THE USE OF NUMBERED HEAD TOGETHER (NHT) TECHNIQUE IMPROVE STUDENTS READING NARRATIVE TEXT ABILITY FOR EIGHTH GRADE AT SMPNEGERI 2 DEKET LAMONGAN

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English



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ABSTRACT



Zakiyyah, Onik, 2010: The Use of Numbered Head Together (NHT) Technique to Improve Students Reading Narrative Text Ability for Eighth Grade at SMP Negeri 2 Deket Lamongan.

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Key words

: Numbered Heads Together (NHT), reading narrative text

Reading is studied almost in all of the class activities, and most of the scientific books are written in English. Without reading, students can hardly get new knowledge for themselves. This skill is as important as other skill. Although is often viewed as receptive or passive skill, it cannot be neglected by the students.

The study was conducted in SMP Negeri 2 Deket because the researcher found out that the students of SMPN 2 Deket have several problems in teaching-learning English, especially in reading narrative. They have difficulty to understand text and the generic structure of narrative. These problems are caused by several factors. First, they are still lacking of vocabulary, so they still find it difficult to understand English texts. Second, the students did not seem to enjoy English reading lesson because the teacher just ask students to read the text silently and answer questions without discussing the meaning of the text. It makes students bored and exhausted.

In this study, the teacher used Numbered Head Together (NHT) technique as the alternative technique in teaching reading. This study aimed to 1. describe the implementation of numbered head together technique to improve students reading narrative text ability, 2. describe the students' responses after Numbered Head Together (NHT) technique implemented in teaching reading narrative text, 3. describe the students progress in reading ability through the implementation of Numbered Head Together (NHT) technique to improve reading narrative text.

The design of this study was an action research which was described in descriptive way. It was done in three cycles. Each cycle contained four steps namely planning, acting, observing, and reflecting. The instruments used in this study consisted of observation checklist, observational sheet, questionnaire, and reading test.

Finally, after analyzing the data, the finding showed that the use of numbered head together technique had improved students reading narrative text ability. There were only four students who were not successful to reach indicator of achievement (≥75) and the other of students were successful. Meanwhile, the mean score of the students increased from first to third meeting. It improved from 66,54;73,39;82,90.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Study reading is very important as the student of English department, because there are many advantages from study reading. By reading, we will be able to increase our knowledge on culture. If we read every rule in written English from our country, we will know what our country is like. For instance read novel from another country, we will get more knowledge about the other country with its culture. In English Department, we study English do not only master of grammar or vocabulary but also another skills.

In English teaching, there are four basic skills namely listening, speaking, reading, and writing. Among the four skills, reading, although is often viewed as receptive or passive skills, cannot be neglected by the students.

According to Richards, reading is studied almost in all of the class activities, and most of the scientific books are written in English. Without reading, students can hardly get new knowledge for themselves. In many second or foreign language teaching situations, reading receives a special focus. Lindsay also explained that there are several reasons for reading. Reading is considered important by most students. They want to read both for information and pleasure,

¹ Jack C Richards And Renandaya Willy A, *Methodology in Language Teaching: An Analogy of Current Practice*, (United States of America: Cambridge, 2002), p. 273

for their career, and for study purposes.² In fact, in most English First Language (EFL) situations, the ability to read in foreign language is all that students ever want to acquire.³

Adam, as quoted in Insiyah, stated that "reading is a very important subject and it has continued through all the years of national growth". It means that reading is the major emphasis of English teaching and learning. According to Anderson,

"Reading is very complex process: it requires a high level of muscular coordination, sustained effort and concentration. Reading is more than just visual task. Not only must the readers use and identify the symbols in font of her but also he must interpret what he reads in the light of her background knowledge, associate it with past experience and project beyond there in term of ideas, judgment, application and conclusion."

It shows that reading skill is the hardest skill, because one has to go through complicated processes to be able to understand and comprehend a text. Students not only have to read but also identify what the main point of the text and interpret what they have read. For that, the students needs their background knowledge and combine it with past experience. So, the students must have serious effort to study reading.

² Cora Lindsay and Paul Knight, *Learning and Teaching English: A Course For Teacher*, (UK: Oxford University Press, 2006), p. 70

³ Jack C. Richards and Renandaya Willy A, op.cit., p. 274

⁴ Insiyah, Teaching Techniques Of Reading Skill For The Second Year Students of Mts Miftahul Ulum Batang-Batang Sumenep, (Surabaya: State Institute Of Islamic Study Sunan Ampel, Unpublished thesis, 2009), p. 7

⁵ Ibid., p. 2

Realizing the fact, Haris as cited in Zainuddin, believes that reading has a very complex process and important subject to teach for the learners. This gives teachers very important role to facilitate English reading lesson. They should be able to design the lesson to make students more interested and enthusiastic in reading activities. In this case, the teaching reading technique of reading skill is necessary for the English teachers. They should have the appropriate techniques to teach English especially teaching reading more effective because it is the factors whether the teaching will be successful or not.⁶

Having appropriate teaching techniques in hand will provide a chance for the teacher to explore her capability in applying a variety of instructional practices. Callahan cited in Zainuddin believes that basic techniques is giving the learners information and then insure remembering.⁷

In the implementation of reading, many techniques can be applied. This study tries to use Cooperative Learning (CL) as an alternative to implement reading. Isjoni said that Cooperative learning is type of learning in which students work in groups and the members of each group are heterogeneous. ⁸

Isjoni added that in CL, students as members of a groups have great proposition in the teaching learning process. They discuss and solve problems together and by doing so, they can get knowledge by themselves. Students can

⁶ Zainuddin, The Use of Group work in Teaching Reading for the first Year Students of MAN Pamekasan, (Surabaya: State Institute of Islamic Study, Unpublished thesis, 2009), p. 04

⁷ Ibid, p. 5

⁸ Drs. H. Isjoni, *Pembelajaran Kooperatif*, (Yogyakarta: Pustaka Pelajar, 2009), p. 17

find and understand complex concepts if they discuss them with each other. So we can say that the interaction between students is important in the learning process. Therefore, the researcher will try to apply method technique which is based on this method.

There are many teaching techniques developed based on cooperative learning methods. One of those methods is Numbered Head Together (NHT) technique. It is proposed by Spencer Kagan (1992). Jacobs stated that NHT encourages successful group functioning because all members need to know their groups answer an explanation and because when students help their group mates, they help themselves and their group. NHT technique builds positive interdependence because high achievers share their answers and low achievers listen carefully to them.

In this research, the researcher chooses SMP Negeri 2 Deket to apply NHT technique. This school is located in Lamongan East Java. The study was done in this school because based on direct observation in teaching and learning process and conducting an informal interview with the English teacher by the researcher, she found out that the students of SMPN 2 Deket have several problems in teaching- learning English, especially in reading narrative. They have difficulty to understand text and the generic structure of narrative. These

⁹ Ibid., p. 18

¹¹ George M, Jacobs, et all., Learning Cooperative Learning Via Cooperative Learning: A Sourcebook of Lesson Plans for Teacher Education on Cooperative Learning, (San Clemente: Kagan Kooperatif Learning, 1997), p. 108

problems are caused by several factors. First, they are still lacking of vocabulary, so they still find it difficult to understand English texts. Second, the students did not seem to enjoy English reading lesson because the teacher just ask students to read the text silently and answer questions without discusseds to understand the meaning of the text. It makes students bored and exhausted. Third, the result of preliminary study especially at the eighth grade of SMPN 2 Deket shows that the students' achievement in reading class is not good.

Based on the statement above, the researcher is interested in choosing this school as the object of her research. The researcher wants to help the students to improve their reading ability. It is expected that, NHT technique can be an alternative technique to improve reading narrative text ability.

