NUMBERED HEAD TOGETHER TO ENHANCE STUDENTS INTEGRATED READING AND WRITING SKILLS (A CLASSROOM ACTION RESEARCH)

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Abstract

This paper aims to describe the implementation of Numbered Head Together to teach students' integrated reading and writing skill. This paper also aims to know how far the Numbered Head Together can enhance students' integrated reading and writing skills. This is a result of a classroom action research. The research was conducted in vocational high school in Blora. The data were obtained after implementing the action by comparing the mean score of the test.

The results of action research are: (1) the implementation of Numbered Head Together (NHT) method in teaching reading is able to help the students comprehending the materials easily. The researcher as a teacher divided the students into five groups and gave the students number head one to five. Each student should be responsible for the whole question and understand the materials. (2) the mean score of pre-test is 52.38, the mean score of the posttest 1 is 62.28 meanwhile the mean score of posttest 2 is 67.14. It can be stated that the students do the improvement. Besides, based on the interview result with the students, it stated that this can raise their self-esteem. Furthermore, it also influenced to the students writing skill. The students can memorize the words easily that makes them able to write down with the correct spelling.

Keywords: Numbered Head Together, Reading, Writing, Enhance.

1.   INTRODUCTION

Language is the basic competencies that people use to make a relationship. We know that English has become the international language since that some people around the world communicate one another using English. Although everyone has the native language to communicate, however, if he/she wants to make a wide relationship with others on the board, he/she should learn and know the second language or international language that people use to communicate around the world. It is impossible for the people who do not understand the international language to follow the global era. In this broadly international relations, English becomes important in many sides. Most of the scientific references are written in it. Almost all fields of life require English, especially in making relations with foreigners.

The recent years, the development of English teaching undergoes various developments which cover not only the technology used in the teaching learning process but also the discrepancy of method and procedure used in the classroom teaching process. Teaching and learning is a process of transferring messages from the message source by using media to message receiver. English also becomes a requirement of learning the subject for the students who want to graduate from their junior to senior high school. Here, the students should be able to master four English skills: listening, speaking, reading, and writing. All of the skills are taught in order to achieve integrated to be learned. Among the four skills, reading and writing are the basis of the most important one in the educational field. In fact, the students are exposed to a certain kind of reading materials that get them to have a good understanding and comprehending, understanding a certain text to answer the following questions, for instance. Afterward, the students should be able to put their answer, ideas or opinion into a paragraph or sentences.

Here, dealing with the word literacy, the researcher wants to identify about the implementation of Numbered Head Together (NHT) Method to enhance the students' integrated reading and writing skills. This research is conducted in one of vocational high school in Blora. Based on the background above, the researcher stated some research problems as the following: First, how is the implementation of Numbered Head Together method to teach integrated reading and writing? Second, how far can Numbered Head Together enhance students' integrated reading and writing skills?

Regarding with the problems formulation above, the objectives of the research are as the following: Generally, it aims to describe the implementation of Numbered Head Together to teach students' integrated reading and writing skill. This paper also aims to know how far the Numbered Head Together can enhance students' integrated reading and writing skills.

The researcher found the other research related to this paper. The first research composed by Setya Agustin, Sugeng Ariyanto and I Putu Sukmaantara talks about the effect of using Numbered Head Together method on the eight grade students' reading comprehension achievement. The research was conducted at SMP N 2 Tanggul Jember in 2013. The result shows that the use of Numbered Head Together method in teaching reading is effective since it lets the students cooperate with their groups by putting their head together to discuss the problem. The second research composed by Indah Pratiwi investigates the use of Numbered Head Together method to improve writing recount text at second-year students of the junior high school. This research was conducted at SMPN 5 Tambang of Tambang district of Kampar regency. The result shows that Numbered Head Together method is an appropriate method in teaching recount text at SMPN 5 Tambang since it gives significant influences to the students' motivation in learning.

