

THE IMPLEMENTATION OF *NUMBERED HEADS TOGETHER* IN TEACHING READING RECOUNT TEXTS TO THE TENTH GRADERS IN SMA NEGERI 1 KEDUNGPRING LAMONGAN

Siska Wulan Lestari

English Education, Faculty of Languages and Arts, The State University of Surabaya

11020084222.siskawulan@gmail.com

Dra. Theresia Kumalarini, M.Pd

English Education, Languages and Arts Faculty, The State University of Surabaya

Abstract

This study deals with the implementation of *Numbered Heads Together* in teaching reading recount texts to the tenth graders. The objectives of this study are: (1) to describe how the teacher implements “Numbered Heads Together” in teaching reading recount texts to the tenth graders, and (2) to describe the students’ attitudes toward the implementation of *Numbered Heads Together* in teaching reading recount texts. This research used descriptive qualitative research design. The technique was implemented in X-IIS 3 class of SMAN 1 Kedungpring Lamongan. To get the data of the study the researcher used two instruments. They were observation sheets and questionnaires. These analysis of the data showed that the teacher followed the procedures of *Numbered Heads Together* technique in teaching reading recount texts, and the students also participated during the implementation of *Numbered Heads Together* technique. The students’ attitudes showed that they reacted positively towards the implementation of the technique. In conclusion, *Numbered Heads Together* technique can be implemented in teaching reading because it helped the students read a recount text. There were many students of X-IIS 3 in SMAN 1 Kedungpring Lamongan agreed that they were enjoying the teaching and learning process when the technique was implemented. Since the teacher could modify the technique to make the students get more interested.

Keywords: *reading, Numbered Heads Together, recount texts*

Abstrak

Penelitian ini berhubungan dengan penerapan *Numbered Heads Together* dalam pengajaran membaca teks recount untuk kelas sepuluh. Tujuan penelitian ini adalah: (1) untuk mendeskripsikan bagaimana guru menerapkan *Numbered Heads Together*, dan (2) untuk mendeskripsikan sikap siswa terhadap penerapan *Numbered Heads Together* dalam pengajaran membaca teks recount. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Teknik ini diimplementasikan pada kelas X-IIS 3 di SMAN 1 Kedungpring Lamongan. Untuk mendapatkan data penelitian, peneliti menggunakan dua instrument, lembar observasi dan kuesioner. Data tersebut menunjukkan bahwa guru mengikuti prosedur *Numbered Heads Together* teknik dalam aktifitas membaca siswa, dan siswa juga berpartisipasi dalam pelaksanaan teknik tersebut. Sikap siswa menunjukkan bahwa mereka bereaksi positif terhadap pelaksanaan teknik. Kesimpulannya, *Numbered Heads Together* teknik dapat diimplementasikan dalam pengajaran membaca karena dapat membantu siswa dalam memahami teks bacaan recount. Ada banyak siswa dari kelas X-IIS 3 di SMA Negeri 1 Kedungpring Lamongan setuju bahwa mereka menikmati proses belajar dan mengajar ketika teknik diimplementasikan. Karena guru dapat memodifikasi teknik untuk membuat siswa lebih tertarik..

Kata Kunci: *membaca, Numbered Heads Together, teks recount.*

INTRODUCTION

Nowadays, the government gives more attention for education in Indonesia. Indonesian Minister of Education and Culture has already published the latest

curriculum for education in Indonesia. This curriculum is called curriculum 2013. The curriculum 2013 is expected to be able to increase Indonesia’s education in this globalization era because this curriculum fulfills three main components of education. They are knowledge,

skill, and attitude. Besides, this curriculum develops the scientific approach in the teaching learning process. The students must be independent and active while the teaching learning process because the teacher is only as a facilitator.

In curriculum 2013, the students are forced to be independent in the teaching and learning process. But we often find that the students are inactive in the classroom, especially in a reading class. Reading is the process of obtaining or constructing the meaning from a word or cluster word (Seyler 2004:3). In reading the reader can think about the meaning of the text and know about what the text tells about and after reading, she/he can get meaning and understand the idea and information of the text. But, many students have problems in reading activity, because reading is not only an activity that seems easy and means nothing. In reading, the reader should have some purposes or aims in this activity, for example, to get information and pleasure. Especially for students, reading is a process of getting much knowledge. As we knew that there are many text types of English that should be learned by students. The common problems are found in reading activity when the students read a recount text. They cannot understand the general content of those text. Besides, the teacher hasn't given appropriate method for the students yet. In reality, some teachers only teach reading in a monotonous way (Abbot, et, al, 1981:84). Active students will get more chances to speak a lot that passive ones. There is also little interaction between teacher-students and student-student. They need more opportunity to do interaction with their friends in a reading class.

