

The Effect of NHT On Students Reading Comprehension of Narrative Text in SMAS Bhayangkari Rantau Prapat Academic Year 2019/2020

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ABSTRACT

This study aims to determine the effect of NHT on students reading comprehension of narrative text. This type of research is quantitative research. Which researchers will conduct their research by going directly to the SMAS Bhayangkari Rantau Prapat. Quantitative analysis of numerical data (nurimia) that is processed by statistical methods. The research design used is *pretest–posttest control group design*. The population of this research will Grade XI students of the High School (*Senior High School: SMA*) SMAS Bhayangkari Rantau Prapat. the researchers used the cluster technique. Researcher chooses one class as an Experimental Class and one as the control class. In experimental class were 39 students and control class were 38 students. The totals of sample were 77 students. The instrument in this research was test. The test was conducted in pre-test and post-test (competence test). For pre-test, the researcher gave the students a paper contain narrative text with mouse deer and chrocodile (kancil dan buaya)The text consists of a texts with the total number 10 questions. The procedures in administrating the test will divided into pre-test, treatment, post-test, and scoring the test. To find out the difference means of scores of the test between the experimental and control group, the researcher used t-test formula. Based on the calculation, the t_{count} is 4,033 > t_{table} is 1,66543. So it can be concluded that there is a positive effect of NHT on Students Reading Comprehension of Narrative Text in SMAS BHAYANGKARI Rantau Prapat Academic year 2019/2020.

Keywords: NHT, reading comprehension

INTRODUCTION

Reading is process used to get ideas from texts, reading allows people to get information from varieties of texts, such as written or printed from newspapers, magazines, and brochures. In addition, reading as one of language skills has an important role to facilitate students to learn foreign languages, where through reading students are expected to find information from the text, identify the main ideas, identify explicitly or implicitly from the text and understand the purpose of the text. In reading, not only reading the text but students must also understand and understand the meaning of the text being read.

According to Serravallo (2010) basically, reading is thinking and understanding and getting at the meaning behind a text. Reading is a complex behavior that involves the conscious and unconscious use of a variety of strategies, including problem-solving

strategies, to construct a model of meaning, which the author assumes has intended. In addition, reading is the skill or activity of getting information from books or the way in which the reader understands something.

According to Anggraini (2013) state that reading comprehension is an important skill for students of English. For most of learners it is the most important skill to master in order to ensure success in learning. Reading comprehension is very important to develop student vocabulary and to help students master Second Language (SL) skills. Is an activity to understand the meaning in a text. As one of the four basic language skills, reading contributes to the success of language learning along with other skills. Reading allows students to find information from a variety of texts, ranging from textbooks, newspapers, magazines, advertisements, brochures, internet, DVDs, TVs to mobile phones.

Reading also allows students to know how English is actually used in print and written formats. According to the 2006 School Based Curriculum (or Education Unit Level Curriculum / KTSP) (BSNP, 2006) for middle school students, one of the goals of being competent in reading must be for students to learn to understand meaning and respond to rhetoric. steps in short functional articles and short essays in genres such as recount, descriptive, narrative and procedural formats. However, researchers found that teachers at Bhayangkari Rantauprapat High School said that most students faced many difficulties in understanding the meaning of English texts, especially in mastering reading skills such as finding main ideas, making conclusions, and the meaning of vocabulary. About 10 students cannot answer questions related to the main idea, 8 students cannot find conclusions, and 20 students have less vocabulary. These are the findings of a preliminary study conducted at Labuhanbatu high school, namely SMAS KEMALA BHAYANGKARI. The author also found that the average reading score of students in this school is only 49 out of 100 while the KKM (Minimum Graduation Criteria or Graduation Level) is 70. These results indicate of the students, only a portion of them can graduate.

Reading is one of the important and crucial skills to be mastered by students among other English skills like listening, speaking and writing. In reading, the readers try to understand what the writer means by interpreting what they read. Candlin (2002: 11) says that "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". It is also supported by Anderson & Nunan (2008: 2-3) who say that reading is the ability of readers combining information from a text and their own background knowledge to build meaning.

Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text. information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing).

Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive. Reading is a process carried out and used by the reader to obtain the message to be conveyed by the author through words / written language. A process that demands that groups of words which are a unity be seen at a glance, and so that the meaning of individual words will be known. If this is not fulfilled, then the written and implied messages will not be captured or understood, and the reading process will not be carried out well (Hudson 1960: 43-44).

Reading Comprehension

Comprehension can be defined as the ability of the mind to perceive and understand ideas. It refers to a deep mental process in order to appreciate and recognize essential information within the text. Therefore, the reader can draw information that is direct or indirectly stated within the text to understand its purpose.

According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

NHT (Numbered Head Together)

The number head together learning model is a type of cooperative learning model known as the abbreviation NHT. Basically, cooperative learning is a learning strategy that prioritizes collaboration between students in groups to achieve learning goals. Where students are divided into small groups and directed to learn predetermined subject matter.

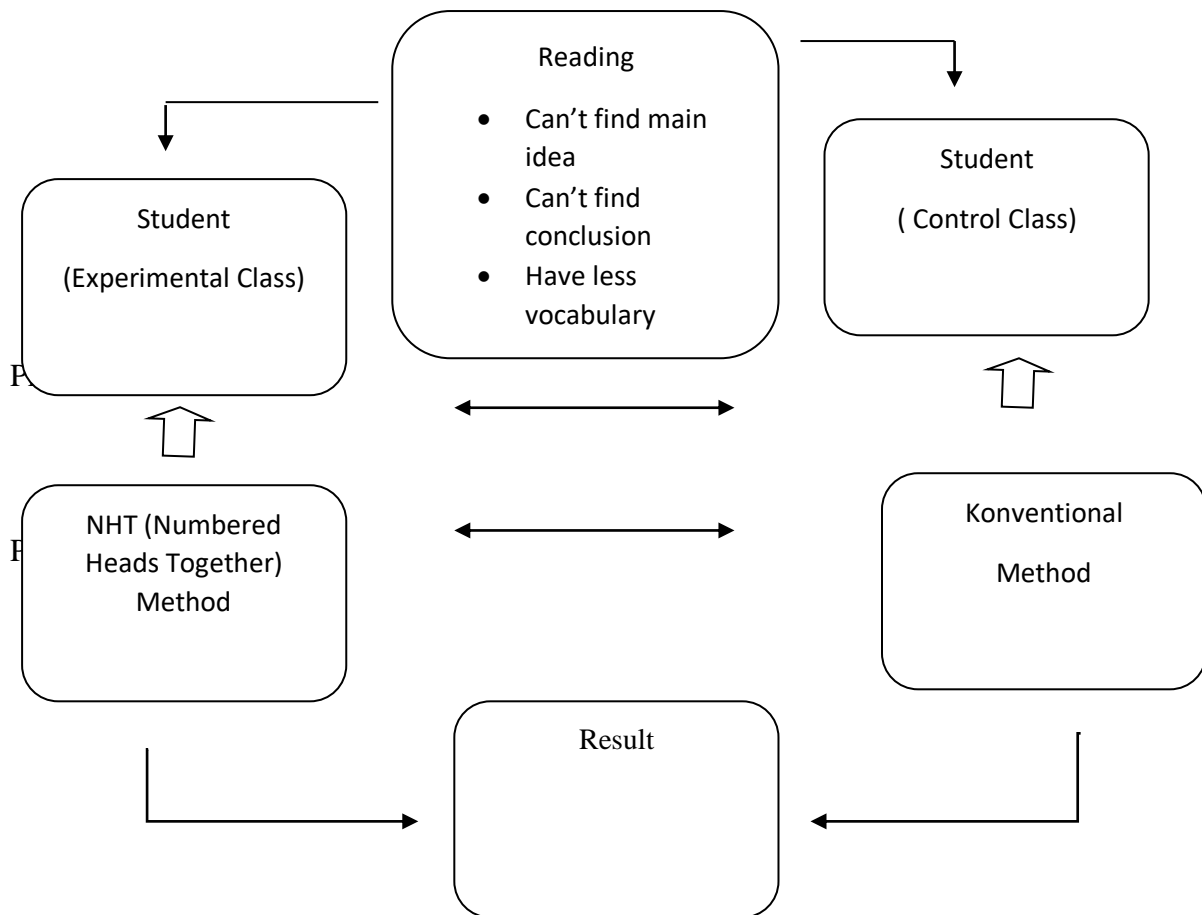
This type of NHT cooperative learning places more emphasis on specific structures designed to influence student interaction patterns in order to aim to improve academic mastery. In addition, the benefits of the NHT type of cooperative learning model will greatly assist students in growing good self-confidence, improving acceptance of the individual also becomes greater. Besides that, minimizing disruptive behavior so that conflicts between individuals are reduced so that a deeper understanding will emerge and increase kindness, sensitivity and tolerance and of course the end result with better learning outcomes.