B. Research Questions

Based on the background above, the researcher formulates three research questions as follows:

- 1. How are the implementations of Numbered Head Together (NHT) technique in teaching reading narrative text in SMP Negeri 2 Deket?
- 2. How are the students' responses after Numbered Head Together (NHT) technique implemented in teaching reading narrative text?
- 3. How is the students' progress in reading ability after NHT implemented in teaching reading narrative text?

C. Objective of the study

Based on the research questions above, there are three objectives of this study as follows:

- 1. To describe the implementation of Numbered Head Together (NHT) technique to improve reading narrative text in SMP Negeri 2 Deket.
- 2. To describe the students' responses after Numbered Head Together (NHT) technique implemented in teaching reading narrative text.
- 3. To describe the students progress in reading ability through the implementation of Numbered Head Together (NHT) technique to improve reading narrative text.

D. The Significance of the study

The researcher expects Numbered Head Together (NHT) technique can contribute for the professional development of English teacher, the improvement of students' achievement, and other researchers.

1. For the English teacher

The result of this research hopefully can give advantages for the English teacher. They can use NHT technique as an alternative way to teach English especially reading and to improve students reading ability.

2. For the students

The result of this research hoped to be able to engage the students more in reading classes and improve their achievement especially in reading.

3. For other researchers

The result of this research can give references to the next researches to conduct further research in which focus on other kinds of teaching reading narrative text using Numbered Heads Together (NHT). Then, it can give information for them to conduct further research which focus on other kinds of teaching reading relates to the NHT technique by measuring students reading ability also achievement though NHT technique in action research.

E. Scope and Limitation of the Study

In this study, the writer limits the problem on determining using Numbered Head Together (NHT) to teach reading narrative text. The subjects of this study are the eighth grade students of SMP Negeri 2 DEKET. The study focuses in answering three questions: the implementation of Numbered Head Together (NHT) technique, the students' responses after NHT is implemented teaching narrative text ability, and the students' progress in reading ability after NHT is implemented.

F. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation, it is important for the writer to present the definition of key term as follow:

- Numbered Head Together technique is a structure which encourages a team to consider many ideas and then share the most appropriate answer.¹²
- 2. Reading is extracting information from text. 13
- 3. Narrative: A genre that tell story. A Kind of text that deals with imagination, experiences, events and time.¹⁴
- 4. Cooperative learning is working together to teach the same goal that gives benefit both the group and the individual. 15

Means of Numbered Heads Together (NHT) in this research is a cooperative learning that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and the students' discuss the possible answer with their group. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this technique ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

Meanwhile, Means of Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Kinds of narrative text are story about folktale, fable, legend, myth and fairy tales.

¹² Lorna Curran, Lessons for Little Ones: Language Arts & Cooperative Learning, (San Juan Capistrano: Kagan Cooperative Learning, 1994), p. 8

William Grabe, Reading in a Second Language, (New York: Cambridge University press, 2009) p. 14

^{2009),} p. 14
Mark Anderson and Kathy Anderson, *Text Types In English 3*, (South Yarra: MacMillan Education Australia, 1998), p, 5

¹⁵ Drs. H. Isjoni, op.cit., p. 22

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some literatures that are reviewed to help the researcher to analyze the data and answer the research questions.

A. Reading

The following describes the nature of reading, the importance of reading and the teaching of reading.

1. The Nature of Reading

Reading has many definitions. According to Nuttal, reading means receiving the message from the text, because the writer put message into it. As the readers, we should be able to get what the main idea from the text we have read.14

Grabe also stated that reading is the process of receiving message and interpreting information that is written by the writer through a text. 15

Haris as cited in Zainuddin, believes that reading is the meaningful interpretation of printed on written verbal symbols, it also involves sensing, perceiving, achieving meaning, learning and reacting in a variety of ways. 16 It

¹⁴Christine Nuttal, Teaching Reading Skills in A Foreign Language, (Thailand: Macmillan Publishers Limited, 1996), p. 4

13 William Grabe, op.cit., p, 14

16 Zainuddin, op.cit., p. 09

means that reading is the result of the interaction between perceptions of graphic symbols that represent language, its structure, and enrich vocabulary.

According to Abbot, reading is a fluent process of readers to combine information from a text and their background knowledge. Because reading is not a simple process in which the reader just reads and accepts whatever is stated in the text, but also uses their mind to interpret the text. It can be concluded that reading is an activity that involves a thinking process to get knowledge and create new ideas through interpretation of the text.

Furthermore, reading comprehension is an allowing a continuous process between the readers and the text, the reader is needed the clues from the text to their own background knowledge. It can be said that we can get the message in the text by using our prior knowledge. From those definitions, the main point of reading is comprehension.

In addition, the readers should develop to get the main point from a text. Acquiring the main point of a reading passage is the most important idea for a reader to develop the comprehension of the text, because getting the main idea makes reading more purposeful to make easy remembering and helps to make the supporting details.¹⁹

Glagsow, 1981), Page.78

18 David Nunan, Second Language Teaching and Learning, (Boston: Heinle & Heinle Publishers, 1999), p. 257.

¹⁷ Gerry Abbot, et. al., The Teaching English as an International Language. (London: Collin Glassow, 1981), Page.78

¹⁹ Lynne Rico T Diaz, Teaching English Learners: Strategies and Methods, (USA: Pearson Education, Inc, 2004), p. 151

2. The Importance of Reading

There are several reasons why reading is seen as important in our daily life. One of the main purposes of reading is to obtain information for some purposes or because we are anxious to learn about some topics. For example, reading newspapers or procedures how to take some medicines.

Another purpose of reading is for enjoyment or excitement. Here, the readers want to get pleasure from what they have read. For example, they read novels or short stories.²⁰

Reading is also considered to be an essential skill for the students. Reading texts provide good models for English writing. Here, reading material can be used to learn how to write good sentences, paragraphs and texts in a whole.21

Grabe said that, many people in the world learn to read a second language, as students in formal academic. Students learn to read to engage in advanced studied, get a good job, get information, become more crossculturally aware, communicate with others, or be entertained.²²

Besides that, reading text contains many vocabularies. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and

²⁰ Cora Lindsay and Paul Knight, Learning and Teaching English: A Course For Teacher, (UK: Oxford University Press, 2006), p. 70

²¹ Jeremy Harmer, How to Teach English: New Edition, (Malaysia: Pearson Education Limited, 2007), p. 99

22 William Grabe, op.cit., p. 14

on their writing. In other words, if students read a lot, they can enrich their vocabulary.

3. The Teaching of Reading

Mastering of reading skill is regarded to be important to teach because it will influence other skills in English. Nunan in Ekawati explains that reading in English is required in every part of class. But not only that, he also said that most of English learners, reading are the important skill to master in order to get success in learning English and in other aspects or skills. In other words, if the students have a good reading skill, they will make big development in all other areas of learning.²³

In teaching reading, the teacher should first consider whether the teacher teaches or test them. We should produce in our mind that in teaching reading, the material or activity functions as mean of helping students to improve their reading ability. According to Grabe and Stoller in Ekawati stated that several strategies to improve students reading skill, exactly to ensure reading comprehension are mentioned below:²⁴

- a. Specifying a purpose for reading
- b. Planning what to do
- c. Predicting the contents of the text or section of text

²⁴ Ekawati, op.cit., p. 11

²³ Ekawati, Implementation of Directed Reading-Thinking Activity (DR-TA) as a Strategy in Teaching Reading Comprehension to The Eight Grade Students of SMP Negeri 2 Madiun, Unpublished thesis: State University of Surabaya, 2008), p. 10

- d. Checking prediction
- e. Posing question about the text
- Finding answers to posed questions
- Connecting text background knowledge
- h. Summarizing information

B. Cooperative Learning

Cooperative learning is a successful teaching strategy in which small group, each group consist students of different levels of ability. Although they have high and low ability but both of them learn the same material. Use a variety of learning activities to improve their understanding of a subject. Each member of a group is responsible not only for learning what is taught but also for helping groupmates learn, thus creating an atmosphere of achievement. They can share and discuss to each other and also to be more tolerant to the others. Students work through the assignment until all group members successfully to understand and complete it.²⁵

In addition, Koes cited in Isjoni that cooperative learning based on greater motivation, positive interpersonal relations, promote higher achievement, more positive attitudes toward the subject area and teacher, and greater social skills.²⁶

Slavin, R.E, Cooperative Learning, (USA: Allyn and Bacon, 1992), p. 268
 Drs. H. Isjoni, op.cit., p. 20

Therefore, cooperative learning gives many benefits for both the students and the teacher.

