TEACHING READING COMPREHENSION ON NARRATIVE TEXT USING NUMBERED HEADS TOGETHER TECHNIQUE

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Abstract : the purpose of this research is to investigate the effectiveness of teaching reading comprehension on narrative text using numbered heads together technique. Numbered heads together is a technique that can make the students become more active in teaching learning. The writer uses Pre-experimental research and the sample of this research is the eleventh grade students of SMAN 2 Sungai Kakap in which consist of 32 students. The technique of data collecting used is measurement technique and the tool of data collecting is multiple choice test. The data were calculated with the result of students` pre-test is 5.03, the post-test is 7.38. The students` different score between pre-test and post-test is 2.35. From the calculation of t-test that the observed t-test is 13.23 with the degree of freedom 31which is the significant of level of 0.05. The writer finds out that the result of t-test is bigger than t-table (13.23 > 2,204). It is found that the Effect Size (ES) analysis of the effectiveness of teaching reading comprehension on narrative text using numbered heads together technique is 2.17. It is categorized "high". As the result, teaching reading comprehension on narrative text using numbered heads together technique is highly effective in terms of increasing the students` mean score of narrative text reading comprehension.
Keywords : Reading, Narrative Text, Numbered Heads Together

Abstrak : Tujuan penelitian ini untuk mengetahui efektivitas dari mengajar memahami teks naratif menggunakan tehnik numbered heads together untuk SMAN 2 Sungai Kakap tahun ajaran 2015/2016. Tehnik numbered heads together adalah sebuah tehnik yang bisa membuat siswa menjadi lebih aktif dalam proses belajar mengajar. Penulis menggunakan penelitian Pre-experimental. Sampel penelitian ini adalah siswa kelas sebelas SMAN 2 Sungai Kakap yang terdiri dari 32 siswa. Tehnik pengumpulan data penelitian ini menggunakan tehnique pengukuran dan alat pengumpulan datanya menggunakan soal pilihan ganda. Penghitungan data dari penelitian ini berdasarkan hasil pre-test 5,03 dan nilai post-test 7,38. Jumlah perbedaan nilai pre-test dan post-test adalah 2,38. Dari penghitungan t-test yang diobservasi adalah 13,23 dengan degree of freedom 31 dengan level signifikan 0,05. Penulis mendapatkan hasil effect size dari mengajar memahami teks naratif menggunakan numbered heads together sebesar 2,17. Hasil ini dikategorikan sebagai "tinggi". Hasilnya, mengajar memahami teks naratif menggunakan tehnik numbered heads together sangat efektif dalam meningkatkan nilai rata rata siswa dalam memahami teks naratif.
Kata Kunci :KemampuanMembaca, TeksNaratif,

Reading is one of language skills which have very complex process to be learned. According to Patel and Jain (2008: 113) "Reading is VCan active process which consists of recognition and comprehension skill." Readers need to be able to comprehend what is being discussed, involved in the process of acquiring grammatical structures and vocabularies of the language and meaning. Readers should understand the processes involved in reading and consciously control them in order to make their reading meaningful.

According to Richards and Renandya (2002:277) "Reading for comprehension is the primary purpose for reading." The ultimate goal of reading is comprehension. Readers need ability to comprehend a reading text in order to gain the information from it. Hence, reading comprehension is needed to ascertain the relationship between the sentences that enables the reader in comprehend the paragraphs. When the relationship between paragraphs had been understood, the reader will get meaning of a text.

At school, especially in Junior and Senior High School curriculum, reading is one of the standard competences for the students. The types of reading text in Senior High School are narrative, recount, descriptive, report and anecdote. The National Final Examination of English subject contains those types of texts and the students are absolutely asked to comprehend them.

