

ARTICLE

THE IMPLEMETATION OF TEACHING READING USING NUMBERED HEAD TOGETHER METHOD TO ELEVENTH GRADE AT SMK N 1 KEDIRI ACADEMIC YEAR 2018 / 2019



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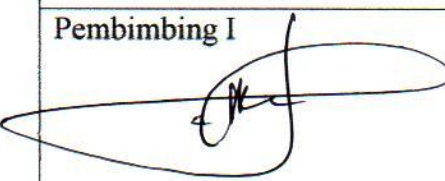

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ABSTRAK

The aim of this research was to describe the implementation of Numbered Head Together method and students respond in teaching reading by the teacher in eleventh grade at SMK N 1 Kediri. This research was taken in SMKN 1 Kediri November 2018. The subject of this research was the English teacher. The researcher design used by the researcher is qualitative research and used observation, interview, and documentation to get the data. The teacher applies this Numbered Head Together method through three activities. The three activities such as pre activity, whilst activity and post activity. In interview, the teacher said that this method is suitable in teaching reading. It means the eleventh grade students of SMKN 1 Kediri have a good respond in teaching and learning process. The application of method in teaching reading can help students improve their reading skills. This is a positive thing for teacher and students. The teacher can deliver the material well to students and the students can understand about the material delivered by the teacher. Furthermore, it is hoped that this research can provide benefits for the readers and can also provide a development of a interactive method for teaching reading in the classroom.

Keyword : Reading, Teaching Reading, Numbered Head Together

I. INTRODUCTION

Teaching is the process of giving knowledge by the teacher in to the students. Brown (2000: 7) Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand. The teacher setting condition or atmosphere in learning by using media, appropriate method and each

other to make students feel enjoy during teaching and learning process. English which is taught at Vocational High School involves four skills, they are listening, speaking, reading and writing. Skill in English there are two skill they are written skill and spoken skill which are used in communication. So, it can produce competence in written text and spoken text. It can be seen into four skills they are listening, speaking, reading, and writing.

Especially in reading, reading is a written text. Students use reading skills to get information through several texts, so reading is one of the main skills for students learning. It is supported by Harmer (1991:190). Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. Then reading is an activity that the writer shares their message to the reader. So reading skill is very important to mastering for student.

Based on the researcher's interview to the English teacher in SMKN 1 Kediri, there are some difficulties faced by the students in learning reading, especially in reading text. Reading text is considered as a boring activity for the students because they feel difficult to comprehend the text and to conclude the idea of the text by themselves. For this reason, one way to make students interested in learning is the application of interactive methods. Based on interview with English teacher in SMKN 1 Kediri, the teacher tries to give students an interactive method. That is cooperative learning and the name is Numbered Head Together.

Numbered Heads Together (NHT) is a cooperative learning method developed by Spencer Kagan. Kagan (1994) Numbered Heads Together is an

approach to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. By working in groups, students can share with their friends about unfamiliar words in the text, students can get messages from the text and they can discuss together. Moreover, Numbered Head Together makes the students actively involve-in the teaching and learning process, because like that, the writer took a research under the title "The Implementation of Teaching Reading Using Numbered Head Together Method to Eleventh Grade at SMK N 1 Kediri Academic Year 2018 / 2019".

II. METHOD

The researchers used qualitative type research because researchers wanted to know how a process applied a Numbered Head Together method in teaching reading learning by English teacher. Creswell, (2012) Qualitative data collection is more than simply deciding on whether you will observe or interview people. The researcher believes that, in qualitative research the data that the researcher got is more than simply and a clear data. The researcher use three instrument to collect the data. The first that the researcher is interview with the teacher to know the teaching plan, next is class observation, the

researcher will observe the class activities. The last is documentation, because that is so useful to show the truth by the research that the researcher observe in the class activities. For collecting data, it was begun at 6th November and 13rd November 2018.

III. FINDINGS AND DISCUSSION

Based on the findings the teacher applies this Numbered Head Together method through three activities. The three activities such as : pre activity, whilst activity and post activity. In pre activity the teacher started with greetings and pray together. He asked to the students about their condition and explained the aim of learning. He also conducted the students to make a group the group consist of 4-5 students and he helped the students to prepare learning activities. In whilst activity the teacher accompany the students to understand text and giving the students question and answer based on the material that conveyed by the group discussion. He also invited the students to present their discussion and concluded the material that they have learned and giving feedback to the students. The last, in post activity the teacher asked to the students about which material that students not understood to enactive how the students understood from the material. In the end, the teacher review the material that was

just taught. The researcher conclude that the procedure of implementation Numbered Head Together in teaching reading in the eleventh grade students at SMKN 1 Kediri was match to the theory, result of interview and lesson plan. the teacher applies this Numbered Head Together method through three activities. The three activities such as : pre activity, whilst activity and post activity

The application of this method is two meeting. in the first and second meetings. From the two meetings, it can be seen how the difference is, how students respond to the material taught by the teacher. In the first meeting students need a long time to understand about the teacher explanation and in the second meeting students more quickly to understand teacher explanation. This proves that students have a good response in the implementation of this Numbered Head Together method. Rusman (2016), that a learning method that made the students more active, fun, and effective needed to be implemented in order to achieve the learning objectives. Students always focus when the teacher gives instructions in the learning process. And students are active when the teacher asks questions about the material. So, from the explanation above, the researcher concluded that the result the eleventh grade students of SMKN 1 Kediri were good

response when the teacher implemented Numbered Head Together in Teaching Reading.

IV. CONCLUSION

Based on the research, the researcher conclude that the teacher had a creative method to teach reading, because the teacher prepared all thing and material before come to the classroom and here the teacher made the student interested to study about reading. It is can looks from the media that she used such a paper number, until used the things around the classroom environment. Before teaching activities, the teacher also ready with her lesson plan that related with her syllabus and student handbook.

There are several points that can be concluded by the researcher from research findings. First is about teaching method and media during the process of learning. Based on the findings, there are three steps or phase technique used in the process and became the several thing used by the teacher. The three steps or technique to make the students more interested and enjoy the material. It can be used in the grouping and practicing in class, so that is

an effective steps or method of teaching reading activities in the SMKN 1 Kediri. And it means that three steps or technique useful and became a creative and efficient way to teach reading especially in reading activities. Here the teacher compared all steps with the media that to give more explanation and give the examples. This way, can made the atmosphere of the class become e more enjoyable for the students.

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