In choosing the technique, the teacher should consider the effectiveness of the technique itself. Effective technique means that a technique which allows students to participate and give more opportunity to them to share everything they knew about the material given. Cooperative learning has many models, there are: Numbered Heads Together, STAD, Jigsaw, Stand Up and Problem Solving, Think-Pair-Share, Write-Pair-Share, etc. Ibrahim (2000:7) states that there are three purposes of cooperative learning, they are; increasing the output of students' achievement in academic, accepting the variety and developing social skill.

In this case, the researcher is interested to do a research on the use of *Numbered Heads Together* as a technique in teaching reading recount texts. NHT is one of the cooperative learning which is developed by Kagan (1994). NHT is a method of learning where each students was given a number and then made a random group and then the teacher calls the number of students. Generally, this technique is used to involve the students in checking their understanding about the material given by the

teacher. The students are able to learn from the members of their group. Before conducting this research, the researcher conducted preliminary study about the implementation of *Numbered Heads Together* to the teacher who has just applied this technique in reading class last semester for narrative texts.

The teacher conduct the implementation of *Numbered Heads Together* in teaching reading recount texts to the tenth graders at SMA Negeri 1 Kedungpring Lamongan based on KD 4.7 (Menangkap makna teks recount lisan dan tulis sederhana). This technique is expected to help the students understand the whole content of recount texts based on those KD. The students' attitudes are needed to know the students' feeling, thought, and behaviour towards the implementation of *Numbered Heads Together* in reading recount texts and also the effectiveness of this technique by distributing the questionnaire.

Therefore, the researcher conducted this study to answer:

1. how does the teacher implement *Numbered Heads Together* in teaching reading recount texts to the tenth graders?
2. how are the students' attitudes toward the implementation of *Numbered Heads Together* in teaching reading recount texts?

METHODOLOGY

The design of this research was descriptive qualitative which was designed to obtain information concerning in the implementation of *Numbered Heads Together* in teaching reading recount texts. Descriptive research evolved the description, recording, analysis, and interpretation of the condition that existed in the classroom.

According to Nunan (1991: 9), descriptive qualitative study was appropriate in order to obtain information related to the implementation of such technique, media, approach, and method. It attempted to present the real atmosphere, condition, and responses during the implementation of the technique, media, approach, and method.

In this research, the researcher would describe and report how the teacher implemented *Numbered Heads Together* in teaching reading recount texts. Moreover, the researcher would also describe the students' attitudes toward the implementation of *Numbered Heads Together*.

The subjects of this study were the teacher and the students of SMAN 1 Kedungpring Lamongan. Particularly, the students were the tenth graders from social program. That class consisted of twenty nine students. The researcher chose this class because based on the curriculum 2013 recount texts should be taught in the tenth graders. Besides, the teacher had been implemented *Numbered Heads Together* to teach reading recount texts in her class.

The researcher used two instruments in this study, i.e. observation sheets and questionnaires. Observation sheet is an instrument used to acquire data of the teaching process. In this observation sheet, the researcher focused on the implementation of *Numbered Heads Together* in teaching reading recount texts (the classroom activity, topics, the role of the teacher, and the technique in teaching). While Questionnaire is used to get some specific information about students' feelings and responses toward the use of *Numbered Heads Together* technique. It is given in the last meeting. According to Rosenberg and Hovland (1960) in Azwar (2012), there are three components of attitudes, they are cognitive, affective, and conative. The first component is cognitive. This component was related to the students' thought. While the second component is affective which is related to the students' feeling. And the last component is conative. This component related to the students' behavior. Each component is developed into some questions in the questionnaire.

In collecting the data, two observations were conducted, and students' attitudes were collected. The data was analyzed based on the elements that had been described previously in descriptive manner. It presented in the form of words, tables, and pictures. There are some steps of the data analysis technique:

1. Data analysis from observation sheets

The researcher investigated the process of teaching reading recount text using observation sheets. The data from observation sheet were analysed descriptively.

2. Data analysis from questionnaires

The researcher also collected information from the students who experienced the implementation of *Numbered Heads Together* in their reading activity. The data was collected from questionnaires. It would give information about the students' attitudes toward the implementation of *Numbered Heads Together* in teaching reading recount text. According to Ary (2006), there were some stages to analysed the data, they were familiarizing and organizing, coding and reducing, interpreting and representing.

