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Improving Students' Listening Comprehension Achievement through Numbered Heads Together Technique at *MAN 2 Jember Senior High School*

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Abstract: This research was to improve students' listening comprehension achievement by using Numbered Heads Together Technique. The research design was a Classroom Action Research, and it was conducted at MAN 2 Jember. The research participants were the tenth grade students. The data collection methods of this research were listening comprehension test, observation, interview and documents. The listening comprehension test was given to measure the students' listening comprehension achievement after the implementation of Numbered Heads Together Technique in the classroom. The observation was conducted in each meeting. While the documents used to support the result of the observation. The result of this research showed that the use of Numbered Heads Together Technique could improve the tenth grade students' listening comprehension at MAN 2 Jember.

Keywords: NHT technique, Listening Comprehension, Classroom Action Research

1. Introduction

Language learning aims at improving the students' ability to communicate well and correctly, both spoken and written forms. To build a good oral communication, the students should master listening comprehension first, because listening is considered as the basic language skill that interrelates with the other language skills –speaking, reading and writing. Tarigan (1990:2) says that children learn to listen unconsciously and naturally before they learn other skills. It means that the first skill that children naturally learn is listening, and then they learn how to speak.

Besides, listening is the most frequently used language skill (Morley, 1990, 1999; Scarcella & Oxford, 1992), in Thanajora (2000:12). It shows that listening has an important role in communication and takes part more of communication time than the other language skills.

Therefore, the proficiency in listening comprehension should be mastered well by students. Based on the interview result with the English teacher, it could be reported that the students had difficulties in learning listening. They had difficulties in understanding what the speaker said and receiving the message from the speaker. Moreover, the listening previous scores showed that class X IPA 5 got the lowest mean score than that of the other classes. Besides, the students' participation was still low, because they thought that listening activities were difficult.

The teacher needed a technique to make it easier for the students to do listening activities. There is one technique in Cooperative Learning that could be used in teaching listening comprehension, that is, Numbered Heads Together (NHT) Technique. Numbered Heads Together is to convey the idea that each student had a number and that all the students on the team put their heads together to come up with their best answers (Kagan and Kagan, 2009:6.20). Besides, Cooper (2010:267) states that Numbered Heads Together provides an incentive for students to harness their interest in socializing to an academic agenda, to invest in the learning of their teammates, and to work hard by themselves. This technique involves the students to work in groups and trains them build a good communication with their teammates to share their ideas to achieve the success of the team.

Related to the previous research results conducted by Panji (2011) and Trijayanti (2014) proved that there was an improvement of the students' reading

comprehension and their active participation after taught by using Numbered Heads Together (NHT) Technique. Considering the previous research results above, a Classroom Action Research entitled “Improving the Tenth Grade Students’ Listening Comprehension Achievement through Numbered Heads Together at MAN 2 Jember” was conducted.

2. Related Literature Review

2.1 Theoretical Framework on listening in ELT

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response, because to be able to understand what someone says (Chao, 2013:71). It indicates that the listeners should have proficiency in listening comprehension to provide meaningful response. Besides, listening is the most frequently used language skill which plays a significant role in daily communication and educational process. In education process, much of the educational process is based on skills in listening.

According to Thanajaro (2000:1), students have to spend most of their time for listening to what the teacher says, for instance, giving lectures, asking questions, or telling directions. The purpose of listening activities in the English classroom is to find the general and specific information that they listen. Related with listening comprehension activity, listening comprehension achievement is a result of listening comprehension activity to measure the students’ ability, whether or not the students are successful in doing listening activity. Hughes (2003:10) states that achievement relates to the test that is done to discover how successful students achieve the objectives of a course. Then, to achieve the success of listening comprehension activity, there are some factors that influence students’ listening comprehension achievement. Based on Bloomfield, et al. (2010:1), there are three

factors that show significant impact to listening comprehension. The three factors are: the listener's characteristic, passage characteristic, the characteristic of test-taking condition. It means that listening comprehension achievement can be seen on the result of the listening test done by the students, whether or not the students are successful in doing listening activity.

