F as the control of SMPN 13 Banjarmasin academic year 2018/2019. The result showed a significant difference in students' reading achievement taught by using NHT and those who are taught by using GI. Based on the calculation, the average score of pre-test was 66,82 for experimental and 63,24 control class. After the treatment given, the average of post-test score for experimental was 88,55 and control was 69,51. The calculation of t-test showed t-value was greater than t-table (9,09>2,00) at the significance level of 5%. Furthermore, the use of NHT made a better result for students' achievement in reading. Based on the research result, the researcher recommends that the English teacher use NHT as an alternative teaching technique since it is suitable to begin practising cooperative learning.

Keywords: *Numbered Heads Together, Reading Comprehension, Achievement*

INTRODUCTION

In learning English, listening, speaking, reading, and writing skills are qualification that the students should be mastered. As one of those four skills, reading can be considered as the important skills to be trained. Reading is the process of receiving and interpreting information encoded in language form via medium of print (Grabe, 2009).

Grabe (2009) stated that reading is centrally comprehending process. People read to understand what the writer intended to convey. It means, reading skill cannot be separated from comprehension. As Leipzig (2001) stated, it requires reading ability to understand all information from the text or written form and the ability to understand the content. It will be more comfortable and quicker to get accurate information of task if people have that ability. Without the ability to understand the content, it is hard to absorb a lot of information quickly, accurately, and easily. It can conclude reading is not only activity that requires people to recognize words and reading form, but also learn to comprehend a message or content of what they read

There are three types of text which are taught at the second grade junior high school students. They are descriptive, recount, and then narrative. Then, researcher decided recount text as material to be taught to the students. However, it is not always easy to make students understand the texts in teaching reading. Reading comprehension is one of problems mostly occurs in the classroom. Many students cannot comprehend the texts and that makes the objectives cannot be reached easily. Students have various difficulties in comprehending materials that they read.

In teaching reading, the teacher has important role. The teacher should be able to stimulate their curiosity particularly in reading besides just explaining the material. In solving this problem, the teacher should use various strategies and choose effective and interesting activity in classroom. There are varieties techniques that the teacher can used in teaching materials and Numbered heads Together is as the example.

NHT as a cooperative learning type, are demanded students to have a good ability to communicate well in a group. NHT gives students chance to share their ideas about the material to other friends in a certain time given. Then, they work in groups with other students and share the result with the class. So, students are provided the opportunity to discuss their thinking or ideas with others to increase their classroom involvement. NHT is one type of cooperative learning that demanded the students to have a good ability to communicate well in a group process skill. Another type of cooperative learning as NHT is Group Investigation (GI). Both are designed to influence the students' interaction in learning and as an alternative way of teaching traditional class structure.

As the researcher explained above, she intended to research to know whether there is any significant difference between the students' achievement in reading recount text taught by using NHT and those taught by another cooperative learning called GI. The researches related to NHT in teaching reading had been done by some researchers, such as Ramdaniati (2012) and Astuti (2014). So, the research conducted was titled The Use of Numbered Heads Together Technique in Teaching Reading Recount Text at the Eight Grade Students of SMPN 13 Banjarmasin Academic Year 2018/2019.

REVIEW OF LITERATURE

According to Richards and Schmidts (2002), reading is to understand written texts. It is a complex activity that involves both perception and thought. So, when a student is given a written text to read, they will try to understand the text given.

Brasell (2008) then added that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. It means that students need reading comprehension in order to get knowledge from reading text

Cooperative learning refers to the teaching methods to organise students to work in groups to develop students' social attitude. Cooperative learning includes some techniques, such as Students Team Achievement Division (STAD), Jigsaw, Group Investigation, Think Pair Share, and Numbered heads Together (Richard, 2007).

According to Huda (2014), Numbered heads Together (NHT) is a group discussion that aims to give students opportunity to share ideas in group and consider the proper answer of the topic given.

RESEARCH METHODOLOGY

The research conducted was the experimental research with quantitative approach. In addition, the quasi experimental design was used by the researcher. The design involves students in groups of experimental and control. Experimental class NHT class and control GI class. Class VIII was the research population. By using cluster random sampling technique, two classes were taken. Class VIII D taken as experimental class and class VIII F was taken as control class.

The instruments used in this research was test. Tryout test, pretest, posttest, and also observation sheet were used. The tryout was conducted before the test is administered. Then, it also has been checked for the validity and reliability of the test. Pretest is administered to reveal the students' basic reading comprehension before treatments. Posttest is given at the end of treatments in order to find out their reading comprehension achievement. The test was administered to both classes with 50 items of multiple choices reading test.

In this research, the process of teaching was done by English teacher of class VIII, Mrs. Hj. Suraya Milah, S.Pd. The material taught for both classess are recount text with three topics. The researcher was as the observer. The lesson plans, materials, and test were provided by the researcher and had been in discussing with the English teacher and the advisors.