To make the students easier to comprehend the text, the vocabulary should be familiar with the students. However in the class, most of the eleven grade students in *SMA Negeri 2 Sungai Kakap* found unfamiliar words, phrases or sentences in the text. Thus, comprehending a reading text becomes an important target in teaching reading at school. In order to improve the eighth grade students in *SMP Negeri 2 Sungai Kakap* of reading comprehension, the teacher used an appropriate technique of teaching reading comprehension. So, the students could comprehend the text easier.

One of the types of text that had been taught in eighth grade students of SMA Negeri *2 Sungai Kakap* was narrative text. Narrative is a spoken or written account of connected events of a story. In SMA *2 Sungai Kakap*, the writer found that the students had difficulties to get information from the narrative text. The students found it is difficult to get the main idea of the text and classify generic structure. The students were confused when the teacher asked them a set of reading comprehension questions for example: Where did they go? What does the word "they" in line 1 refer to? Who was on vacation? Those questions for some students were easy to answer, but for some others were not. The difficulties happened because the students were lack of vocabularies, and comprehension skills. The student could read the text. But they did not know what the text told. So, some of them did not know to answer those questions based on information of the text. It made the students get low score of that test. In the end, they could not passed the test because of their score was below of the standard minimum achievement or KKM.

The cooperative learning method may be applied in other subjects. Those are: The Round Table, the Round Robin, The Jigsaw, Find-the-Fib, Outside/Inside the Circle, Numbered Heads Together (NHT), Think-Pair-Share, and the other

strategies. All of those strategies allow the students to cooperate with their classmates rather than work individually. They may form into groups or in pairs. All students will get involved, enjoy the study, mobile the class, and enable them "to learn individually in grouping way".

The writer thinks it is needed to propose a suitable strategy in order to make students understand a narrative text. The suitable strategy is numbered heads together. This strategy encourages students to comprehend a narrative text by working in groups. Numbered Heads Together (NHT) technique helps students understand that each part of the text by working together in group made by the teacher.

The writer chooses Numbered Heads Together (NHT) technique because Numbered Heads Together includes teams, positive interdependence, and individual accountability, all of which lead to cooperative interaction among students. The high achievers share answers because they know their number might not be called and they want their team to do well. The lower achievers listen carefully because they know their number might be called. By having students work together in a group, this strategy 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. This cooperative learning technique promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. Group learning methods encourage students to take greater responsibility for their own learning and to learn from one another

Based on the explanation above, the writer wanted to conduct a pre experimental research on the tenth grade students in SMA Negeri 2 Sungai Kakap in Academic Year 2015/2016. In pre experimental research, the writer chooses numbered heads together technique by considering the difficulties that faced by students in narrative texts.

METHOD

In accordance with the problems, the approriate method to be used in this research is experimental method. Cohen, Manion, & Morrison (2000:210) says, "The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested." This method manipulates variables and measures the affect of the manipulation on other set of variables.

The designing form of the experimental method which the writer chooses is pre experimental designs. The writer uses one kind of pre experimental designs, namely the one-group pre-test post-test design. Cohen, Manion, & Morrison (2000:213) represented the one-group pre-test post-test design as below:

O_1	X	O_2
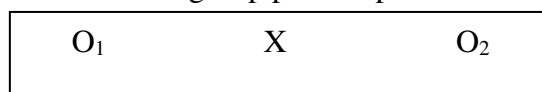
The design is illustrated as follows:

Apply O_1 that is pre-test in the form of written test to measure the students' reading comprehension achievement on narrative texts before giving treatment.

Apply X that is the treatment; which is teaching reading comprehension by using numbered heads together on narrative texts.

Apply O_2 that is post-test to measure students' reading comprehension achievement on narrative texts after giving treatment.

Comparing O_1 and O_2 to determine the students' mean score of pre-test and post-test.

The result of pre-test and post-test of students will be counted. The writer will measure and compare the result of both tests to know whether or not teaching reading comprehension using numbered heads together (NHT) strategy improve students' reading comprehension achievement on narrative texts.