The significance of the recent research compared to the two previous researches is on research method used and the skill researched. Both two previous studies applied experimental method, meanwhile this research applies Classroom Action Research that focused on the students' skills enhancement. Besides, the two previous studies only focus on certain skills meanwhile the recent research focuses on integrated reading and writing skills.

According to Dallmann (2000, p.17) reading is a complex process. It involves recall, reasoning, evaluating, imagining, organizing, applying and problem-solving. Good reading requires good thinking. In another word, reading is an activity involving the comprehension and interpretation of ideas symbolized by written or printed language. Meanwhile, Catherine Wallace (1996, p.4) states that reading as interpreting means meeting to written texts as a piece of communication. It means that reading is an activity intending to focus on writer's part and the readers have some purposes in attempting to understand.

It can be concluded that reading is an activity involving the comprehension and interpretation of ideas which intend to focus on the writer's part. The process of reading is able to attempt or understand the written or printed language. In reading, there are some types of reading activity. According to Williams (1984, p.37) there are three types of reading activity namely pre-reading activities, whilst reading activity and Post reading activity.

Kennedy (1981, p.199) states there are three kinds of reading comprehension skills. They are literal comprehension, inferential comprehension, and evaluative comprehension. These three kinds of reading comprehension will be defined as follow:

a. Literal Comprehension

It means reading to understand, remember or recall the information explicitly, contained in a passage such as identifying explicitly stated main ideas, sequence, cause-effect relationship, and patterns.

b. Inferential Comprehension

It means reading in order to find information, which is not explicitly stated in the passage. The readers use his experience and intuition. This activity includes inferring main ideas,

details, comparison, a cause-effect relationship which is not explicitly stated, drawing conclusion, or generalization from a text, predicting the outcome.

c.   Evaluative Comprehension

It means reading in order to compare the information in the passage with the reader's own knowledge and values; for example, distinguishing between facts and opinions, reacting to a text's content; characters, and use of language.

From the theories above, it can be concluded that comprehending the text means: (1) gaining the main ideas of the text, (2) finding out the explicit and implicit detail information of the text, and (3) identifying the contextual reference from the text and (4) analyze the language used in the text. Barli Bram (1995, p.7) states that writing in principle means to try to produce or reproduce written messages and Byrne (1997, p.1) says that writing can be said to be the act of forming letter or combination of letters: making marks on a flat surface of some kind. In writing is clearly much more than the production of a graphic symbol, just as speech is more than the production of sound. Writing is a group or sequence of letters or symbol (Illustrated Oxford Dictionaries (1998, p.964)).While, according to Brown (2001, p.344) writing is sometimes used as a production mode for learning, reinforcing or testing grammatical concepts. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. Based on the definitions above, we can conclude that writing is a way to produce something based on thinking that is poured in the written form to deliver the messages to the audience /reader.

Writing is a process to produce written forms. According to Harmer (2004, p.12), "process writing is a way of looking at what people do when they compose written text". The formula of good writing consists of prewriting, writing, and rewriting, or revising and editing.

Reading and writing have a strong relationship each other. If human beings have a good reading habit, this will influence to the writing skill. This can be said that if the beings read a lot of readings they will enhance their awareness to the vocabulary which concerns with the way of spelling of the word. This means that sometimes if they are going to write, indeed they will so easily remember the word with the correct spelling because of their reading habit. Reading habit will also enhance their understanding. A good understanding will lead to the better writing.

According to Fauziati (2014, p.115) stated that Numbered Heads Together is firstly proposed by Kagan in which belongs to cooperative learning. Fauziati stated four simple steps in implementing Numbered Heads Together. The first step is students number off within teams or groups. If the students are in groups of four, every student will be either 1,2,3 or 4. The second step is the teacher asks a question, usually a high consensus question. The third step is that students put their heads together to make sure everyone on the team knows the answer. The last step is the teacher calls a number (from one to four) and the only student with that number can raise their hands if they know the answer, as in the traditional classroom.

