

THE USE OF NUMBERED HEAD TOGETHER (NHT) TO INCREASE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT SMP NEGERI 1 LANGOWAN

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Abstract: The purpose of this research is to find out whether Numbered Head Together Techique is effective to increase students' reading comprehension especialy in narrative text. In terms of purpose Based on explanation above, the writer wants to apply Numbered Head Together (NHT) in increasing students' reading comprehension especially on narrative text. The writer hopes by using Numbered Head Together (NHT) for teaching reading can help students get an improvement in reading especially in narrative text. The result of this research shows that the score of the students in post-test are higher than the students' score in pre-test. The mean score of pre-test was 48,03 while the mean score of post-test was 74,82. It was clear that the result of post-test was better than pre-test. Using narrative text (fable) in teaching reading helped students to improve their reading ability in comprehend the written text, especially narrative text. Since the use of fable is effective to overcoming students' problem in comprehending reading text, English teachers are suggested to apply narrative text (fable) in teaching reading narrative text in order to make the teaching learning process more effective and enjoyable. The teacher should provide interesting materials, in order to prevent the students from being bored.

Keywords: *numbered head together (nht), reading, narrative text*

INTRODUCTION

Language is a tool that people use to communicate with each other. Through language people can express their thoughts, feelings or ideas. A language is a system of arbitrary vocal symbols by mean of which a social group co-operates. (Lyons Algeo 1981:4). One of the foreign languages used at school in Indonesia is English. English is a compulsory subject and it is used in school at junior and senior high school and college levels. When learning English, basically there are four skills to be required. They

are listening, speaking, reading and writing. These skills are taught integrated and accompanied by language components, they are vocabulary, pronunciation, and grammar.

Numbered Head Together (NHT) promotes discussion and both individual and group accountability. This technique gives the opportunity for students in allotting each other an idea. And, also motivates the students or increases their cooperative spirit. This technique is suitable to be used in all subjects and for all level of age Kagan (1993).

Kagan (1993) elaborates the benefits of Numbered Head Together (NHT), are: giving opportunity to students to allotting each other idea and consider the most precise answer, pushing students to increase their cooperation, raising the achievement of all students, helping the teacher to build positive relationship among students, giving students the experiences and replacing the competitive organizational of the most classroom and schools. This technique can be used in all level of age.

Numbered head together (nht)

Numbered Head Together (NHT) a first time was described by spencer kagan in 1993 by this technique student can learn doing self responsibility with the other friends on the group. Kagan (1993) defines learning model Numbered Head Together (NHT) is one of the technique of cooperative learning which emphasis too on the group of work. This technique gives the opportunity for students in allotting each other an idea. And, also motivates the students pr increases their cooperative spirit.

On Numbered Head Together (NHT), each student on the group is given the identify on the from of different number. Numbered Head Together (NHT) team of four is established. Each number is given numbers of 1,2,3,4. Question are asked of the group. Group work together to answer. The question so that all can verbally answer the

question. Teacher calls out a number (two) and each two is asked to give answer. Kagan (2007).

Reading comprehension

Eskey (2002) writes reading is a complex process, because it involves both conscious and subconscious by the reader. The actions that occur subconsciously cannot be seen by anyone. They suggest that reading is a process of obtaining information from a written text that does not involves "converting written language into spoken".

In this case, Pressley (2002) write that comprehension is the process of deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one. The reader active one. The reader actively engages with the text to construct meaning. This active engagement includes making use if prior knowledge. It involves drawing inferences from the words and expression that a writer uses to communicate information, ideas and viewpoints.

Based on the definitions of reading comprehension, the present study refers to the theory which is proposed by Eskey (2002) that reading comprehension is a complex process involving more then one skill in which readers make sense of the text by combining their prior knowladge and the information given in the text itself.

RESEARCH METHOD

In doing this research the writer will be used quantitative research. This study uses one group pre-test and one post-test design. Pre-test is the first test will be given to the students before treatment and post-test is the test will be given to the students after treatment. According to Hatch and Farhady (1982) One group prest and post-test design is similar to the one shot case study. There are two test, T_1 as the pre-test and T_2 as the post-test. X is used to symbolize the treatment. The subject of the research is A class of VIII Grade of SMP N 1 Langowan

Data analysis

In analyzing the obtained data, the writer used mean score formula. The mean score of the pre-test compared with the mean score of the post-test. The formula was:

$$\bar{x} = \frac{\sum x}{n}$$

Hatch and Farhady, (1982:30)

Where:

$\sum x$: The total of students score

n : Total number of students

$\bar{x}$: Mean Score

FINDINGS AND DISCUSSION

The sample of this research consisted of 28 students in class VIII at SMP N 2 Langowan. This research used quantitative research through pre-experimental design with one group pre-test and post-test design.