The population in this research is the first semester of eleventh year students of SMA Negeri 2 Sungai Kakap in academic year 2015/2016. There are four classes of eleventh year students of SMA Negeri 2 Sungai Kakap in academic year 2015/2016. It consists of two science program and two social program classes. It consists of 133 students.

Sample is a small proportion, which is used as a source of data collecting, as Marczyk, DeMatteo, & Festinger (2005: 18) said that sample is representative of the population from which it was selected. The writer uses purposive sampling in this research. The writer only took one class that considered necessary to be given the treatment. As Cohen, Manion, & Morrison (2000: 103) says, Purposive sampling the sample has been chosen for a specific purpose." English Teacher of eleventh grade students in this school also suggested to take sample from XI IPA2 class that consists of 32 students.

According to Nawawi (1983:94) there are more than one technique, which is used in collecting data such as follows: Direct observation technique, Indirect observation technique, Direct communication technique, Indirect communication technique, Measurement technique, and Documentary technique.

In collecting data, the writer applies measurements technoque, because in this research, the writer measures the student`s ability in understanding the material that related to the research.

Based on the measurement technique, the tools for gathering the data in this research is in the form of written test, especially objective test. The form of objective test is multiple choice test with five option of which only one is correct by choosing the appropriate answer whether a, b, c, d , or e based on the text that had given. Thirty items multiple choice items are considered being adequate enough for this measurement. And from scoring point of view, each item is scored 1.

In making test items, first the writer takes the texts from internet. And then the writer makes questions from the texts that have already taken. Each text has different types of story, such as fable and legend. The test that have constructed

will be administered to students as sample of the research. The writer tries out the thirty test items before it is administered to collect the data on reading comprehension achievement on narrative texts. The thirty test items carried out in the eleventh class of science program.

To answer the question in this research, the writer follows these procedures below: The analysis on students` individual score of pre-test and post-test. The student`s individual score in formulating words accurately is obtained from pre-test and post-test. The formula of calculating the student`s individual scores is as follow:

$$A = \frac{S}{N} \times 10$$

Where:
A = the student`s individual score
S = the right answer
N = the total number of items

Table 1

The criteria to be used in the student`s individual score:

Test score	Classification
80 – 100	Excellent
70 – 79	Very good
60 – 69	Good
50 – 59	Adequate
40 – 49	In Adequate
0 – 39	Very poor

The student`s average score pre-test and poet-test is calculated by using the mean formula:

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

Where:

$\overline{X}$ = the student`s different of pre-test and post-test

$\sum X$ = the sum of student`s total score

N   = the number of student`s joining the test

After concluding the student`s average score, the researcher calculates the interval score of pre-test and post-test by using the subtraction formula:

$$\overline{X} = X_2 - X_1$$
Where:
$\overline{X}$ = the average of student`s total score

X_2 = the average of student`s total score of post-test

X_1 = the average of student`s total score of pre-test

The significance of the interval of pre-test is calculated by using t-test formula.

$$t = \frac{Xd}{\sqrt{\dfrac{\sum x2d}{N(N-1)}}}$$

Note:

t   = the t- obtained for correlated sample

Xd = the mean deviation (d) between pre-test and post-test

$\Sigma\, x^2 d$ = the number of squared deviation

N   = the number of students

The analysis of the effect of the treatment, the writer used the "Effect Size" as the formula.the formula as follows:

$$ES = t\sqrt{\frac{1}{N}}$$

Where:

ES   = Effect size

t = The result of t-test

N   = The total number of students

Table 2

The result of effect size categorized as below:

ES ≤ 0.2	Low
ES ≤ 0.8	Moderate
ES ≥ 0.8	High

Table 3
The list of the test could be seen in table specification as follow:

The Title of Texts	Indicators (Skills in reading comprehension)	Number of Test Items