To achieve the successful result in listening comprehension, a appropriate technique is recommended to apply, Numbered Heads Together (NHT) Technique is one of recommended technique. Numbered Heads Together (NHT) Technique promotes a groups' activity, in which the students should give contribution to their team to achieve the success of their teams. Cooper (2011:267) states that Numbered Heads Together provides an incentive for students to harness their interest in socializing to an academic agenda, to invest in the learning of their teammates, and to work hard themselves.

According to the research finding by Purnomo (2012), there are some advantages that students can get in learning by applying Numbered Heads Together (NHT) Technique. Numbered Heads Together (NHT) Technique can improve students' academic achievement and can be applied to almost all subject matters. It also motivates the students to learn, since Number Head Together Technique has the sense of competition and fun for students. Therefore, Numbered Heads Together (NHT) Technique is one of appropriate technique to apply in teaching learning process of listening comprehension. In this research, the researcher used Numbered Heads Together (NHT) Technique as a technique in teaching listening comprehension. Numbered Heads Together (NHT) Technique promotes a groups' activity, in which the students should give contribution to their team to achieve the

success of their teams. It helps the students to achieve the objective of listening comprehension.

2.2 Previous Research Review

Talking about Numbered Heads Together Technique, there were some researchers using this technique. Panji (2011) did a classroom action research at SMAN Colomadu. The result of his research showed that Numbered Heads Together (NHT) Technique could improve the students' reading comprehension and their participation. Besides, Trijayanti (2012) also did classroom action research by using this technique, but in different research area. It was at SMKN 5 Denpasar. Her research had the same results with Panji, that is, the use of Numbered Heads Together (NHT) Technique could improve students' reading comprehension and their participation.

Dealing with the research finding above, it could be seen that Numbered Heads Together (NHT) Technique offers an alternative solution for both the teacher and the students in teaching and learning reading comprehension. In this research, the researcher interested to conduct a classroom action research to teach listening comprehension by using Numbered Heads Together (NHT) Technique. In fact, reading and listening has some similarities. Reading and listening skills are categorized receptive skills and the goal of those skills is to make the students be able to understand the meaning of the text. Therefore, the researcher conducted a classroom action research to improve the tenth grade students' listening comprehension through Numbered Heads Together (NHT) Technique at MAN 2 Jember.

3. The Method

3.1. Research Design

The design of this research was a Classroom Action Research to overcome a certain issue of the class that was being observed. According to McMillan (1992:69), an action research is a type of applied research that has a purpose to solve a specific problem or make decision at a single local site. Thus, it could be said that this design used to overcome the issues/problems relating to the teaching and learning process in the class.

This research was conducted by applying Classroom Action Research which was intended to improve the tenth grade students' listening comprehension at MAN 2 Jember. They are four stages in a cycle model: 1.) Planning the action, 2.) Implementation of the action, 3.) Observation and evaluation, and 4.) Reflection of the action. In conducting this research, the researcher involved the English teacher as the observer. The researcher taught listening comprehension to the students by using Numbered Heads Together (NHT) Technique while the English teacher observed the students' active participation during the teaching learning process.

3.2. Research Participants

The research participants of this research were the students of class X IPA 5 at MAN 2 Jember. The purposive method was used in this research to determine the participants. The researcher selected class X IPA 5 of MAN 2 Jember in the 2016/2017 Academic Year based on the preliminary study which showed that the class X IPA 5 got the lowest mean scores than other classes.

3.3. Instructional Procedures

In the classroom action research, there were four stages done in each cycle, they were planning the action, implementation of the action, the observation and evaluation, and reflection. This stage was the preparation before the action was given to the research participants. There were several activities that were prepared before the action given, such as: choosing the topic for listening, constructing the lesson plans, preparing listening test, and preparing observation in the form of checklist containing the indicators to be observed.

The researcher implemented the action, that was, teaching listening by using Numbered Heads Together (NHT) Technique to improve the students' listening comprehension achievement. This action was conducted in one cycle. Cycle 1 covered two meetings and it was followed by listening test in the third meeting. The implementation of the action in Cycle 1 was based on lesson plan 1 for meeting 1 and lesson plan 2 for meeting 2 and then, listening comprehension test was conducted in meeting 3

Observation was used to observe the students' participation in the classroom. It was done during the listening activity by using Numbered Heads Together (NHT) Technique. The researcher used the checklist form as the observation guide. Meanwhile, evaluation was carried out to know the improvement of the students' listening comprehension achievement after being taught listening by using Numbered Heads Together (NHT) Technique.