Table 1. The computation of the pre-test mean score

Number of Students	X_1
1	45
2	50
3	60
4	60
5	35

6	35
7	45
8	50
9	55
10	50
11	45
12	40
13	50
14	60
15	35
16	40
17	55
18	55
19	60
20	55
21	50
22	40
23	45
24	35
25	35
26	60
27	50
28	50
Total	1.345

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

$$\bar{X} = \frac{1.345}{28}$$

$$\bar{X} = 48,03$$

The mean score of the pre-test was 48,03. The achievement in the pre-test showed us that from the 28 students who took part in the T1, the highest score was 60 and the lowest score was 35. It showed students' achievement in pre-test was lower.

Table 2. The computation of post-test mean score

Number of Students	X₂
1	65
2	70
3	90
4	75

5	75
6	65
7	75
8	85
9	80
10	85
11	70
12	80
13	85
14	75
15	65
16	65
17	70
18	75
19	90
20	80
21	65
22	65
23	75
24	65
25	70
26	85
27	65
28	85
Total	2.095

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

$$\bar{X} = \frac{2.095}{28}$$

$$\bar{X} = 74,82$$

The mean score in post-test was 74,82. It showed that students achievement was improved. The arrangement of achievement in the post-test showed us that from the 28 students who took part in the test, there were 16 students who got good mark and then there were 12 students got better mark.

Table 3. Matrix of pre-test and post-test

Students Number	Pre Test	Post Test
1	45	65
2	50	70
3	60	90

4	60	75
5	35	75
6	35	65
7	45	75
8	50	85
9	55	80
10	50	85
11	45	70
12	40	80
13	50	85
14	60	75
15	35	65
16	40	65
17	55	70
18	55	75
19	60	90
20	55	80
21	50	65
22	40	65
23	45	75
24	35	65
25	35	70
26	60	85
27	50	65
28	50	85
Total	1.345	2.095

The result of this research showed that picture series were effective to improve students' reading comprehension. The score of post-test were higher than those of pre-test. In other words, when picture series was applied the scores increased.

Table 4. Students gaining scores

Students Number	Pre test	Post test	Significances Study
1	45	65	20
2	50	70	20
3	60	90	30
4	60	75	15
5	35	75	40
6	35	65	30
7	45	75	30
8	50	85	35

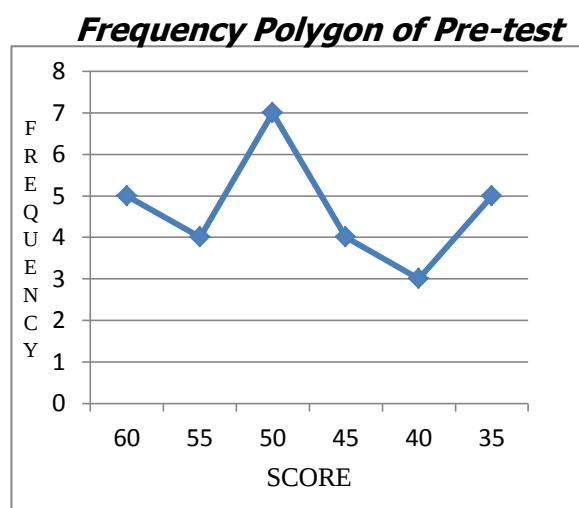
9	55	80	25
10	50	85	35
11	45	70	25
12	40	80	40
13	50	85	35
14	60	75	15
15	35	65	30
16	40	65	25
17	55	70	15
18	55	75	20
19	60	90	30
20	55	80	25
21	50	65	15
22	40	65	25
23	45	75	30
24	35	65	30
25	35	70	35
26	60	85	25
27	50	65	15
28	50	85	35
	1.345	2.095	