RESULTS AND DISCUSSION

The Implementation of *Numbered Heads Together*

The researcher described the result of the observation she has conducted. She accomplished her observation in two meetings. The observation took place on March 10th, 2015 until March 17th, 2015.

The first meeting was conducted on Tuesday, March 10th 2015. The English lesson was at the third period, so the class started at 08.30 am. The classroom was crowded when the teacher entered the classroom. The teacher made the students quiet first and began the teaching and learning process by greeting the students.

Then, she introduced the researcher to the students and told them that the class will be observed. All the students greeted the researcher. After that, the teacher asked the researcher to take place in the corner to make the observation easily. She continued the class by asking the students' feeling at that time.

After checking the attendance of the students and knew that there were no students absent on that day, she began to start the lesson. The class continued with pre-reading activity. She gave some simple questions to the students related to the material that would be given, that was a recount text. The questions were related to the experience of the students in the past. Indirectly, it stimulated them to tell a little bit about a recount text. The questions were linked to the material which was going to be given that day.

One of the students explained about recount texts, then the teacher reviewed briefly the linguistic features used in recount texts, noun to show the characters in the text, past tense used to indicate the story happened in the past, chronological connection (then, after that, next, etc.) or conjunction, the use of action and linking verbs. The students seemed enthusiastic at that time.

After doing brainstorming and the students had already understood about recount texts, the teacher did the reading part. The teacher asked the students to make some groups. There were twenty nine students, so the teacher suggested them to make six groups (five groups consists of 5 students and the last group consists of four students). She divided the class by counting the students. And the students did it well. The teacher explained about the technique they were going to use in that meeting. She explained the rules of *Numbered Heads Together* and gave them occasion to asked any question related to the activity they were going to do.

The teacher forgot to create the number for each member, so she asked the researcher to help her in writing the number. After that, the teacher spread the numbers for each member of the group. In group of five, the teacher gave five numbers for them. While in group of four, she also gave five numbers for them (one of them should have two numbers). Each member with the number had an opportunity to deliver the answers after the discussion with their group. Then, the teacher spread the worksheets about recount text for each groups. Each group had to answer the questions based on the text given on the worksheet. There were ten questions on the worksheet. The groups should discussed and finished it in fifteen minutes. She reminded them to make sure that all of the members understand the whole content of the text.

She gave an opportunity to the students if they want to ask anything they did not understand yet. She walked around the class to check the groups' activity.

They were enthusiastic to work in group. Each member tried to answer the questions on the worksheet. They discussed the answers, sometimes asked the teacher if they found the difficulties. The time for group discussion was over. The teacher asked the students to stop their activity and payed attention to her.

She asked the students who got number 1 to write the answers on the white board, the teacher asked the students whether the answer was correct or not. They discussed the best answer for each questions. She continued call the next number until all the questions were discussed. All the members had reported the answers in front of the class. They also got the best answer from the discussion by comparing the answers from all the groups. There were no big mistakes from their answers. Officially, their understanding of recount texts given by the teacher were good by using *Numbered Heads Together* technique.

The activity was over. They got all the correct answers. The stage of post-reading was done. Then the teacher gave feedback about the activity they had done. The teacher ended the lesson by giving conclusion dealing with the material delivered on that day. She traced the students' comprehension about the materials on that day by asking some questions about recount texts, including its means, its purpose, its component, and its linguistics features. Then she remained them to prepare themselves for the next meeting. Finally, she greeted her students after giving explanation.

While, the second meeting was conducted on Tuesday, March 17th 2015. When the teacher and the researcher entered the class, she asked the researcher to take place at the same as the previous meeting. At that time, the class began at 08.30 a.m. and ended at 10.00 a.m. The teacher entered the class and greeted the students. Before the teacher began the lesson, she checked who was absent on that day. There were no students' absent that day. Then, she reviewed the materials that had been taught in the previous meeting. After that, she introduced the lesson that was taught on that day and gave brainstorming before starting the main activities.

In this second meeting, they still learned about a recount text. The students had already known about *Numbered Heads Together*. So the teacher did not need to explain it more. She still used the same kind of the technique, which was *Numbered Heads Together*, but in this meeting, the teacher brought the different text of recount. The teacher gave a longer text than before, which aimed to increase the level of difficulty and the interest of the students.

The teaching and learning process was done the same as the first meeting. The teacher asked the students

to moved closer with their group the same as the last meeting. Then she spread the number randomly for each member of groups. After getting the numbers, the teacher spread the worksheet for each group. She permitted the students to ask something they did not understand.

