

The Effect of Creative Reading Instruction: A C...

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Title The Effect of Creative Reading Instruction: A Comparison of Technique between Number Head Together (NHT) and Make a Match in Narrative Text at the Seventh Grade of Junior Level Author Surti Nur Utami Dwi Sulisworo Ahmad Dahlan University Bio-Profiles: Surti Nur Utami is a student of Ahmad Dahlan University Yogyakarta Indonesia currently taking up master of English education study program. She gained her bachelor degree from Muhammadiyah University of Metro Lampung, Indonesia. She concerns on teaching English for senior level. Furthermore, her main research is improving the quality of English instruction for junior. Dwi Sulisworo is a senior lecturer at post graduate program of Ahmad Dahlan University Yogyakarta Indonesia. Currently he is a Vice director of graduate program at Ahmad Dahlan University. He gained his master program at Bandung Institute Technology majoring Department of Industrial Engineering, and earned his doctoral program at Malang State University majoring Department of Learning Technology. Abstract

This quantitative research investigates the student's creative reading instruction. Comparing between using Numbered Head Together (NHT) and Make a Match to teach narrative text. The main purpose of this study is to examine whether NHT or Make a Match is effective or not to teach narrative text. Regarding, that each techniques has different characteristics the researcher used cluster random sampling to take the sample. The sample is in the same level of seventh grade which consists of heterogeneous students. This research was held in a school that located in rural area, where English is become unfamiliar and even strange for students. Consequently, reading especially in English is become bizarre habit for students. Further, this paper show significant result of students' reading narrative score by using NHT technique. The data were collected from pre-test which was conducted at first meeting and the post-test was conducted at the last meeting. A three-week treatment by implementing of two learning techniques; NHT in experiment class while Make a Match in control class to teach reading comprehension in narrative text.

Key Words: Numbered Head Together, Make a Match, Reading Comprehension, Narrative Text Introduction Reading plays as vital part which interprets learn English means learn reading. The aim of reading to get the main message of the text; it does not involve studying every word (Pollard, 2008). Reading is a difficult task, especially in foreign language; in this case it is English reading (Krashen, 2003). Lems et al. (2010) maintained that reading comprehension is the ability to construct meaning from a given written text. Regarding, reading comprehension is the key point for basics English, in particular teaching reading become the main concern for the teachers. The students need prosperous reading skill for acquiring fresh

information. Using various learning techniques of reading comprehension strategies enhances readers' reasoning (Duke, Pressley, & Hilden, 2004; Paris & Paris, 2007; Pressley, 2006). In fact, the students have to learn many genres endorsed by the curriculum of Indonesia. Many students got low score in reading test due to some reasons, i.e. unattractive teaching strategy provided by the teachers. Consequently the teachers have to be creative to build the students' enthusiasm in learning English. Based on preliminary study, the students reading score from the English teacher is drawn as the following. There are 70% or 20 students got bad score, 12% or 9 students got enough score, 12% or 9 students got good score and not more than 6% or 7 students can pass the examination with excellent score. Considering the information of students reading score, it also aim at finding out how far the result of comparison by using NHT and make a match technique toward students' reading comprehension in narrative text. Methodology This method of investigation was held through quantitative research. This experimental design deal with two classes: one as experiment class and one as control class which both class were received pre-test, treatment and post test. The aim of this quantitative paper is to determine whether NHT or Make a Match is effective to increase students' score of reading comprehension in narrative text. Participants The study was conducted at junior high school in Lampung, Indonesia. The sample of this research was taken by using cluster random sampling. There are two classes as the object, first class as experiment and the second class as control. Participants were the seventh grade students which consist of heterogeneous capacity. Furthermore, the experiment class got treatment through NHT and the control class got treatments through Make a Match. All participants had a major problem namely reading. The participants live in the rural area, where reading especially in English becomes crucial problem. The students did not have reading habit due to lack of English book. The students do not speak Indonesian as their daily conversation but in local language (mother tongue). Actually the students have good ability to compete and learn English, because the teaching-learning used by the English teacher, they get low score at reading test. The teacher only used textbook and monotonous teaching technique that does not encourage the students to be active in learning activity. Materials Reading is a good way of receiving input because it is accessible and full of input (Chiang, 2014). Some of the obstacles which discourage the language learner are lack of English book, doing no reading for English subject. As earlier explanation, it also supported by Mikulecky (2008) reading is the basic of instruction in all aspects of language learning; using textbook for language course, developing vocabulary, acquiring grammar and using computer-assisted in language learning program (p.1). Krashen (1985) argue that the best way to improve reading comprehension is by reading. The more students read, the better their vocabulary becomes and the better vocabulary they know, the better they can read. While, reading comprehension means making sense of what you read and connecting the ideas in the text to what you already know (Harmer, 2001). By having good reading comprehension, the students will be easier to understand the content of the text. As previous study, most of students do not have interested in reading text due to monotonous teaching strategy held by the English teachers. Narrative text become one of difficult type of reading, some students have difference background knowledge. For instance, when the teachers talk about folktale from another tribe, they do not really understand what the teacher talk about. Turmudi (2010) points out that reading comprehension in narrative text is a kind of reading text which describes about specific things, places or people. Narrative is text which contains about story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consists of orientation, climax of the story (complication) then followed by the resolution. From this point of view, the researcher give bridge of this gap by providing variety of teaching strategy to encourage students enthusiasm to learn reading. Cooperative learning strategy promotes discussion

