

## THE USE OF NUMBER HEAD TOGETHER TO IMPROVE VOCABULARY MASTERY OF THE EIGHT GRADE STUDENTS OF SMPN 16 MALANG IN ACADEMIC YEAR 2019/2020

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### A B S T R A C T

The method used in this research was classroom action research. The researcher conducted this research from February until March 2020 in SMPN 16 Malang. The subject was the students of VIIIH in 2019/2020 academic year. This class consists of 30 students, 17 boys and 13 girls. In collecting the data, the researcher use observation and test. The test were given in pre-test, test 1 and test 2. The researcher analyzed the mean score of each test to find out the improvement of students vocabulary mastery after the action was conducted. The researcher conducted the action the students' vocabulary mastery increased optimally. It could be seen from the score that pre-test is 72,3, post-test 1 is 78,2, and post-test 2 is 79,8. Percentage the criteria of success on the pre-test is 53,3% and on the post-test 2 is 73,3%, from pre- test to post-test 2 is 20% After applying the action the researcher was able to solve the problem in improving vocabulary mastery. The students were able to take the word meaning based on the context. By using number head together technique in teaching vocabulary, students could easily understand and memorize vocabulary, the students are enthusiastic and enjoy during teaching learning process.

### Introduction

No one speaks the same way all the time and people constantly exploit the nuances of the languages they speak for a wide variety of purposes. People use language to express their feelings, ideas, and desires. Language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hands (Charles: 1998 in Dyah: 2015). Without language it is hard to imagine how people can communicate and get along with one another because language is a tool to communicate. English as International language is spoken almost all over the world. The importants of improving English ability especially in the era globalization because all can be connected. With this ability, people can communicate and support with each other to make changes and develop technology. In the global area, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology. Trianto (2007:62) states that Numbered Heads Together Technique which was designed by Spencer Kagan in 1993 is a cooperative teaching technique in which the students are involved in analyzing the material discussed in the teaching learning process. The students sometimes get difficulty in memorizing the English vocabulary from time to time, they do not know the function and how to use the word. They only know a few words that are commonly used. They have difficulty developing new sentences due to lack of vocabulary.

The student can learn 4 English skill in one lesson, they read the material, they write and speak their opinion with presentation, and listening the presentation from others. Besides that, this technique also helps the students to be able to work cooperatively in a team or group.

## Research Method

This research is a classroom action research in teaching vocabulary using Number Head Together. Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures (Harmer: 2003).

In this research, the researcher involved four phases in each cycle which are essential as proposed by Kemmis and Mc Taggart (1988). Those phases are planning, action and observation, and reflection.

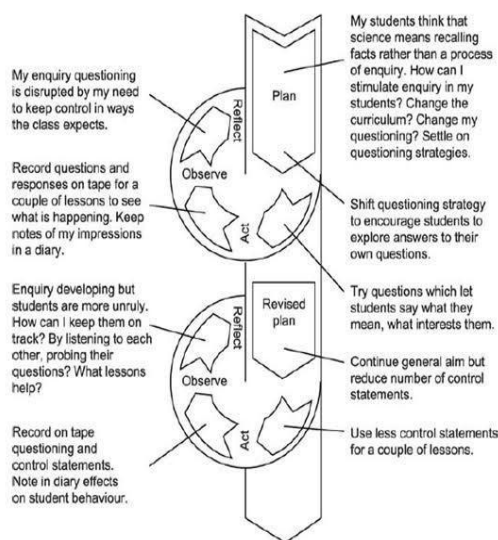


Figure 1. The Diagram of CAR

Classroom actions needs collect the data to support the investigation. The first is observation. Researcher join the class and watching the activities in the learning process. In addition, researcher interviewed with the teacher to get informations.

The second is test. Quantitative data include formative test (pre-test and post-test). The result of pre-test and post-test analyzed using a formula proposed by Arikunto et.al (2010:150). The formula is follow:

In which:

N : Total Participant

X : Means of pre-test scores

Y1 : Mean of post-test 1 scores Y2 : Mean of post-test 2 scores  $\Sigma x$  : The sum of pre-test score

$\Sigma y1$  : The sum of post-test 1 score

$\Sigma y_2$  : The sum of post-test 1 score

The researcher creates the criteria of success to know the student's comprehending in English vocabulary based on their score. It also there is standard minimum of competence (KKM) based on the school standard minimum score that will show the result of the test that is 75. Minimum the criteria of success of the student is 70%, and the students increase the participation during learning activity, it can be declared that it is successful. And to find out the percentage the criteria of success will used formula:

Numbered Head Together (NHT) is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to problem or question asked by the teacher or other group. From definitions we can conclude that numbered heads together is a group working which not only consider about the group comprehension in answering or explaining the answer but also focus on the comprehension of each member of the group. So, each member in the group has a responsibility in certifying that each member knows the right answer.