Text 1 The Ugly Duckling Text 2 The Story of Smart Monkey and Dull Crocodile Text 3 The story of Lake Toba Text 4 Love story of Antony and Cleopatra Text 5 The Story of Sangkuriang and Tangkuban Perahu Mountain	Main details	4, 5, 9, 13, 16, 19, 24, 28, 29 (9)
	Identifying referents	2, 12, 17, 20, 22,30 (6)
	Determine implied cause-effect	6, 15, 23, 25 (4)
	Draw conclusion	1, 3, 7, 8, 10, 11, 14, 18, 21, 26, 27 (11)
Total number of items		30

FINDINGS AND DISCUSSION
Findings

This research investigates the effectiveness of teaching reading comprehension on narrative text using numbered heads together technique. To clarify and systemize of data analysis, the writer goes with analysis according to the following steps:

The students` score of pre-test and post-test can be seen in table. It is consisting of six columns; the first column indicates the number of research samples: 32 students, the second column indicate the students` name. The third column

TABLE 4
The Students` Total Score of Pre-test and Post-test

No	Students` Name	Pre-test (X1)	Post-test (X2)	d	d^2
1	X1	5.7	7	1.3	1.69
2	X2	7.3	8.7	1.3	1.69
3	X3	6.3	7.3	1	1
4	X4	6.7	8	1.3	1.69
5	X5	4.0	7.3	3.3	10.89
6	X6	5.7	7.3	1.6	2.56
7	X7	4	6.7	2.7	7.29
11	X11	4	7.0	3	9
12	X12	4	8	4	16
	N = 32	$\sum X1 = 161.1$	$\sum X2 = 234.3$	$\sum d = 72.2$	$\sum d2 = 193.74$

In the table 4 column three, formulate the lowest score is 3.7 and the highest score is 7.3. The total score of students` pre-test is 161.1 and the mean score of students` pre-test is 5.03. the computation is as follows

$$\overline{X} = \frac{\sum X1}{N}$$

$$= \frac{161.1}{32}$$

$$= 5.03$$

it is qualified as adequate.

In table 4 column four, the lowest score of the students` post-test is 6.3 and the highest score of students` post test is 8,7. the total score of students` post-test is 236.3and the mean score of students` post-test is 7,38. these result can be found out by using the formula and computation as follows:

$$\overline{X} = \frac{\sum X2}{N}$$

$$= \frac{236.3}{32}$$

$$= 7.38$$

It is qualified as very good

The interval score of post-tes and pre-test is obtained by the subtraction between the students` mean score of post-test and pre-test can be calculated as following formula:

$$\overline{X} = X_2 - X_1$$

$$= 7.38 - 5.03$$

$$= 2.35$$

Before making the calculation analysis of the students` interval score of post-test and pre-test, the researcher calculates the mean deviation by using the following formula :

$$\overline{Xd} = \frac{\sum d}{N}$$

$$= \frac{72.2}{32}$$

$$= 2.25$$

Furthermore the research calculates the total amount of deviation square as follows :

$$\sum X^2d = \sum d^2 - \frac{(\sum d)2}{N}$$

$$= 193.74 - \frac{(72.2)2}{32}$$

$$= 193.74 - \frac{5212.84}{32}$$
$$= 193.74 - 162.90$$
$$= 30.84$$

After obtaining the total amount of the deviation square, the researcher puts the data into t-test.

$$t = \frac{Xd}{\sqrt{\dfrac{\sum x2d}{N(N-1)}}}$$

$$t = \frac{2.25}{\sqrt{\dfrac{30.84}{32(32-1)}}}$$

$$t = \frac{2.25}{\sqrt{\dfrac{30.84}{32(31)}}}$$

$$t = \frac{2.25}{\sqrt{\dfrac{30.84}{992}}}$$

$$t = \frac{2.25}{\sqrt{0.031}}$$

$$t = \frac{2.25}{0.17}$$

$$t = 13.23$$

To determine the significance of the research, the researcher needs to compare the result of t-test with the table of t-test in this research, the researcher applies the significance level 0f 0.05 with the *degree of freedom* (df) = N-1 (32-1=31). If df is interpreted into t-table, 32 is

the writer used the "effect size" as the formula. The result of ES shows how effective is teaching reading comprehension on narrative text using numbered heads together (NHT) technique. The calculation is as follows :

$$ES = t\sqrt{\frac{1}{N}}$$

$$ES = 13.23\sqrt{\frac{1}{31}}$$

$$ES = 12.78\sqrt{0.032}$$

$$ES = 2.17$$

Based on the result above, the effectiveness of teaching reading comprehension on narrative text using numbered heads tohether (NHT) is categorized as high.