There are five basic elements in cooperative learning as follows:²⁷

1. Positive Interdependence

The students depend on each other in that group. One student cannot be successful although the other members in the group are successful. In other words, they are 'sink or swim' together. Therefore, they must cooperate to do the assignment.

2. Face-to-face interaction

It occurs when the students discuss their answer or opinion about the assignment. They orally talk to each other to give explanation about what they have read. This face-to-face interaction is promotive in the sense that students help, assist, encourage, and support each others effort to learn.

3. Individual accountability

Although the students work in group, each of them must know the answer of the assignment. They must have personal responsibility to their group. Individual accountability can be seen by selecting one student randomly to explain his/her answers to the entire group or giving an individual test to each student.

²⁷ Thomas L, Good, Looking In Classroom, Tenth Edition, (United States of America, 2008), p. 191-192

4. Collaborative skills

Collaborative skills include the leadership, decision-making, trust-building, communication, and conflict-management skills required for the students to work together productively. They are important in cooperative learning. A group cannot do the task well without collaborative skills. These skills must be taught as academic skills such as listening, speaking, and writing.

5. Group processing

It exists when the groups discuss how well their achievement and their maintenance in working relationships. There are several advantages in group processing such as focusing the students to their group maintenance, having collaborative skills, ensuring that each student receive feedback on their participation, and reminding the students to practice their collaborative skills

C. Numbered Heads Together Technique

This technique was developed by Spencer Kagan (1992).³⁰ The following will present about the activities, variety of response, and advantages of Numbered Heads Together technique.

³⁰ Isjoni, op.cit., p. 113

1. The Activities of Numbered Heads Together Technique

According to Iqbal Ali, there are four steps in doing Numbered Heads Together as follows:²⁸

a. Students numbering

Teacher divides students in group, each group content 3 or 5 students. Each student in group gets one different number based on content of students in group. And the groups are formed randomly. Kagan stated that random grouping is quick and easy and communications to students that they can work with anyone.

b. Teacher asks questions

The teacher asks question to the students related with what they have read.

c. Heads together

The students discuss the possible answers with their group. Each student in group must know the possible answer. Because they does not know whose number will called.

d. Teacher call number

The teacher calls one number. The student that has same number raises their hand and answers the questions. Then, the teacher is choosing randomly who will answer the questions and one of all group, the student whose number is called stands up for answer the questions. Furthermore,

²⁸ http://iqbalali.com/2010/01/03/nht-numbered-head-together/, Retrived on April 2,2010

the students from different group that has same number are responses the answer.

2. Variety of Response in Numbered Heads Together Technique

There are a variety of response models that can be alternatively used with Numbered Heads Together as follows:²⁹

a. Thumb-up

After the students answer the question, the teacher can ask others whether they agree or not. If they agree, they can raise their hand. If they disagree, they do not need to raise their hand.

b. Shared response

In a multiple-part answer, the teacher can ask the students from different groups to answer the part.

c. Simultaneous response

All of the students whose number is called can give their answer simultaneously on the count of three.

d. Adding on

If a student answers the question incompletely, the teacher can ask another student to add the answer.

²⁹ Jeanne M Stone, *Cooperative Learning: Reading Activities*, (San Juan Capistrano: Kagan Cooperative Learning, 1995), p. 56

3. The Advantages of Numbered Heads Together Technique

Numbered Heads Together motivates students to improve their cooperation with other, because each student has interdependent in their group. In this technique, the students' cooperation to their group is very important. It gives benefit both the students and their group. Cooperation among the students in a group is much needed. Without cooperation, the group is not successful to do their work. Besides, for the teachers can check the students understanding after the group discuss by call number of each student in their group to answer what they have discussed.³⁰

D. Types of Text

There are some texts that must be learned by students in the school. They are recount, narrative, descriptive, procedure, news item, report, and etc. In this study focused on the narrative text, she thinks that narrative text is interesting to given for students because it can make the students entertain. In other than to entertain the students, according to Anderson and Anderson, narrative text can make the students think about an issue, imagine the characters of story, and excite their emotions.31

http://www.eazhull.org.uk/nlc/numbered_heads.htm, Retrived on June 15,2010
 Mark Anderson and Kathy Anderson, opcit., p, 5



1. Narrative Text

Nur Zaida stated that Narrative text is telling a story, it mainly used to entertain the reader or the learner. The kinds of narrative text are fable, legend, fairy tale, mystery, science fiction.³³

- a. Legend: like toba, Malin kundang, tangkuban perahu, sangkuriang, etc.
- b. Fable: Crocodile and mouse deer, etc
- c. Fairy tale: Snow white, Cinderella, etc.
- d. Mystery: mirror, the ring, ghost ship, etc.
- e. Science fiction: Spiderman, fantastic 4, Electra, etc.

Narrative text is one of the texts that must be learned in Junior high school and senior high school. It entertains the listeners or the readers with real experience or imagination.³⁴ The following discusses the generic structure of narrative text:³⁵

a. Orientation

It is the stage which introduces characters, the situation, the time and the place of the story.

b. Complication

The people in the narrative text are faced with complications or conflicts.

Here, the readers can know how the characters reaction to the conflicts.

³³ Nur Zaida, Practise Your English Competence 2 for SMP/Mts Class VIII, (Jakarta: Erlangga, 2009), p. 81

Depdiknas, Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah. (Jakarta: Depdiknas, 2004), p. 50

Nur Zaida, op.cit., p. 81-82

c. Resolution

It is the stage that gives solution to the conflicts or problems.

There are eight linguistic features of narrative text as follows:³⁵

- a. Using nouns: stepsisters, housework, etc.
- b. Using adjective to form noun phrase: long black hair, two red apples, etc.
- c. Using time connectives/conjunctions: then, before that, soon, etc.
- d. Using temporal conjunctions: a few years ago, sometimes, for three months now, one awful night, etc.
- e. Using adverb/adverbial phrase: here, in the mountain, happily after, etc.
- f. Using action verb (material process) in simple past: stayed, climbed, etc.
- g. Using saying verb (verbal process): said told, promised, etc.
- h. Using thinking verb (mental process): thought, understood, felt, etc.

³⁵ Ibid, p. 82

CHAPTER III

RESEARCH METHODOLOGY

This chapter includes the types of steps which are taken to conduct the study.

They involve research design, subjects, setting, data, research instruments, data collection technique, data analysis and Indicator of achievement.

A. Research Design

The researcher used a Classroom Action Research (CAR) and described three research questions in a descriptive way to get the information about them. So, the researcher analyzed and described the data in the form of words rather than in number.