2.   RESEARCH METHOD

The method that researcher used in this research is Action Research. Action Research is a method of finding out what works best in the classroom so that it can improve student learning. Burns (2009, p.2) states that action research is part of a broad movement that has been going on in education generally for some time; it is related to the ideas of reflective practice, and the teacher as researcher. Action research involves taking a self – productive, critical, and systematic approach to exploring the teaching contexts.

This research was conducted at SMK Muhammadiyah 1 Blora in which the tenth-grade students of *Jasa Boga* class are as the object of the research. The sample of this research consists of 21 students. The researcher held the research in January 2017. The research focused on recount

text since the observation result shows that students got difficulties in constructing the sentences because of the use of simple past tense. This research concerns on enhancing students integrated reading and writing skill by using NHT method so the researcher needed data to be analyzed. The instruments used to collect the data are interview, observation and test. The interview was conducted to know the problems encountered by the students. Then the researcher did the observation to know the real condition in the classroom dealing with students' activity, responses and behavior during the learning process. Meanwhile, the test was employed to elicit the data dealing with students integrated reading and writing enhancement.

The researcher used test taken from the tests that were conducted before and after the cycles. The mean score of previous and post-test 1 after the first cycle was compared. Then the result of the post-test 2 was compared to post-test 1. The result was analyzed to compare the student's improvement on integrated reading and writing skills, the result could indicate whether using Numbered Head Together can enhance students' integrated reading and writing skill or not. This research was conducted into two cycles. The first cycle consists of 3 meetings meanwhile the second cycle consists of 2 meetings. The researcher uses the formula to find out the mean score of the students. The researcher uses the formula which is proposed by Suparno (2008, p.81):

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

Notes:
X　　　= Mean Score
$\sum$x　　= The sum of all scores
N　　　= The total number of the subject

3.　FINDINGS AND DISCUSSION
3.1　*Identification the Problems*
The researcher conducted the observation in a school to know the English teaching and learning process. The researcher interviewed the English teacher and the students on that school to know the main problems encountered. The result shows that the students feel lazy and have no interest because the teacher only focuses on the materials without combining with appropriate methods or media. Reading material becomes the most boring materials for the students. Besides, the teacher adds that the students still find the difficulties in understanding meaning and find detail information from the text. This makes the students confused in constructing the words into sentences when doing the essay test. The students are used to miss spelling the words. Another evidence shows that at their score most of them commonly only got 50.

3.2　*Implementation the Action Research*
The researcher did the research into two cycles. The first cycle consists of three meetings; meanwhile, the second cycle consists of two meetings. In the first cycle, the researcher taught the students a recount text using Numbered Head Together (NHT) method. Here, the students encountered so many difficulties. They were difficult to understand the detail information of the text. They felt confused and ashamed to tell their answer. The researcher divided the students into five groups. This is based on the student's capability. Thus, in the second meeting of the cycle one, the researcher gave each student number one to five. Then, the researcher got the students to discuss the material in a group. Here, each student was responsible for answering and comprehending the whole materials and the following questions. After implementing the action, the researcher gave the test to know the student's improvement. The first test or posttest 1 of the first cycle was compared with the pre-test.

The second cycle of this research consists of two meetings. Before implementing the cycle two, researcher evaluated his teaching process in the first cycle. Here, the researcher still found miss spelling of words. The researcher also found that the students feel difficult to get the meaning of the text since the lack of vocabularies. The researcher decided to inform the students to bring their dictionaries. The first day of implementation, the researcher used Numbered Head Together (NHT) method to teach recount text. The students were active, some of the students can almost identify and understand the social function, the generic structure of recount text and the researcher found less miss spelling. The researcher also motivates the learners to keep learning. During the implementation of Numbered Head Together (NHT) the students were active and show their self-esteem. The second meeting of cycle two was used as taking the students improvement. Here, the researcher conducted the post-test 2 which was compared to the previous test.