According to Richard and Renandya (2002:52), "Numbered Head Together encourages successful group functioning because all members need to know and be ready to explain their group's answer(s) and because, when students help their group mates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it".

Jacobs (1999: 30) Number Head Together involves four steps, they are:

1. The teacher has student number off within groups, so that each student in a group gets a number: 1, 2, 3, 4, or 5
2. The teacher asks a questions about the topic and states the time limit for the group to answer. The question is directed to everybody so that all the members will be encouraged to think.
3. Student in each group thinking together. They discuss and explain the reasons for their individual answer until they finally arrive at a common answer. The group make sure that everybody knows and can explain the correct answer.
4. The teacher calls a number at random. Students having the same number raise their hands and the teacher calls someone to answer. The who answers explains to the group reasons for their answer. Team scores can be note on the board to inspire the students to do well in the activity.

Each student has responsibility to make sure all members in their group know the answer; the last, teacher called a number randomly and the student with that number must answered it with the explanation. All the members have the chance to be called as the teacher calls the numbers (1,2,3,4,) at random using a number wheel or any other device that can be improvised by the teacher.

According to Lai (in Yeh, 2004) state about Numbered Heads Together technique:

1. Cooperation learning strategies including Numbered Heads Together technique is helpful in fostering the four language skills, strengthening grammar and vocabulary power, and improving English competence.

2. It can increase students' engagement.

3. Decreases dominance from clever students so that students' equal participation will be apparent. Since students have to answer the questions, all students including the shy or weak ones should participate in reporting the answer.

4. It motivates students to learn. Numbered Heads Together can motivate students since the technique has the sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates. Being motivated, students will participate actively during the lesson.

5. It encourages peer tutoring from smart students who know the answer to other team members who do not.

Based on ACELT Journal (1998), the advantages of numbered heads together are:

1. Numbered heads together can encourage positive interdependence because the members become intellectually and socially active to participate and contribute to arrive at the correct answer and to help each member to be able to explain the answer.

2. Individual accountability is also emphasized because everyone needs to be ready to represent the team and to help the others be ready.

3. Simultaneous interaction is enhanced because once the teacher announces the questions, all the members will join their heads together.

4. Equal participation since all the members have the chance to be called as the teacher calls the numbers (1,2,3,4,) at random using a number wheel or any other device that can be improvised by the teacher.

While the disadvantages of cooperative learning model Numbered Heads Together are as follows:

1. Not all member of the group called by teacher.

2. The smart student will tend to dominate so that it can make the weak student have inferior and passive attitude

3. The discussion process can go smoothly if there are student just simply copy the work of smart students without having adequate understanding. If there homogenous group so it will be unfair for the group contained of weak students.

## **Result and Discussion**

### **Result**

Research finding is taken from the beginning until the last of teaching learning process. Actually this research consists of two cycles. The finding can be described as follows:

1. Preliminary observation

Before the researcher conducted the research implementation, the researcher did preliminary observation to SMPN 16 Malang to know the English teaching and learning process. Based on the preliminary observation, the researcher found the problems during the English teaching learning.

The students faced difficulties in vocabulary such as memorizing the English vocabulary from time to time, they do not know the function and how to use the word.

2. Pre – test

The researcher also gave pre- test to know the students ability in vocabulary mastery. The result of

pre-test was that the students made so many mistake in vocabulary test, especially in the use of vocabulary and translating meaning. It showed that more than 50% student were difficult in English.

### ***Discussion***

#### **The Implementation Cycle 1**

##### **1. Planning action**

Preparing instrument

Lesson plan

Media

Vocabulary test

Preparing criteria of success

The researcher creates the criteria of success to know the student's comprehending in English vocabulary based on their score. It also there is standard minimum of competence (KKM) based on the school standard minimum score that will show the result of the test that is 75. Minimum the criteria of success of the student is 70%, and the students increase the participation during learning activity, it can be declared that it is successful.