According to Mulyasa, Classroom Action Research is designed to help a teacher find out what is happening in the classroom and to solve the problem in the classroom.³⁷ Arikunto also stated that action research is an approach to improve education through change encouraging the teachers to be aware of their own practice, to be critical of their practice, and to be prepared to change it.³⁸

In this study, the real English teacher acted as the observer who observed the English teacher (researcher) and students' activities when the teaching and learning takes place. Meanwhile, the researcher acted as the practitioner who

³⁷ Mulyasa, E, *Praktik Penelitian Tindakan Kelas*, (Bandung : PT. Remaja Rosdakarya, , 2009),

³⁸ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, , 2008, Cet VIII), p. 56

applied the NHT technique during the teaching and learning process. Before teaching, the researcher prepares the material, and lesson plan. The researcher also interviewed the real English teacher to know the problems faced by students in the class.

Since it deals with the classroom setting, this study is directed to develop the teaching strategy in order to found out the solution to the classroom problem in the teaching of reading especially in narrative text. To cope with the classroom's problem in the teaching of reading narrative text, the real English teacher applies NHT technique during the teaching and learning process.

The design of CAR used in this study is a cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below:

- 1. Planning the action
- 2. Implementing the action
- 3. Observing the action
- 4. Reflecting the action

B. Subjects of the Study

The subjects of this study were the eighth grade students of SMP Negeri 2 DEKET, especially the students of VIII A. There were 31 students in this class, 13 boys and 18 girls. The researcher chose the class because the students in this class had difficulties in reading and the students' achievement in reading narrative is not good. Therefore, the writer wants to apply NHT technique as the alternative

to teaching reading. Hopefully, this technique can improve the reading result better than before.

C. Setting of the Study

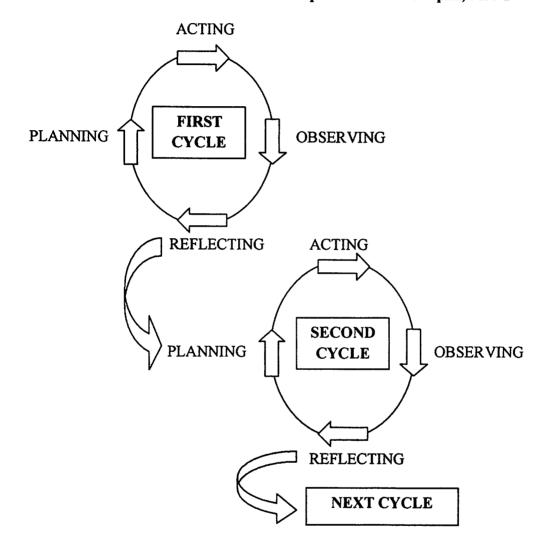
This study was taken from the eighth grade of the student at SMP Negeri 2 DEKET. This school is located on Jl. Raya Pandan Pancur Deket Lamongan. This research was done in three cycles and for each cycle there is one meeting.

D. Research procedure

The study conducted under the following procedures: planning, Acting (implementing), observing, and reflecting.

Picture 3.1

Action Research Model Adapted from DR. Sulipan, M. Pd³⁹



³⁹ DR. Sulipan, M. Pd, Penelitian Tindakan Kelas: Program Bimbingan Karya Tulis Ilmiah secara Online Dan Program Peningkatan Kompetensi Guru Sekolah Indonesia di Luar Negeri, (Widyaiswara pada P4TK BMTI Bandung) PDF online, http://www.PENELITIAN%20TINDAKAN%20KELAS-SILN%20dan%20KTI.//com, diakses pada tanggal 17 Mei 2010, p. 9

1. Preliminary Study

A preliminary study was carried out to get information about the models of teaching and learning English at SMP Negeri 2 Deket especially on teaching and learning of reading. The researcher attempted to get information about the students' problems in teaching learning process, especially in teaching-learning reading narrative text.

In the preliminary study, the researcher met the headmaster of SMP Negeri 2 Deket to talk about the plan of the research and English teacher of eighth grade students for informal interview and to do direct observation in teaching and learning process. Conducting an informal interview with the English teacher, the analysis was carried out. From the analysis, the researcher found out the students reading ability of narrative text. The data obtained from those was used to set up an action plan.

2. Planning

In the classroom action research, the researcher makes some preparation related to the lesson plan, instructional material and media, the instrument of assessment, topics, criteria of success, and reading test. The explanations are as follows:

a. The lesson plan

The lesson plan is designed by considering the following items:

a) course identity, b) time allocation, c) learning objective, d)

procedure of teaching and learning activities, e) instructional material, and f) assessment and evaluation. (See appendix)

b. Instructional material and media

In conducting the research, the researcher prepared the instructional material and media, which were relevant with the topic of reading. The researcher took the material from the text books or other available source and selected by the researcher, while the researcher used the media that suitable with the experiments were be done in implementing NHT technique.

3. Acting (Implementing)

In this implementing stage, the researcher implemented NHT technique to teach reading narrative text. This action was carried out in three cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle is delivered in one meeting.

4. Observing

Observation was done to identify the classroom activities during the teaching and learning process. It was done while NHT technique had been implemented. The researcher used observation checklist and observational sheet when the researcher was doing observation.

5. Reflecting

Reflection included with analysis from the activity that has done.

The result from this stage could be inputted in the next cycle.

E. Research instrument

Research instrument is a means to collect the data. Some instruments were be used in this study namely, observation checklist, observational sheet, reading test, and questionnaire. The descriptions of those sources which were done by the researcher are present below:

1. Observation checklist

The researcher used observation checklist as a technique to get the data about the teacher's activities, the method used during lessons, and also the students' activities in teaching learning process. The data was related to especially the activities concerned with the implementation of NHT technique to teach reading narrative text. (See Appendix)

2. Observational sheet

Observational sheet were used to observe everything that happened in the implementation of Numbered Heads Together (NHT) technique which has not covered the observation checklist yet. (See appendix)

3. Reading test

The researcher used test in the written form to know the students ability in reading narrative text. This test was also used to know the students

achievement in reading narrative text. It was given at the end of the lesson in each cycle. For the test, the researcher would give the reading material and students would have to finish some questions dealing with the texts given.

4. Questionnaire

To collect the data using questionnaire, the researcher must make some question. This instrument was used to get other information to find what the student felt after NHT technique had been implemented. The questionnaire was given to the students in the last meeting. (See Appendix)

F. Data collection technique

In this study, the researcher collects the data through observation in three cycles. It was done to know the implementation of NHT technique in the class. The English teacher observes the implementation of NHT technique in reading narrative text. English teacher observes this by filling the observation checklist and adding some important notes.

In the end of each cycle, the researcher always gives reading test. It was done to know the students progress or achievement in reading narrative text trough the implementation of NHT technique.

And the last, the researcher gave students questionnaire. The questionnaire consists of eight questions for the students about some problems that have purpose to get opinion of the students. The students must answer about the question based on what they get after the teachers apply the NHT technique in

teaching reading. This questionnaire was given to each student at the end of the teaching learning process.

G. Data analysis

In data analysis, the researcher analyzed the result of teaching and learning process by using Numbered Head Together technique.

First, the researcher explained the result of teacher and students activities during the teaching and learning process. In this research, observation checklist was used by researcher to the student in teaching learning process during three meeting. The observation checklist needed to know the activities of students during teaching learning process. The data which was not obtained in observational checklist could write in observational sheet.

Second, the researcher explained the students' responses after NHT technique had been implemented. In this research, the data was collected by using questionnaire in teaching learning process. The questionnaire used to know the students' response toward the process of teaching learning using NHT technique.

Finally, the researcher explained the progress of the students reading ability after NHT had been implemented, the researcher used reading test. The test made in term of true false questions and short answer task. The results of the test indicated the students score. The researcher then analyzed the students score from the first cycle to the third cycle. The writer would stop the research after all of the students could achieve the standard score. There will be improvement of

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students reading ability if students last scores is better than the previous

assessment.