and both individual and group accountability. NHT is one of cooperative learning strategy that held each student accountable for learning material. Kagan (1989) maintained that NHT offered the cooperative approach of whole-class question- answer, in which the teacher asks a question and then call one of the students with a raised hand, in this technique approach the students number off (e.g. 1-4) ask a question, and tell the students to “put their head together” to develop a complete answer to the question. When the teacher out a number, the students with that number raise their hands to give respond. This structure facilitates positive interdependence, while promoting individual accountability. This strategy ensures that each member knows the answer to problem or question asked by the teacher, because no one knows which number will be called, all team members must be prepared, that is why this strategy gives confidence to lower achievers. The cooperative learning of make a match is finding partner (Curran, 1994). This teaching technique spurs the students to read the text and comprehend the content. In other words, Make a Match is one of cooperative learning technique lead the students find their partner by matching the “Question” and “Answer”. The participant is divided into two big groups, “A” bring the question card and “B bring the answers card where everyone get one card that should be matched. During the activity the teacher played the music, while students were fully active to match their card by finding the correct answer of the question. The researcher who acted as teacher gave high score for who were fastest and correct card. This automatically built the students’ enthusiasm to learn narrative text, it also improves the students’ understanding of the material being studied. Group learning methods encourage students to take greater responsibility for their own learning and learn from one another, as well as from the instructor. Procedure This paper consist of some instruments which used to collect the data, to elicit the required data, three set of instrument were administrated; (1) Pre test Students were asked to do reading narrative test that held at first meeting in order to know the students mastery of narrative text. The researcher distributed 20 multiple choice question whose four options (a,b,c,d) that have been measure by expert judgment and try out instrument. They finished them in 60 minutes long to answer the question related to narrative text. (2) Treatment There was three weeks of implementation teaching technique to both experiment and control class. The participants learned narrative text using these previous techniques. The classroom activity in control and experiment class is different but the final goal is same. During the treatment, the researcher act as the teacher to explain the material and observe the students activity. NHT applied as teaching technique in experiment class, while make a match applied in control class. (3) Post test Post test is given at the end of the research in order to know the effectiveness of techniques that has been applied. It is aimed to know the result of students learning narrative text both experiment or control class. The researcher distributed 20 multiple choice question whose four options (a,b,c,d) as same as pre-test but in different type of question. The students finished them in 60 minutes long. The pre-test and post test data were derived from teaching and learning process in the classroom. The Gained Score of Pre Test Post test in Control Class Pre Test Post Test 85 63 65 40 41 20 MINIMUM AVERAGE MAXIMUM The Gained Score of Pre Test and Post Test in Experiment Class Pre Test Post Test 90 60 70 75 44 25 MINIMUM AVERAGE MAXIMUM As can be seen in the charts of pre-test and post test both classes, there are escalation difference result between two techniques applied in teaching activity. Result and Discussion It can be seen from the above studies, the result of this study also indicate that students’ reading comprehension in narrative text using NHT at junior level show significant increasing. The participants were fully active to join the activity during learning process. It is easier for the students to learn and comprehend the text provided by the teacher, most of students express their idea in group activity by sharing the information they have got. It supported by Novitasari & Abdullah in 2013 that NHT enhanced the interaction among the

One side effect of reading a lot of books is you'll end up with a rather large...vocabulary. It increases exponentially the more you read. Words nurture creativity -- having more words at your disposal will make you a better communicator. You'll be a better conversationalist, a quicker thinker, a better problem solver. In any sort of creative field, these are skills that come in pretty handy. On top of the numerous health, psychological, and creative benefits of reading books, they're just plain fun. Try it out. 30 minutes a day, turn off everything but your brain and see how much better you feel. Story re-creation is about reading a text or story and acting it out to other students. Depending on the level of your students, you can read the story together in class before dividing them into groups for further discussions. If you want to have students figure out the plot on their own, make sure the group you create has members with different English skill sets. In other words, you don't want to put all the strong readers in one single group. Cause and effect questions help students to think outside the box and better understand the ripple effect of events. Text materials that have a mysterious plot or a historical background are excellent choices because they require students to understand the context of the mystery, the clues and the characters to fully appreciate the thrills of crime solving. Effective reading instruction: encompasses a range of teaching practices that provide varying levels of support at different points of need -- these practices include modelled reading (including thinking aloud), shared reading, guided reading and independent reading. uses these teaching practices to provide explicit instruction in comprehension. provides opportunities to maximise engaged reading and deep thinking about texts through practices such as literature circles and reciprocal teaching, or through providing prompts to promote extended talk about texts. includes explicit instruction about