Discussion

from the data analysis, the writer describes about research finding. It is found that the total score of students in pre-test is 161.1 with mean score 5.03. on the other hands, after giving the treatment by teaching narrative text using numbered heads together (NHT) technique to the 32 research samples, the total score in post-test is 234.3 with mean score 7.32. The score indicates that the students` performance in post-test is better than pre-test. The interval of both mean scores is 7.32 – 5.03 = 2.29. it means that there is a different score of pre-test and post-test after receiving treatments.

In this research, after pre-test and post test, there are three times treatments. All of these meeting, the writer taught about narrative text using numbered heads together technique.

There is a progress in students` result, from pre-test and post-test after treatment. It increases from 5,03 (poor) to 7,38 (good). It indicates the treatments taught with numbered heads together technique influence students` ability. Moreover the obtained t-value is higher than t-table (13.23>2.042). it means that there are significant changes in post-test toward pre-test score. It can be said that there is a significant effect in teaching reading comprehension on narative text using numbered heads together technique to the eleventh grade student of SMA Negeri 2 Sungai Kakap. Thus, it proves that the alternative hypothesis is accepted and the null hypothesis is rejected.

The writer found some factors that caused or affected the result : (1) The writer found a difficulty in teaching narrative text because there was significance different of students` prior knowledge in english vocabulary. (2) The students did not always come when the teacher gave the treatments because some students were sick, some of them joined the other activity for example, in the second day of treatment there were 3 students out of class beceause the had to go to an event. (3) There were some students who the writer could not control.

Here are the strengths and the weaknesses that the researcher found in teaching narrative text using numbered heads together technique to the students ; (1) The students become more concentrated in teaching learning process because the teacher did not give many explanation (minimize the teachers` talk). (2) The teacher did not have to talk too much in teaching learning activity. (2) The students become more independent, creative or active in giving their ideas in learning and they can learn from other students. (3) The teaching learning process is more interesting and the students enjoy the lesson because they involved or taking part during the activity.

The weaknesses are ; (1) Not all students can understand in learning foreign language by limited explanations. (2) The superiority feeling sometimes appears in group in deciding the teams' answers. (3) The time allocation is not usually appropriate with the schedule.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After discussion chapter by chapter, the writer has some points to be concluded. As the result of data analysis, teaching reading comprehension on narrative text using numbered heads together tecnique increase students reading comprehension ability. There is a progress in students` result, from pre-test and post-test after treatment. It increases from 5,03 (poor) to 7,38 (good). It indicates the treatments taught with numbered heads together technique influence students` ability. Moreover the obtained t-value is higher than t-table (13.23>2.042). it means that there are significant changes in post-test toward pre-test score. It can be said that there is a significant effect in teaching reading comprehension on narative text using numbered heads together technique to the eleventh grade student of SMA Negeri 2 Sungai Kakap.

Suggestion

The suggestions are follows: (1)Numbered Heads Together (NHT) technique should be a technique for English teachers in teaching as it is useful to improve the students' reading comprehension of text, especially narrative text. (2) Teacher should be a problem solver for the students and give the students chance to share their feelings and/ or difficulties about classroom activities as inputs for teacher to do better in the future. (3)Teacher should give the students chance to share their feelings and/or difficulties about classroom activities as inputs for teacher to do better in the future. (4) Teacher should manage time and classroom effectively in order to create a nice and conducive atmosphere during the teaching learning process.

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