3.3 Discussion

Based on the research finding above, the researcher discusses some points regarding to the implementation of Numbered Head Together (NHT) method to teach integrated reading and writing skills. The class consists of 21 students who are in tenth-grade students of Vocational High School in Blora. The result of pre-test, post -test 1 and the post -test 2 is as the following:

Table 1. The Result of the Test

N0	Name	Pre-Test	Post Test 1	Post Test 2
1	Ade Oktaresa Rahmawati	40	56	60
2	Anggit Novita Putri	40	48	52
3	Anis Setyowati	50	68	68
4	Aprilia Lestari	40	64	62
5	Aprillia Wulandari	50	68	68
6	Arie Dwi Astuti	50	68	64
7	Dewi Candra Rukmana	50	60	68
8	Dwi Septia Ningrum	45	52	62
9	Erna Dwi Astuti	50	48	64
10	Eca Rusma Aprilia Sari	35	48	52
11	Eka Nurlia Agustina	50	40	62
12	Emi Maratus Sholikhah	30	52	68
13	Faridatul Nur Anisa	80	72	84
14	Febrianti	75	84	88
15	Fina Novita Widyaningrum	70	68	72
16	Ilham Nur Fadhli	85	84	76
17	Indarti	80	80	80
18	Intan Anggraeni	50	64	68
19	Intan Nur'aini Widyastuti A	50	60	64
20	Kartini Ike Murti Wahyuni	40	62	64
21	Lela Apriliawati	40	62	64
Mean Score		52.38	62.28	67.14

Based on the table of the result above, it can be seen that the mean score of pre-test is 52.38. This score is from the teacher score. The mean score of the post- test 1which was conducted in the first cycle is 62.28. This can be assumed that the students do the improvement. Then the mean score of post- test 1 is compared to the mean score of post- test 2. Based on the result above, the mean score of post -test 2 is higher than post -test one. The mean score of post- test 2 is 67.14. Here, the students are also active during the teaching learning process. The students also show their improvement such as they are able to identify the generic structure of the recount text. They are also able to identify the social function, language use in recount text. Moreover, they are able to understand and guess the meaning of the sentences. The researcher also found less miss spelling. The students' responses toward teaching-learning process using Numbered Head Together (NHT) method were good. This is based on the result of the interview that shows they are happy to this method. They stated that this method can help them understand the materials easily and answer the question correctly. They also stated that this can enhance their self-esteem. They have to understand the materials and try to answer the question correctly, yet they have to discuss it first with their group. Here, each student is responsible for the whole question and materials because the teacher will randomly choose the number of the head that means they have to answer the question. They also stated that, during the learning process, since they have to read the whole text and comprehend the materials, this also influenced the students writing skill. Based on the result of an interview with the students, they can memorize the words easily that make them able to write down with the correct spelling. They also stated that *"mungkin kemahiran nulis ini didapat dari sering membaca, sehingga nulisnya kata juga benar tidak keliru"*(Perhaps this reading habit influences the writing skill, so that they can write the words correctly). So Numbered Head Together (NHT) method can enhance students integrated reading and writing skills.

4. CONCLUSION

Based on the explanation above, the researcher concludes that teaching integrated reading and writing skills using conventional method is no longer effective. The students tend to be less motivated, enthusiastic and attentive. To overcome these problems, an English teacher must be more creative and selective in choosing the method. NHT is considerably effective to teach the students because through this method the students can be more active during teaching and learning activity. Therefore, the enhancement is clearly perceptible. It is based on the result of the implementation of NHT seen from the comparison of their score that is gradually improved. The students' mean score of pre-test is 52.38, the mean score of the post- test 1 is 62.28 and the mean score of post -test 2 is 67.14. Based on the result of the interview, the students stated that this method can help them understand the materials easily and answer the question correctly. They also stated that this can enhance their self-esteem. Moreover, the students can memorize the words easily that make them able to write down the correct spelling.

5. REFERENCES

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