H. The Indicator of Achievement

The indicator of achievement is set up in order to judge whether the

implementation of the action is effective or not. Therefore, this indicator was used

to see whether the application of the use of NHT technique to improving students

reading ability is success or failed. It is calculated by using the formula as

follows:

$$_{\mathbf{X}} = \frac{\Sigma^{\mathbf{X}}}{N}$$

Notes:

X

: Mean of the scores (Showing the degree of the effectiveness)

EX

: The sum of the scores

N

: The number of students

Based on the computation above, if X < 75 the implementation of NHT is

not effective, if X > 75 the implementation of NHT is effective, because the

minimum passing criteria (Kriteria Ketuntasan Minimal) of English in SMP

Negeri 2 Deket is 75. 39

The indicators achievement in this study was decided from the

consultation with the English teacher in this school. They were the standard of

mastery in this school.

³⁹ Data from English teacher, taken on May 26, 2010

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the result and discussion of the study. It is related with the objectives of the study which are to describe the implementation of NHT technique, the students progress in reading test through the implementation of this technique to improve students reading narrative text ability for eighth grade at SMPN 2 Deket, and the students responses after NHT technique was implemented. The data are the results of observation in three cycles and it would be analyzed qualitatively.

A. Results

1. The result of Implementation NHT technique to improve reading narrative text ability

The following describes the implementation of NHT technique to improve students reading narrative text ability.

The writer will describe it from first cycle until three cycles as follows:

a. First cycle

The first cycle was conducted on May 19, 2010. The subjects were the students of VIII A. There were 31 students. They consisted of 18 female and 13 male students. In that day, five students were absent. The researcher and the teacher were team teaching. The researcher became the

teacher in the class. The real English teacher helped her to fill up the observation checklist and observational sheet because she could not observe herself.

In this research, the time used was 2x40 minutes. During the implementation of the first cycle, the researcher used four steps. It was stated by Kurt Lewin as follows:

1) Planning

In this stage, the researcher identified the problem of teaching and learning reading narrative in the class. The problem was the students have less motivation to learning reading and their vocabulary still low enough. Besides, the students were difficult to identify the generic structure of narrative text well and they could not reach the standart minimum score. Therefore, the researcher tried to solve the problem by applying NHT technique. Hoping it would give more change for the students to improve their reading narrative text ability.

Before going to teach, the first, the researcher made lesson plan. She used one lesson plan for each cycle. The second, the researcher prepared the material. She chose narrative text for the material. For the first cycle she chose the fable story entitled "The Lost Caterpillar". Next, she prepared the picture to warming-up the

students that related with the material. The teacher planned to explain about the technique. She would explain the procedures of the technique till the students clearly understood about it. In each cycle, the allocation of time was only 80 minutes. So that in each cycle, teacher would allocate 10 minutes for opening, 10 minutes for warming up, 30 minutes for applying NHT technique, 20 minutes for reading test and 10 minutes for closing.

2) Acting

Before the researcher started the teaching learning process, the researcher introduced herself to the students. She did that to create good relationship between her and the students. After that, she told them that they would learn about narrative text. She showed the picture and she gave brainstorming by asking some questions related with it so they could understand about it.

In the first action, the researcher used both Indonesian and English during teaching learning process. She used them to give explanation as clear as possible since the students had lack of vocabularies. However, the use of Indonesian was minimized. It was only to emphasize the explanation. The following is the transcript of conversation between teacher and students.

Teacher : Okay class, today we will learn about narrative text.

What is in your mind when I say Narrative to you?

Students : (keep silent)

Teacher : (repeat the question more slowly)

Students : (some of them were still confused)

Teacher : Apa yang ada di fikiran kalian ketika saya mengatakan

naratif pada kalian?

Student (1) : Legend

Teacher : Good, is there anything else?

Students : (keep silent)

Teacher : Kalau story bisa apa enggak?

Student (2) : Ya bisa story

Teacher : Can you mention the other?

Student (3) : Fairy tale

Student (4) : Fable

Teacher : Can you give me the examples of narrative? I mean the

title

Student : (look confused)

Teacher : Dapatkah kalian memberikan contoh cerita naratif?

Maksud saya judulnya

Student : Ohhhhhhh....

Teacher : Okay, anyone who can give example?

Student : (keep silent)

Teacher : Okay, I will choose one of you

Student (5) : Snow white

Student (6) : Bawang merah bawang putih

Student (7) : Cinderella

Teacher: Well, what you have mentioned before are the

examples of narrative.

Next, the researcher distributed the material which consisted of the explanation about narrative and also the reading passage. Then, she gave time to read the explanation. She also asked the students what they have read before. She asked the definition, purpose, generic structure, linguistic futures and example of narrative. She also gave chance to ask her if they have questions. The dialogue between teacher and students is as follows:

Teacher: Now, what is the purpose of narrative text?

Student : (silent)

Teacher : Purpose itu apa?

Student : Tujuan

Teacher : Nah, sekarang apa tujuan dari teks naratif?

Students: (in choir) to amuse

Teacher: what is the meaning of to amuse or entertain?

Students : Menghibur

Teacher :Oky, good

Then, the researcher gave the students the text with title *The Lost Caterpillar*. She also gave them chance to ask the difficult words. Later, she told them that she would apply NHT Technique. She explained what NHT technique stands for, the steps, and the purpose of using it. The dialogue teacher and students is as follows:

Teacher : Class, today we will apply NHT Technique (while writing NHT in the whiteboard). Do you ever hear that?

Student : (Confused)

Teacher : Pernah dengar sebelumnya?

Students : (in choir) No....

Teacher : Okay, NHT is Numbered Head Together. Numbered itu

apa? Itu sama dengan number

Student: Nomer

Teacher : Good. What about heads?

Students: (silent)

Teacher : (she holds her head) it is my head. Apa itu?

Students : Kepala

Teacher: Kalau together. What is it?

Students: Bersama

Teacher : so the meaning of NHT is kepala bernomor. You will

work in a group of four (while showing her four fingers).

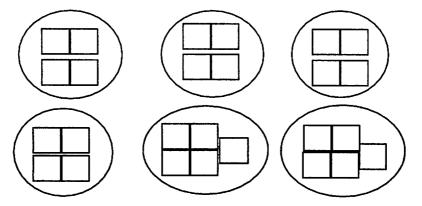
Do you understand until now?

Students: Yes....

The researcher also explained about four steps in doing NHT technique and the purpose of it by writing them on the whiteboard. Later, the researcher divided the students into groups. One group consisted of four students because there were five students did not come, there were two groups consisted five of students and it was divided based on their seats. The process of dividing them was described as follows:

Picture 4. 1

The picture of the students formation based on their seats



When the researcher divided the students into groups, she also gave number to each student in group. They discussed to answer the questions in the text. She gave 15 minutes to discuss them.

During the discussion, some of the students opened dictionary to look for difficult words. Some of them read the material seriously but some of them did not do it. She reminded them to be active in their group because she would call one number randomly later.

When the discussion was over, the researcher called one number. Students who had that number head to raise their hands. She was chosen one student from one of group that had same number. That student had to answer the questions. If his answer was wrong, she asked other students with the same number to share the idea. In this section, she spent much time because the students had different answers.

In the next section, the researcher conducted test. In this case, the students had to answer all the questions. They consisted of five True or False statements and five WH-questions. The questions covered all the information of the materials that they had read.

Regarding to the lesson plan that the researcher had, 2x40 minutes were enough to finish all the activities.

3) Observing

The observing stage was carried out while the teacher of the class was implementing the NHT technique to teach reading narrative in the acting stage. In this stage, the real English teacher acted as the observer and the researcher acted as the English teacher. The researcher alongside with the teacher observed the students activity, the materials, and the teacher activity during the teaching learning. She

also observed students' response and their enthusiastic when teacher used NHT technique.