In this research, there were two types of evaluation, namely process of evaluation and product of evaluation. Process evaluation dealt with conducting observation in every meeting in each cycle during the teaching learning process of listening

comprehension by using Numbered Heads Together (NHT) Technique to evaluate the students' participation. The product evaluation deals with the result of listening comprehension test to evaluate the students' listening comprehension achievement after conducting the teaching listening by using Numbered Heads Together (NHT) Technique. Reflection was done after analyzing the results of the test and observation in each cycle. It was intended to know whether the action can improve the students' listening comprehension achievement and students' active participation or not.

3.5. Research Data Collection and Analysis

The data collection methods that were applied in this research are listening test and class observation to get the primary data. Meanwhile, interview and documentation were used to get the supporting data that got from the English teacher. Students had listening comprehension test after receiving the action by the researcher. This research used achievement test to measure the students' listening ability in achieving the objective of the research after receiving the action by the researcher. It was in line with Hughes (2003:11) that the purpose of achievement test is to measure how successful individual, group of the students, or the course themselves are in achieving objectives.

Meanwhile, the observation was used to record the activities in the teaching learning process of listening comprehension. The function of observation was to measure the students' active participation when they were taught by using Numbered Heads Together Technique. In this research, the researcher used observation checklist as the instrument. Data analysis method is the method used to analyze the obtained data. The data collected in this research were primary data which covered listening scores and the result of observation during the teaching

learning process. To find the percentage of the students who achieved the standard score (Adapted from Ali, 1998:186)

4. Research Result and Discussion

Due to the result of listening comprehension test in Cycle 1, it showed that the percentage of the students who got score ≥ 75 (good category) in the listening comprehension test was 78%, and the mean score was 76.5. This result of the percentage of the students who pass the listening test improved about 28% from the previous listening scores (from 50% in previous scores to 78% in Cycle 1). Besides, the mean score of listening comprehension was also improve from 72 (previous score) to 76.5 (Cycle 1).

Meanwhile, the result of the observation in the first cycle showed that the percentage of active students improved from 72% in meeting 1 to 81% in meeting 2 of Cycle 1. The average percentage of the students who actively participate in the teaching learning process of listening comprehension by using Numbered Heads Together (NHT) Technique was 76.5%. Therefore, it could be concluded that there was an improvement of using Numbered Heads Together (NHT) Technique on listening comprehension achievement of the tenth grade students at MAN 2 Jember.

In addition, the result of this research is in line with the experts' statements. As stated by Cooper (2011:267), that Numbered Heads Together (NHT) Technique provides an incentive for students to harness their interest in socializing to an academic agenda, to invest in learning of their teammates, and to work hard themselves. It means that Numbered Heads Together (NHT) Technique encourages the students become active in teaching learning process to achieve the team's goal.

Moreover, this result is relevant to the research finding conducted by Panji (2011) and Trijayanti (2014) who reported that there was an improvement on the students' reading comprehension achievement and their active participation after being taught by using Numbered Heads Together (NHT) Technique. This result is also in line with the advantages of Numbered Heads Together (NHT) Technique in a research result conducted by Purnomo (2012) proving that Numbered Heads Together (NHT) Technique could improve the students' academic achievement and could be applied to almost all subject matters. He also proved that Numbered Heads Together (NHT) Technique could motivate the students to learn, since NHT Technique has the sense of competition and fun for the students. Related to the experts' ideas and the findings of previous studies, it can be stated that the students' listening comprehension achievement and their active participation improved after being taught by using Numbered Heads Together (NHT) Technique.

5. Conclusion

Based on the data analysis and discussion in the previous chapter, it can be concluded that Numbered Heads Together (NHT) Technique was able to improve the class X IPA 5 students' listening comprehension achievement and their active participation at MAN 2 Jember in the 2016/2017 academic year.

Therefore, English teachers at the school should use NHT technique in teaching listening comprehension because this technique can be used to improve students' listening comprehension. Similarly, future researchers who are interested in doing a research on students' listening comprehension should make use of these research findings as feedback.

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