She gave twenty five minutes to discussed about the text and answered all of the questions on the worksheet. The time for discussion was over. The teacher asked the students to stop their working. Then she called a number and the students who were called had to come forward and wrote the answer on the white board.

After writing the answers to the first question, the teacher asked to the students whether the answer was correct or not. They discussed the best answer to each question. She continued call the next number until all the questions were discussed. All the members of group had reported the answers in front of the class. They also got the best answer from the discussion with the whole groups. And they got all the correct answers to the questions.

The bell rang at 10 a.m. It means that the activity on that day was over. The stage of post-reading was done. The teacher reviewed the materials and the activities they had done. She also ended the lesson by giving conclusion dealing with the material delivered on that day. Overall, the processes on a reading class that day were the same with that at the last meeting. The difference between the first and the second activity was on the worksheet given in every meeting.

The teacher implemented this technique based on the sequences of reading activity, they were pre-reading, whilst-reading, and post-reading activity (Klingner et al, 2007: 103). Because in the 2013's curriculum, the teacher should apply five stages of scientific approach. In scientific approacher, it consists of learning phases constructed from observing, questioning, collecting and analyzing the data, associating, and communicating (Kementrian Pendidikan dan Kebudayaan, 2013d). The teacher combined those stages to implement the technique in teaching reading recount texts. In pre-reading activity, the teacher stimulated background knowledge. She asked some questions related to the material and introduced the technique clearly. Then, on the whilst-reading stage, she divided the class into some groups and give a number for each members. After that, she gave a worksheet of recount text for every groups. She asked the groups to discussed the text and found the appropriate answers from the questions. In this stage, the technique gave the students chance to delivered their response or opinion in group. And the last, in post-reading stage, she gave the opportunity to the students to report their works in front

of the classroom. Then, she had to give feedback of the activity they had done.

The teacher applied *Numbered Heads Together* in the whilst-reading stage. The first stage was collecting the data. Each group got a worksheet. They should analyse and answer all the questions on the worksheet. All members had to contribute themselves in group discussion. According to Slavin (1997: 284), cooperative learning refers to instructional method in which the students work together in small groups to help each other in learning. In cooperative learning, students are expected to help each other, discuss and argue each other, and also assess each other's knowledge. After finishing their work, they had to report the answer in front of the class based on the number called by the teacher. They did it continuously until all the member had reported the answers and got the best answers from these stage, named communicating.

In this technique, the teacher's role was not dominant. She involved the students in the whole activities, because the activities were in group. She took role as an organizer, an observer, a feedback organizer, and a prompter as said by Harmer (1998). The teacher's role was organized at the beginning of the class. She explained the procedure of the technique clearly. She also explained clear instruction of what they should do and should not do. She always reminded the students about the time to finish their task on time. She also became a good feedback organizer, when there was a student asked about something, he gave chance to other students to answer. Although, she gave a little contribution for the students during the implementation of *Numbered Heads Together* in a reading class. She also had to do the preparation before starting the teaching and learning process. Because in the observation done by the researcher, the teacher had not created the card of number for each member in groups.

Overall, through *Numbered Heads Together*, they could understand the whole content of a recount text and finished the worksheet in a group. This technique encouraged the success of group discussion because all members had to give contribution in groups and when the students aid their group mates, they aid themselves and also their whole group (Jacob et al, 1997: 108). All the members of the group were actively involved in the reading activity. Besides, the class was conducive during the implementation of *Numbered Heads Together*.

The Students' Attitudes Toward The Implementation of *Numbered Heads Together*

In this part, the researcher would answer the second research question which was about the students' attitudes toward the implementation of "Numbered Heads

Together" in teaching reading recount texts. There were three components of attitudes as stated by Rosenberg and Hovland (1960) in Azwar (2012), the three components of attitudes are cognitive, affective, and conative. The first component is cognitive. This component was related to the students' thought. While the second component is affective which is related to the students' feeling. And the last component is conative. This component related to the students' behavior. Each component were developed into some questions in the questionnaire. It covered the result of the questionnaire. The questionnaire was given at the end of the implementation of that technique.

The result of the questionnaire about students' thought showed that most students gave positive responses toward the implementation of *Numbered Heads Together* in teaching reading recount texts. The questions for this components were in number one to five. From the result of questionnaire about students' thought, the students expressed that reading was too necessary in learning English. They stated that *Numbered Heads Together* contributed a lot for them especially in reading recount texts.