From the observation result, the observer noted that most of the students still difficult to decide the complication and the resolution of the story. They felt difficult when they had to mention them. They also had mistakes in pronouncing the words when they asked to the teacher about the difficult word. They were not really active in this meeting. She often pointed them to make them more active. And the situation in the first meeting was crowded. It might be caused that day was the first meeting for the students to the teacher.

For about the performance of the teacher was quite good. Her instruction was clear but her voice was not loud enough. She needed more power to speak in front of class in order to make her voice to be heard by the students in the back because the situation in the classroom was crowded.

According to the researcher that teacher could not control the group. It could be seen when the students were discussing the material, there were some group was noisy by themselves and did not discuss the material.

4) Reflecting

Based on the explanation of observation above, the teacher and the researcher made some reflection. Which were:

- a) The teacher found the way to made the students more active and ease them to identify the generic structure.
- b) The teacher must control the group when they discussed in order to prevent the group being crowded. She must walk around to check their activity in the group whether they discussed the material or not.
- c) The teacher must add the power of her voice to speak in front of class in order to make students in the back could hear her voice clearly.

b. Second Cycle

This cycle was conducted on May 22, 2010 and all of the students were present. The time used was 2 x40 minutes.

1) Planning

Based on the reflection of the previous cycle, the researcher prepared everything to be better in the second meeting.

In the second meeting, the teacher used NHT technique. The topic was about narrative text, the material was about fable, and the title of fable is "The Mouse and the Snail".

Then, the teacher prepared series of picture to make it easier for the students to identify the generic structure of the story. She tried to motivate them to be more active. Then, she monitored the studets to check whether the group was discussing the story or not, and she also added the power of her voice in order to make her voice be heard by the students in the back.

2) Acting

Firstly, the researcher reviewed about the previous cycle. She asked whether the students had difficulties or not. Below is the conversation both teacher and students,

Teacher : okay class, what have we discussed about in the last

meeting? Did you still remember?

Students : (keepsilent)

Teacher : Kita belajar tentang apa di pertemuan yang lalu? Ada

yang masih inget?

Students : Naratif

Teacher : Good students. And then do you have difficulties?

Students : (keep silent)

Teacher : Punya kesulitan apa enggak?

Students (8) : Kelompoknya nggak enak

Teacher : Ok, just wait and see what I will do later. Ehmm and

what do you think about the text?

Students: keep silent

Teacher : Bagaimana pendapatmu tentang teksnya?

Students (9) : fifty-fifty

Teacher

: what about others?

Students

: ya sama fifty-fifty. Dan waktunya diskusi kurang mis.

In this cycle, the researcher used series pictures. It was done because the students still got difficulties to show the complication and resolution in the text and to motivate them more active. They paid attention to the pictures. She asked them to think about those pictures and to make simple sentences based on them. In this section, they were afraid to make sentences orally so she asked them to write on the whiteboard. But, some of them were still afraid to do it because they did not want to make some mistakes. Only one volunteer wanted to do it so she had to point some students. After making simple sentences, the researcher told the students to identify the orientation, complication, and resolution in the pictures. Most of them could identify the generic structure well.

As usual, the researcher distributed the material. She gave another narrative text entitled *The Mouse and the Snail*. Then, She asked them to read it silently. It was done in a few minutes. She also gave opportunity to the students to ask the difficult words.

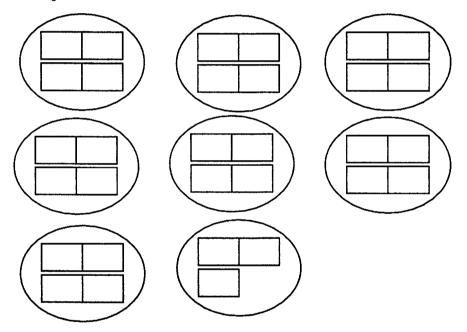
In the previous cycle, many of the students were absent.

Because of that, the researcher explained again about NHT technique
and the steps to do it. She still gave the illustrations how to apply it to
make it easier for them to understand.

Next, the researcher divided the students based on their seats like before. A group consisted of four students and they decided their own number in their group. Only one group had 3 members. The process of dividing them was described as follows:

Picture 4. 2

The picture of the students formation based on their seats



The researcher called all numbers one by one and the students who had that numbers raised their hands. It was done to ensure that all of them got numbers. She gave 5 questions to be discussed.

During the discussion, the researcher paid attention to all of groups. She moved around the class and encouraged them to speak English. They still opened dictionary to look for difficult words. They

divided the job to do the assignment in order to make them faster finish. After that, they discussed their answers.

Later, the researcher called one number. Students who had that number raised their hands. As usual, if the students could not answer completely, the other who had the same number would complete the answer. Like previous meeting, the researcher then asked the students to do the reading test. She gave 15 minutes to answer the questions.

3) Observing

In this meeting, the students started to mix both Indonesian and English. They were passive when the researcher asked them to make simple sentences based on the pictures but enthusiastic when they discussed with their groups and finished their tasks. Some of them started to be volunteer when their numbers were called. They also had mistakes in pronouncing the words when they asked the researcher so she corrected them.

From the observation result, the observer noted that most of the students could identify the complication and the resolution of the story well. They were more active in this meeting than before.

For about the performance of the teacher was quite good. Her instruction was clear and her voice was loud and could be heard by students in the back. The teacher could control the group. It could be seen when the students discuss the material, she monitored the

students to check the activity in the group, so the students were not noisy like the first meeting.

According to the researcher that teacher could not control the time. It could be seen when she asked the students to arrange a sentence in front of class. There were not students to be volunteer. Finally, the teacher pointed one student to do it. The teacher spent more time to wait for students forward. Consequently, students had not enough time to do the reading test.

In this meeting, the teacher also lacks to motivate the students to be more active in the classroom and used English. The observer said that most of students used their mother tongue when they started to discuss.

4) Reflecting

Based on the explanation of observation above, the teacher and the researcher made some reflection. Which were:

- a) The teacher must motivate the students to use English because most of the students used their mother tongue when they discussed.
- b) The teacher must control the time in order to the activity in the classroom to be effective.
- c) The teacher change the group formation in order to make students not bored.

d) The teacher found a way to check the students understanding about generic structure of narrative text.

c. Third Cycle

This cycle was held on May 26, 2010. The time used was 2 x 40 minutes. There were two students absents.

1) Planning

Based on the reflection in second cycle, the researcher prepared everything to be better in this cycle. In the third meeting, the teacher still used NHT technique. The topic was about narrative text, the material was about fable, and entitled is "The Rats and the Elephants".

The researcher planned to manage the time effectively. The researcher planned to use the jumbled of story. It was the way to make the students more active than before and to check the understanding about generic structure. The teacher would motivate the students to speak English. And then, the teacher would change the formation of group in order to make students not bored.

2) Acting

Firstly the researcher reviewed the previous cycle to ensure that the students still remembered what they had learned. She also asked what difficulties that they had in previous cycle. Teacher : Students, do you have difficulties in the last meeting?

Students : keep silent

Teacher : Punya kesulitan apa enggak?

Students (10): itu mis, kelompoknya lho nggak enak

Students (11): iya kita milih sendiri aja

Teacher : Ok, just wait and see what I will do later. Then, do you

really understand about narrative text?

Students : Yes.... (in choir)

Teacher : Ok, I will give you exercises to check do you really

understand or not.

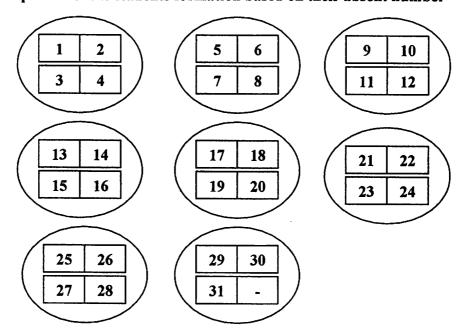
After that, the researcher asked the students to arrange the jumbled story and stick on the whiteboard. Next, she discussed it together and most of them could answer correctly.