The data showed that there were 28 students take part in the test. 2 students got increased by 40 points, 5 students got increased by 35 points, 7 students got increased by 30 points, 6 students got increased by 25 points, 3 students got increased by 20 points, 5 students got increased by 15 point

Table 5. Frequency distribution matrix of Pre-test

Scores	Tally	Frequency	%
60	— IIII	5	17,85 %
55	IIII	4	14,28 %
50	— IIII II	7	25 %
45	IIII	4	14,28 %
40	III	3	10,71 %
35	— IIII	5	17,85 %

Table 5 showed that, there were 5 students got 60 or 17,85%, 4 students got 55 or 14,28%, 7 students got 50 or 25%, 4 students got 45 or 14,28%, 3 students got 40 or 10,71%, 5 students got 35 or 17,85%.

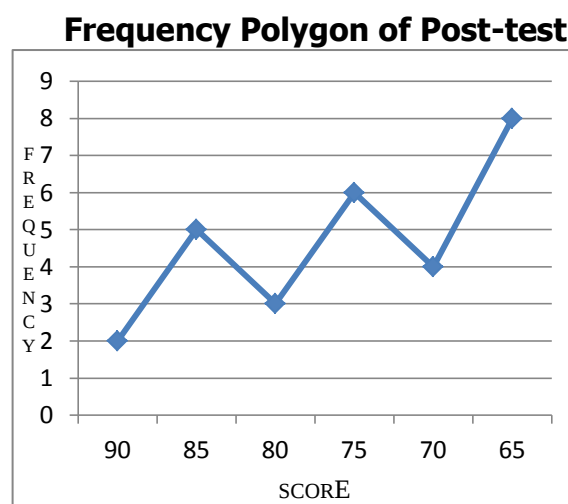


The frequency polygon showed that, 5 students got 60, 4 students got 55, 7 students got 50, 4 students got 45, 3 students got 40, and 5 students got 35.

Table 6. Frequency distribution matrix of Post-test

Scores	Tally	Frequency	%
90	II	2	7,14 %
85	— IIII	5	17,85 %
80	III	3	10,71 %
75	— IIII I	6	21,42 %
70	IIII	4	14,28 %
65	— IIII III	8	28,57 %

The frequency distribution above showed that, 2 students got 90 or 28,57%, and 5 students got 85 or 17,85%, and 3 students got 80 or 10,71 %, and 6 students got 75 or 21,42%, and 4 students got 70 or 14,28 %, and 8 students got 65 or 28,57%.



From 28 students, there were 2 students who got 90, 5 students who got 85, 3 students who got 80, 6 students who got 75, 4 students who got 70, and 8 students who got 65.

Table 7. Recapitulation of mean scores of pre-test and post-test

Test	Score
T1	48,03
T2	74,82

The information presented that, there were 28 students who took part of the test. From twenty six (28) students in pre-test, five students got 60 or 17,85%, four students got 55 or 14,28%, seven students got 50 or 28,57%, four students got 45 or 10,71%, 3 students got 40 or 10,71, five students got 35 or 17,85%. The result of Pre-test indicates that the students' reading comprehension on narrative text was poor.

From 28 students who took part in post-test, two students got score 90 or 7,14%, five students got 85 or 17,85%, three students got 80 or 10,71%, six students

got 75 or 21,42%, four students got 70 or 14,28%, and eight students got 65 or 28,57%. The result showed that the students' reading comprehension on narrative text was improved. The mean score of pre-test is 48,03, and in the post-test 74,82. It can be said that the result of the post-test is better than pre-test.

By those descriptions above, the result of this research shows that using narrative text (fable) is effective to improve students' reading comprehension on narrative text.

CONCLUSION AND SUGGESTION

Based on the data presentation and analysis, the writer may conclude that the students' ability in comprehending reading text after applying narrative text (fable), the result is much better.

The result of this research shows that the score of the students in post-test are higher than the students' score in pre-test. The mean score of pre-test was 48,03 while the mean score of post-test was 74,82. It was clear that the result of post-test was better than pre-test. Using narrative text (fable) in teaching reading helped students to improve their reading ability in comprehend the written text, especially narrative text.

Since the use of fable is effective to overcoming students' problem in comprehending reading text, English teachers are suggested to apply narrative text (fable) in teaching reading narrative text in order to make the teaching learning process more effective and enjoyable. The teacher should provide interesting materials, in order to prevent the students from being bored.

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