##### **2. Implementation of action**

##### **3. Observing the action**

##### **4. Reflecting the action**

Based on the observation done, the researcher got some important result dealing with the application Number Head Together in improving vocabulary mastery in the cycle 1. There is an improvement on the students vocabulary mastery in general, compared with the data obtained from the pre-test score.

The important part of vocabulary mastery, spelling, pronunciation, understanding the words meaning, and using the words in a context displayed a progress. It could be seen from their participations. Also they tried to translate the text but while the presentation the students were not confident to explain the answer or ask question to other presenter, so the presentation is pasive.

Analyzing the result of the test, the mean score of the pre-test is 72,3 and the mean of post-test 1 is 78,2. From 30 students, there are 11 students who failed and 19 student who succeed. It indicates that the students vocabulary mastery inncreased but it had not satisfied yet.

Percentage the criteria of success on the pre-test is 53,3% and on the post-test 1 is 63,3%, it means that still less than the minimum the criteria of success which is 70%.

#### **The Implementation Cycle 2**



## 1. Revising the planning

Preparing instrument

Lesson plan

Media

Vocabulary test

Preparing criteria of success

The researcher creates the criteria of success to know the student's comprehending in English vocabulary based on their score. It also there is standard minimum of competence (KKM) based on the school standard minimum score that will show the result of the test that is 75. Minimum the criteria of success of the student is 70%, and the students increase the participation during learning activity, it can be declared that it is successful.

## 2. Implementation of action

### 3. Observing the action

### 4. Reflecting the action

After analyzing the observation, actually the researcher found some differences. The differences showed in the teaching learning process of the cycle 1 and cycle 2.

The activity in the cycle 2 was good. Everything ran well. It could be shown when the students joined the class. At the cycle 2, the competition for each group increasing the learning activity, when the researcher asked the students to look for the difficult words, they were so active and brave to ask about the meaning if they did not understand.

Analyzing the result of the test, the mean score of the post-test 1 is 78,2 and the mean of post-test 2 is 79,8. From 30 students, there are 8 students who failed and 22 student who succeed. Percentage the criteria of success on the post- test 1 is 63,3% and on the post-test 2 is 73,3%, it means that more than the minimum the criteria of success which is 70%. The increase of post-test 1 and post-test 2 is 10% and from pre-test to post-test 2 is 20%. It indicated that they were interested in joining the class, and they wanted to be active. The increase of pre-test and post-test 1 is 10%, the increase of post-test 1 to post-test 2 is 10%. That the increase of pre-test to post-test 2 is 20%.

Moreover, the researcher also managed the time in order to make the lesson effective. The effective time was good because the researcher could do many works and transfer the knowledge maximally, so she had many time to explain and given much information about the words meaning.

Considering the result in the two cycles, the researcher discusses some points that related to the improving vocabulary mastery using number head together.

In this section, it would be explained the analysis of research data following the table:

<K KM

>K KM

Mean	Criteria	Success (%)
Pre-test	14	16
Post-test 1	11	19
Post-test 2	8	22

From the table, that shows the result that every siklus increasing and the using number head together technique improving vocabulary mastery. The implementation Numbered Heads Together to teaching vocabulary at the eighth grade students of SMPN 16 Malang improve the vocabulary mastery.

During the teaching learning process of Numbered Heads Together, the students responded positively on the material and they became more active in the classroom. The research finding showed that the use of Numbered Heads Together technique could increasingly motivate and help students learn for vocabulary.

One randomly selected student answer with presentation and the teacher checks with other students for agreement. Since students are given time to discuss possible answers prior to responding, it is more likely that everyone, including lower achieving students, will know the correct answer. Moreover, since groups cannot predict who will be called upon to answer the question, they are more likely to ensure that everyone knows the answer.

In the Numbered Heads Together technique, all the students in a group work together, they communicate with each other and more importantly cooperate with each other. Percentage the criteria of success on the pre-test is 53,3% and on the post-test 2 is 73,3%, from pre-test to post-test 2 is 20%.

## Conclusion

Based on the data analysis, so the researcher can come to the conclusion as follows: During the teaching learning process using Numbered Heads Together, the students responded positively on the material. The research finding showed that the use of Numbered Heads Together technique could increasingly learning activity and improving vocabulary mastery, the students be active; they know more about words meaning also, how to put the words based on the context.

It indicated that Numbered Head Together could improving the vocabulary at the eighth grade at SMPN 16 Malang in academic year of 2019/2020.

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