One model of cooperative learning is the type of Numbered Heads Together (NHT) or Numbered Heads of Structures. This model can be used as an alternative variation of the learning model by forming heterogeneous groups, each group consisting of 3-5 students, each member has one number. Then the teacher asks questions to be discussed together in groups by designating one of the numbers to represent the group.

This learning model has a characteristic where the teacher only appoints a student to represent his group without telling in advance who will represent the group. So this method guarantees the total involvement of all students. This method is a very good effort to increase individual responsibility in group discussions.

This learning model must be implemented by numbering so that each student in the team has a different number, according to the number of students in the group. By giving these numbers, the teacher can ask questions to students. The questions given can be taken from certain subject matter which is being studied. And in making the question attempted can vary from specific to general nature with varying degrees of difficulty.

Conceptual Framework



Language is the ability that is processed by humans to communicate with each other by using signs or symbols, for example words and body movements. Language consists of a collection of words in which each word has an abstract meaning and relation to the concept or object represented by these words. The use of language is generally based on a set of rules so that the words spoken or written follow certain rules.

Reading is one of the four skills that need to be acquired in learning English because it is taught in school as a compulsory subject. Students must understand a number of text readings such as descriptive, procedures, narrative, recount, and report. One type of text that must be learned by them is narrative text. However, in reading English narrative texts, students of class XI Bhayangkari SMAS find it difficult to understand narrative texts. The reason is that they have difficulty getting the main idea, supporting details, and the general structure of the text. In addition, teacher-centered learning is still used in the learning process, and then students also have limited vocabulary and score low on their reading skills.

Hypothesis

Because this research is purposed for finding the empirical evidence of the effectiveness of Numbered Heads Together (NHT) technique on students' reading comprehension of narrative text, the research hypothesis can be formulated as follows:

1. Null Hypothesis (Ho)

There is no significant effect in using NHT in students' reading comprehension of narrative text at the eleventh grade of SMAS. Bhayangkari Rantauprapat.

2. Alternative Hypothesis (Ha)

There is a significant effect in using NHT in students' reading comprehension of narrative text at the eleventh grade of SMAS. Bhayangkari Rantauprapat.

CONCLUSIONS

Based on the results of the analysis and discussion described, it was found that there was a significant difference in the increase in post-test scores from the pre-test scores of students who were taught by NHT on students reading comprehension of narrative text who were not taught by NHT on students reading comprehension of narrative text. So it can be concluded that there is a positive effect on the implementation of the NHT on Students Reading Comprehension of Narrative Text in SMAS BHAYANGKARI Rantau Prapat Academic year 2019/2020.

SUGGESTIONS

Based on the conclusions that have been presented, the advice that researchers can give is as follows.

1. Educators can apply NHT on students reading comprehension of narrative text while learning in class because it has been proven that there is a positive influence on the application of NHT on students reading comprehension of narrative text.
2. Other researchers who want to conduct similar research can be tested on different subjects, such as comprehension of deskriptive text.

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