Then, the researcher distributed another material entitled *the* Rats and the elephants. She still gave opportunity to the students to ask her about difficult words. Next, she asked them to read silently.

Like the previous meeting, the researcher reminded the students about NHT technique. She still divided them into groups of four but she changed the formation. A group formation based on their absent. They decided their own number in their group. Only one group had 3 members. The process of dividing them was described as follows:

Picture 4. 3

The picture of the students formation based on their absent number



In discussion section, the students used their dictionary to help them. They also arranged their groups seriously. They still divided the job like previous meeting to finish the questions faster. After that, they discussed it together.

Next, the researcher called one number. The students raised their hands as usual and some of them became volunteer to answer the questions. They had the same answer although the story was more difficult.

Later, the researcher asked the students to do the test and it would be submitted. She gave time 15 minutes to do it.

3) Observing

Finally, the observer found who were active in many activities such as completing the story, discussing with their groups, and doing the assignment. The students could solve their difficulties in comprehending the text trough the implementation of NHT technique. By implementing it, they could study together in their group and shared idea. It worked effectively for them.

Nonetheless, there were still few mistakes done by students in pronouncing the words when they asked them and they still mixed both Indonesian and English in discussion section. Overall, there were no significant problems when the researcher implemented NHT technique to teach reading narrative text. They gave positive response to the use of this technique to help them in understanding the text.

The situation of the third meeting could be controlled well. The students could control their self not to make noisy in the classroom. For about the material was quite good. The material could suggest students interesting. And they could understand the generic structure.

One of important thing was the students often use their mother tongue when they discussed with their group. But in this meeting, there are some students used mix both mother tongue and English when they were communicating with their friends in the

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group. At least, the teacher could minimize the students used mother

tongue when they interacted with their friends.

4) Reflecting

Based on the explanation of observation above, the teacher and

the researcher made some reflection. Which were:

a) The teacher must always motivate the students to use English.

Because there were still some of the students used their mother

tongue when they discussed.

2. The Result of Questionnaire

To know the students responses, the teacher gave questionnaire to the

students and then analyzed it. In the questionnaire, the teacher used eight

questions. Below were the result of questionnaire which was given to the

students while the last meeting. To make them clear, the teacher analyzed

every number of the questionnaire by one. To measure about the students

responses, the researcher used pattern:

 $Q = \sum_{N} x 100 \%$

Note:

Q

: The result percentage of each questionnaire

 $\sum X$

: Total of the students' response

N

: Total of the students

The questions in questionnaire can be seen in appendix. And the results of questionnaire were:

Questions number 1. Do the students like English? The results are:

Table 4. 1

No	Criteria	$\sum X$	N	Total
1.	Sangat suka	4		12,90 %
2.	Suka	23	2.	74,19 %
3.	Kurang suka	4	31	12,90 %
4.	Tidak suka	0		0,00 %

Question Number 2. Do the students interest NHT technique in teaching reading? The results are:

Table 4. 2

No	Criteria	$\sum X$	N	Total
1.	Sangat tertarik	3		9,68 %
2.	Tertarik	27	21	87,09 %
3.	Kurang tertarik	1	31	3,22 %
4.	Tidak tertarik	0		0,00 %

Question Number 3. Do the students need to know about the rules of NHT technique? The results are:

Table 4.3

No	Criteria	$\sum X$	N	Total
1.	Sangat perlu	10	31	32,26 %

2.	perlu	21	67,74 %
3.	Kurang perlu	0	0,00 %
4.	Tidak perlu	0	0,00 %

Question Number 4. Do the students agree NHT technique applied as the technique in teaching learning reading? The results are:

Table 4. 4

No	Criteria	$\sum X$	N	Total
1.	Sangat setuju	10		32,26 %
2.	Setuju	20	31	64,52 %
3.	Kurang setuju	1	31	3,22 %
4.	Tidak setuju	0		0,00 %

Question Number 5. Does NHT technique help the students to improve their reading ability? The results are:

Table 4.5

No	Criteria	$\sum X$	N	Total
1.	Sangat membantu	10		32,26 %
2.	Membantu	20	21	64,52 %
3.	Kurang membantu	1	31	3,22 %
4.	Tidak membantu	0		0,00 %

Question Number 6. Does NHT technique can make students more motivated in reading? The results are:

Table 4.6

No	Criteria	$\sum X$	N	Total
1.	Sangat termotivasi	10		32,26 %
2.	termotivasi	20	2,	64,52 %
3.	Kurang termotivasi	1	31	3,22 %
4.	Tidak termotivasi	0		0,00 %

Question Number 7. Are there progressions in reading when NHT technique is applied? The results are:

Table 4.7

No	Criteria	$\sum X$	N	Total
1.	Sangat ada	5		16,13 %
2.	Ada	25	21	80,64 %
3.	Kurang ada	1	31	3,22 %
4.	Tidak ada	0		0,00 %

Question Number 8. Does the teacher often motivate the students to be more active in the class during NHT technique? The results are:

Table 4.8

No	Criteria	$\sum X$	N	Total
1.	Sangat sering	6		19,35 %
2.	Sering	15	21	48,39 %
3.	Kurang sering	9	31	29,03 %
4.	Tidak sering	1		3,22 %
] · , · ·

3. The Result of Reading Test

The following results of reading test every cycle. In this result there were four students who were unsuccessful because their score did not reached of criteria of success and minimum passing criteria (KKM). The results of reading test as follows:

Table 4. 9

Reading Score of Students

NO	NAME	CYCLE	CYCLE	CYCLE	Notes
NO	NAIVLE	1	2	3	Notes
1	Ahmad Rizal Afandi	-	70	80	
2	Adi Cholid Mawardi	70	80	90	
3	Achmad Irsyad	70	70	80	
4	Ainun Nadhifa	-	70	90	
5	Andika Ariyanto	65	70	90	
6	Arum Kusumaningrum	75	85	80	
7	Ayu Safitri	60	70	75	
8	Cicah Istanti	70	70	85	
9	Evi Tri Puji Lestari	55	60	60	Unsuccessful
10	Firda Hidayati Rukmana	70	65	70	Unsuccessful
11	Handra Maulana Putra	60	70	80	
12	Ismaul Umu Nadhirah	70	75	75	
13	Janoko Sastro Jendro	55	65	65	Unsuccessful
14	Kartika Dwi Pratiwi	75	75	90	
15	Krismia Nur Aufa	65	80	90	
16	Lailatul Ramadhian Afidah	70	80	100	
17	M. Renaldy Eka Purnama	-	70	80	
18	Mila Hamidah	-	70	90	
19	Moh. Faisol Dwi Cahyo	60	65	75	
20	M. Choirul Anwar Efendi	80	85	95	
21	Muhammad Mahmud	60	75	80	
22	M. Rifki Ardiansyah	60	75	80	
23	Nunuk Tri Hastutik Juniati	70	75	90	
24	Pristia Hamum Romadloni	75	85	85	
25	Ratna Novitasari	60	75	90	
26	Renny Widiya Wati	65	75	85	

27	Siti Munawaroh	60	80	90	
28	Sugeng Priyono	60	70	80	
29	Suwarto Susiyo Wati	85	80	100	
30	Tulus Setiawan	-	65	65	Unsuccessful
31	Umrotul Muafiyah	65	75	85	
	Total Score	1730	2275	2570	
	Mean	66,54	73,39	82,90	

B. Discussions

1. The Implementation of Numbered Heads Together (NHT) Technique to Improve Reading Narrative Text Ability

Learning reading by using NHT technique was new experience for the students in SMPN 2 Deket. The researcher conducted three times observations to implement it. She used an action research because the students achievement in reading class is not good. She had team teaching with the English teacher Mr. Toni. she was the teacher and Mr. Toni become the observer. In addition, she discussed and analyzed the activities of the implementation of NHT technique to teach reading narrative text.