Then, the questions number six to nine were covered the result for students' feeling. Most students agreed that *Numbered Heads Together* was very interesting technique than others that the teacher had ever implemented in teaching reading. So, it can be concluded that this technique was better than others they have ever learned from the teacher in reading class.

The last component was about students' behavior, it covered students' behavior during the implementation of *Numbered Heads Together* in reading class. It was proved based on the questionnaires in question number ten to thirteen. Most students noticed that the task for each member was totally important. Because it can help the group to finish their task on time and to reduce the students' idleness. While the teacher implemented this technique, the students' gave positive behavior till the end of the reading activities

Throughout the discussion above, it could be concluded that *Numbered Heads Together* plays an important role in teaching reading recount text to the tenth graders of X-IIS 3 in SMA Negeri 1 Kedungpring Lamongan. This technique was successfully implemented in teaching reading recount texts. It worked to stimulate the students' understanding in reading recount text by answering the questions on the worksheet.

CONCLUSIONS

Based on the results and discussion, it could be concluded that *Numbered Heads Together* could be well implemented to teach reading recount texts. The researcher concludes that the teacher and the students'

activities were in line with cooperative learning technique. Because the goal of *Numbered Heads Together* technique is working in a group to reach the understanding of the material given by the teacher. In applying this technique, the teacher began by giving pre-instructional activities, explaining the students' activities and also the procedures, monitoring and intervening, giving evaluation and conclusion. Those steps are appropriate with the theory of the technique used. It means that the success of the teaching and learning process not only depends on the students' activities but also the teacher's role in monitoring and intervening the students when discussing with their group. In the application of *Numbered Heads Together* technique, all students had the same portion and chance to improve their reading ability in their group. All students got more opportunities to get involved in the teaching and learning process. Besides, the students also got equal opportunities in reading class through *Numbered Heads Together*. The teaching and learning process using this technique include listening to the teacher's explanation, finding group members, discussing the material, and reporting the material.

The result of the students' attitudes after the implementation of *Numbered Heads Together* in teaching reading recount texts showed that the students felt happy during the implementation of the technique. They also thought that this technique help them to understand the text. They looked very enthusiastic and active while implementing this technique. In addition, from the result of the questionnaire, the researcher found that this technique was successfully implemented. Most students stated that they liked reading recount texts through *Numbered Heads Together* technique.

SUGGESTIONS

The suggestions addressed to the other teacher and the future researchers are as follows:

- a) The teacher: The teacher should have a good preparation and plan when she applies this technique. If she can organize the teaching and learning activity well, it will help the students to improve their ability and make them get used to work in group.
- b) The next researcher: The researcher suggests to the next researcher to make an improvement in the implementation of cooperative learning technique not only in teaching reading but also in teaching other skills.

REFERENCES

- Abbot, Gerry, John Greenwood, Douglas McKeating and Peter Wingard. 1981. *The Teaching of English Language as an International Language: A Practical Guide*. Great Britain. William Collins sons Co, Ltd
- Ary, Donald et. al. 2006. *Introduction to Research in Education*. South Melbourne: Thomson Publisher
- Azwar, S. 2012. *Sikap Manusia Teori dan Pengukurannya (2nd ed.)*. Yogyakarta: Pustaka Pelajar
- Harmer, Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Addison Wesley Longman Limited. England
- Ibrahim, Muslimin, dkk. 2000. *Pembelajaran Kooperatif*. State University of Surabaya (UNESA): University Press
- Jacobs, George M, Gan Siowck Lee, and Jessica Ball. 1997. *Learning Cooperative Learning Via Cooperative Learning: A Sourcebook of Lesson Plans for Teachers Education on Cooperative Learning*. San Clemente: Kagan Cooperative Learning
- Kagan, Spencer. 1994. *Cooperative Learning*. San Clemente, CA: Kagan Publishing
- Kementrian Pendidikan dan kebudayaan. 2013d. *Peraturan Menteri Pendidikan dan Kebudayaan No 81a Tahun 2013 Tentang Implementasi Kurikulum 2013*. Jakarta: Depdikbud
- Klingner J. K et al. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press
- Nunan, David. 1991. *Language Teaching Methodology*. UK: Prentice Hall International
- Seyler, Dorothy U. 2004. *The Reading Context: developing college reading skills*. New York: Longman
- Slavin, R. E. 1997. *Cooperative Learning: Theory, Research, and Practice 5th Edition*. Boston: Allyn and Bacon, a Viacom Company.