RESEARCH FINDINGS AND DISCUSSION

The finding of this research showed that there is significant difference on achievement of students in reading recount text taught by using NHT and without using NHT. Based on pretest and posttest scores from the subject, the average pretest score for experimental was 66, 82 and did not achieve the English standard score in SMPN 13 Banjarmasin.

Meanwhile, the average of posttest score for the experimental was 88, 55. Then, the pretest for the control was 63, 24. It was relatively same with the experimental class pre-test. Meanwhile, the posttest score for control was 69.51.

This finding was then calculated by using formula of t-test and the result showed that alternative hypothesis was accepted and null hypothesis was rejected. The result of the t-test in this research is 9,09 on degree at (df) 70 with level of significance at 5% and it was found that the result of the t-table is 2,00. It can be seen that t-test result was higher value than the the table of t (9,09 > 2,00). It means there is significant difference on students' comprehension achievement in reading recount text between the two groups. It implied that NHT gives a good effect for students reading comprehension at SMPN 13 Banjarmasin in 2018/2019.

Testing the hypothesis, the researcher analyzed or examined the data of the group by using t-test formula, and the result is as follow:

- $$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) x \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}} = \frac{21,65 - 6,275}{\sqrt{\left(\frac{1480,55 + 813,79}{29 + 29 - 2}\right) x \left(\frac{1}{29} + \frac{1}{29}\right)}} = \frac{21,65 - 6,275}{\sqrt{\left(\frac{2294,34}{56}\right) x \left(\frac{2}{29}\right)}} = \frac{15,37}{\sqrt{(40,97) x (0,07)}} = \frac{15,37}{\sqrt{2,87}} = \frac{15,37}{1,69} = 9,09$$

The result of this research was supported by the previous study from Ramdaniati (2012). The difference between this research and the previous study is she gave treatment to the control class by using traditional method that was often used by the teacher. In this research, the researcher gave treatment to the control class by using another type of cooperative learning called Group Investigation.

Based on the explanation above, teaching reading comprehension by using Numbered heads Together is effective to solve students' comprehension problem in reading recount text. Some researches that are conducted by Johnson & Johnson, Slavin, Kagan, and others prove that cooperative learning is more effective to help students in comprehending difficult concepts and it also can increase students' achievement.

In NHT, students are formed in groups first with numbering as members' identities, and they think and discuss the material given together in that group. Students in NHT work in groups of at least three members or more. Then, one student will present the answer to the whole class according to the identity number called by the teacher.

The use of Numbered Heads Together as cooperative learning technique is good technique in learning to achieve the goal of cooperative learning in students' achievement. It minimized the tendency of "free rider" which becomes one of problems in implementing cooperative learning.

Numbered Heads Together is considered as ideal learning model because there are students' involvement, The students get involved in the learning process where the students experience the learning process by comprehending the material of recount text, answering the questions, discussing with their partner, sharing their opinion in group, and feeling the class atmosphere which is fun and interesting. Then, students' active participation during the implementation of learning model, in its implementation, Numbered heads together could make the students to be more active because they

work in group to share their thinking or ideas. And also, the roles of the teacher as facilitator, coordinator, mediator, and motivator, the teacher facilitated the material, the teacher also coordinated the students and gave instructions in class, and the teacher motivated the student by forming the student when they should solve difficult task, so the students get help by the teacher in solving the task. So, it made students become more active, confident, interested to participate, and enjoy in group.

However, the use of NHT in this research also had obstacles. The problem is the number that already called by the teacher probably will be called again and not all the group member called by the teacher, because of the question limitation and it needs a good socialization that need more time. Then, students may be easily to leave the involvement from their team (Huda, 2014).

Based on the explanation and findings above, this research is in line with Ramdaniati (2012) research using NHT technique to give more benefits in teaching reading recount text and other English materials. The students were easier to understand recount text and what events in the story happened in sequence by discussing with their group. They will help each other determine main idea, identify information and reference, and find new or difficult words, for example, past verb and adverb of time by the teacher's help and guidance.

CONCLUSION

After conducting the research, it is found that there is significant difference on students' reading achievement that is taught by using Numbered Heads Together and Group Investigation. It can be seen from the average result of pretest and posttest in experimental and control group. The use of NHT makes a better result for students' achievement in reading. It also makes students become more active, confident, interested to participate, and enjoy in group.

SUGGESTION

Based on the conclusion, several suggestions are proposed by the researcher:

1. It is suggested to the teachers in SMPN 13 Banjarmasin to use Numbered Heads Together (NHT) as the alternative technique in teaching. NHT is a good way for the teachers who want to begin and introduce cooperative learning to students.
2. It is suggested to use Numbered heads Together technique, because the result showed that the use of cooperative learning gave more significant difference for students' achievement.

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