The first discussion was about the implementation of NHT technique in the class. The researcher was applying this technique because the teacher taught the students in monotonous way. They also had difficulties to identify the generic structure of narrative text. The technique consisted of four step namely students number off, teacher ask question, head together, and teacher calls number. She explained the procedure as clear as possible because the students never did it before.

In every cycle, the researcher always gave different material of narrative text. In the first cycle, she used short narrative text entitled the Lost Caterpillar and gave the students summary about narrative text. This summary consisted of the definition, purpose, generic structure, linguistic features, and example of the text. In the next cycle, she gave series of picture to make it easier for them to understanding the generic structure. She gave another story entitled The Mouse and the Snail. For the last cycle, she used the jumbled story to make them more active and to check understanding of the students. She also distributed another text entitled the Rats and the Elephants. In every cycle, she gave chance to the students to ask for the difficult words. In the first and second cycle, they had a lot of mistakes in pronouncing the words and she always corrected them. In the last cycle, they did fewer mistakes.

As one of cooperative learning, the implementation of NHT technique was team or group work. The students were divided into small groups with two times formations. For second and third meetings, the researcher used random grouping as Jacobs et al stated that random grouping was quick and easy and communicated for students that they could work with anyone. In the first and second meeting, she divided the students based on their seats.⁴¹ In the last meeting, she divided them based on their absent number. For size of the group, the researcher used group of four. Kagan in Jacobs et al stated that he

⁴¹ Ibid, Jacobs, et.al, p. 109

suggested foursomes to make students first work in pairs and then the two pairs of the foursome interacted with one another. 42

In the discussion section, they were more cooperative and active in every cycle. In the first cycle, most of the students used Indonesian to express their opinions. The researcher allowed them to do this because it was their first time. To overcome these problems, she encouraged them to speak English. Finally, they started to mix both Indonesian and English in the second and third cycle.

In the next step, teacher called one number. At that time, all students who had the number had to raise their hands. In the first cycle, the researcher pointed them because no one wanted to be volunteer in answering the questions. In the second and last cycle, some of them started to be volunteer to answer the questions. If students answered it incompletely, she would ask another student to add the answer. It was one variety of response models that could be alternatively used with NHT technique. According to Stone, the name of this response was adding on.⁴³

In each cycle, the researcher gave reading tests. These test consisted of five true/false statements and five WH-questions. In the first cycle, five students were absent and some of the student was to do the reading test incompletly. In the next cycle, the students were faster to finish the test

⁴² Ibid, p. 109

⁴³ Ibid, Stone, p. 56

because the students had lack time. In the last cycle, the students could be done the test well than before.

Finally, the researcher concluded that the students gave good responses and enthusiasm through the implementation of NHT technique to teach reading comprehension. The students could solve their problems in comprehending the text through the implementation of this technique. Although, not all of them.

2. The Students Responses After NHT Technique Had Been Implemented

Based on the results of questionnaire above we could know that 74,19% of students like English lesson, 87,09 % of students interest learning English using NHT technique, 67,74 % of students need to know the rule in NHT technique, 64,52 % of students agree NHT technique applied as technique in teaching reading, 64,52 % of NHT technique can help the students to improve the reading ability, 64,52 % of students more motivate using NHT in teaching reading, 80,64 % of the students feel there were progress in reading using NHT technique, and the last, 48,39% of the students often motivated by teacher during NHT technique.

After calculating all questions item, we can conclude that the students of VIII A could accept the implementation of NHT technique although there was many difficulties during the teaching and learning process but the teacher often help them and correct their mistakes. The problems during the teaching-

learning process were almost same. The students still used their mother tongue in discussion.

3. The Students Progress in Reading Test through the Implementation of Numbered Heads Together (NHT) Technique to Improve Reading Narrative Text.

From the result of the reading test in the first cycle, it showed that the mean score of the students' was under indicator achievement. Based on the indicator achievement or criteria successful were 75. But their mean score still 66,54 and only four students got score greater than or equal of the minimum passing criteria. So, it should be continue to the second cycle until they were got the goal of reading class.

From the result of the reading test in the second cycle, it showed that the mean score of the students' was increasing 66, 54 to 73, 39. And from 31 students, there were 16 students got score greater than or equal of the minimum passing criteria. but the mean score of the students was still under indicator achievement. So, it should be continue to the third cycle needed in order to they were got the goal of reading class.

From the result of the reading test in the third cycle, it showed that the mean score of the students' was increasing from 73, 39 in the second cycle up to 82, 90 in this cycle. And there were 27 students have increased their score greater than or equal of the minimum passing criteria. So, most of them have

increase their score. They could reach the indicator of achievement, moreover their mean score was higher from the indicator of achievement. So, in this cycle the students got their goal and the cycle was end.

In a whole, a good progress through the implementation of NHT technique to improve reading narrative text ability could be seen through the improvement made by the individual score of students and the mean score.

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, the researcher presents the conclusion and suggestion of this study. This chapter concern to conclusions of the implementation of Numbered Heads Together technique to improve reading narrative text ability for eighth grade at SMP Negeri 2 Deket which were obtained through three cycles. Besides, the researcher gives some suggestions related to the implementation of this technique.

A. Conclusion

NHT as one of the method in cooperative learning was used to teach reading narrative text in junior high school. From three times observations, the researcher concluded that NHT technique could be used to improve reading narrative text ability. By using this technique, students could learn by working in groups. As stated before, NHT technique consisted of four steps namely students number off, teacher asks question, heads together, and teacher calls number.

In the implementation of NHT technique to improve reading narrative text ability was quite good. The data showed that students appeared more active and cooperate in discussion section. They divided the job to do assignment. Some of them started to be volunteer to answer the questions in the second and third cycle. The researcher can do the job maximally and the researcher can too. Although,

there were some difficulties but the teacher can solve it together with the real English teacher.

For about the responses of the students when NHT technique applied were good. It can be seen by the questionnaire which was given to the students in the last meeting. The students answer more than 50 % that they like NHT technique as a method in teaching reading, exactly 87, 09 %. Finally, the students can be responded well all of the questions.

The progresses of students reading ability when NHT technique applied was good. It can be seen by the individual score and mean score of students reading ability which was increase in every cycle. First meeting, the mean score of the students is 66,54 % and only four students got score greater than equal of indicator achievement. Second meeting, the mean score of the students is 73,39 % and there were 16 students got score greater than equal of indicator achievement. Last meeting, the mean score of the students is 82,90 % and from 31 students there were 27 students got score greater than equal of indicator achievement. It means that NHT technique can help the students to improve their reading ability.

B. Suggestions

After doing the research and analyzing the data, the researcher would like to give suggestions, as follows:

1. The teacher should be more creative in the teaching learning process. In reading activity, the teacher is suggested to use cooperative learning method

such as NHT technique. In this technique, the students can learn the lesson in group. Learn in group give chance to the students to share their ideas to the other and it can motivate students to increase their cooperation.

- The teachers must motivate the students to learn actively in order to improve their English achievement.
- 3. The students must be motivated to speak English when they learn English because when the researcher applied NHT technique in their classroom, more than half students used their mother tongue to interact with their friends when they discuss and to express their opinion.

Finally, the researcher realizes that this study has weaknesses and far from being perfect. Moreover, the researcher would like to invite other researchers who want to investigate NHT technique in different skill such as in listening, speaking, or writing.

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