

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. General Description of the Research Location

##### 1. Brief Story of SDIT (Integrated Islamic Full-day School) Qurrata A'yun

SDIT (Integrated Islamic Full-day School) Qurrata A'yun located on Jl.A. Yani Rt.09/LK.V Kelurahan Kandangan Barat, subdistrict Kandangan Kabupaten Hulu Sungai Selatan 71213 of South Kalimantan. At the first time it was located at Jl. Panglima Batur no.19 kandangan but since 2010 it was relocated to a larger building in a new location as stated above.

SDIT Qurrata A'yun was founded by Al Futuwah Islamic Foundation on 2007 in Kandangan, South Kalimantan. It has built with the intention of preaching and the spirit to provide improvements to the quality of Islamic education at that time. SDIT Qurrata A'yun view that it is proper Islamic schools can compete with other schools in educating children of the nation, which of course is not just highlight the IQ , but also EQ and SQ. As an integrated Islamic school, learning the spirit of Islamization in teaching and learning are applied in SDIT Qurrata A'yun, so that each lesson will be invested: the Islamization of knowledge of God as the source material characterizations *Al Qur'an*, *hadist*, *sirah*, and the Islamic story of creation with no separate Creator Being *qudwah Hasanah* (good example)

SDIT Qurrata A'yun Kandangan sets its vision as a complete education system for Muslims children. The mission is generating *Insan Rabbani* knowledgeable, virtuous, in faith and behavior based on *Al quran and Assunnah*.

## **2. The Management of SDIT Qurrata A'yun Kandangan**

SDIT Qurrata A'yun Kandangan has lead by two headmasters since it has built until now. The writer has listed about the headmaster period condition; it can be seen in appendix 2.

## **3. Description about Teachers, Students, Administration Staff and Facilities of SDIT Qurrata A'yun Kandangan**

### **a. Teachers**

There are 23 teachers at this school in academic year 2010/2011. They were teaching in certain subject and come from different educational background. Furthermore to know closely about teacher' condition, it can be seen in the appendix 3.

### **b. Students**

In academic year 2011 / 2012 the total numbers of students who are administratively registered at SDIT (Integrated Islamic Full-day School) Qurrata A'yun are 127. Detail information can be seen in the appendix 4.

### **c. Administration Staff**

The administration staff SDIT Qurrata A'yun are 2 persons. The clearly data can be seen in the appendix 5.

d. Facilities of SDIT Qurrata A'yun Kandangan

Based on the school data, the facilities in SDIT Qurrata A'yun in 2011/2012 can be seen in appendix 6.

**B. Data Presentation**

This subchapter presents the data that have collected in the research by techniques of data collection; they are test, observation, documentary and interview. They were conducted from 18<sup>th</sup> September, 2011 to 25<sup>th</sup> September, 2011. The written test contains of 20 items in every meeting, the specification is 10 multiple choice and 10 items for matching/ completion. It was performed about 70 (seventy) minutes.

Based on the observation, it found that there was some procedure of teaching that done by the teacher in teaching vocabulary by using Numbered Head Together approach. The process of using NHT approach has showed in this table below:

**Table 4.1 Process of using NHT in the Classroom**

No	Components	Meeting		
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
1	Pre activity	√	√	√
	- Check the presence list			
	- Prepare the students' readiness	√	√	√
	- Set induction	√	√	√
2	While activity (applying Numbered Head Together)			

	- Divide the students into groups	√	√	√
	- Assign numbers to students	√	√	√
	- Pose the question to the groups	√	√	√
	- Ask the students to discuss and answer the questions	√	√	√
	- Pay attention to all students	√	√	√
	- Help the students to solve their problems by giving only some clues to them	√	√	√
	- Call the numbers of respondents to answer the questions	√	√	√
	- Give the explanation of the right answer	√	√	√
<b>3</b>	Post activity			
	- Summarize the lesson	√	√	√
	- Give the evaluation	√	√	√

The result of the table above on the observation conducted at class IV, from the table above the researcher found there were three general steps in applying NHT approach in the classroom. They are pre activity, applying Numbered Head Together (NHT) in the classroom as while activity, and post activity. Those general parts will be described in each meeting. The description has shown as below:

## 1. First Meeting, on Sep 18<sup>th</sup>, 2011

### a. Pre activity

In this step, the teacher checked the students' readiness and attendances then, made the realm and enjoyable condition. After the students were ready, the teacher asked some questions to students related to the lesson today. The teacher tried to build the students' schemata by asking them some questions. If the students could not answer the question, the teacher gave them some clues so the students could guess the answer. By asking some question, the students got a brief description about the lesson which they learned today. Before beginning the teaching and learning at this meeting and so on, the teacher announced it would give reward to each group receiving the highest score in the group and giving the reward will be awarded at the next meeting. Giving a reward of cooperative learning type Numbered Head Together is one way to appreciate the results of group work and to motivate students to be better.

### b. Applying Numbered Head Together approach in the classroom

After having set introduction, the teacher explained a brief explanation which the material will be test in written test. Therefore, the teacher applied Numbered Head Together in the classroom. Then, teacher divided the students into seven groups that she prepared before, each groups consist of four / three students. Group formation is done by sorting ranging from highest to lowest values. That are shared in such a way that within each group consist of low- achieving students to high-achieving students. When the division of the group held the classroom condition was very noisy. There are some students were not happy with the

division of the group, because they are accustomed to join in a group with their closest friends or a way to choose his own friends.

After the students sat in their groups, the teacher assigned the number for every student. Every student in the group have different numbers. Then, the teacher divided the written test to each members of the group. After that, the teacher asked the students to discuss and answer the question together.

At the next step, the teacher called a number of students who has the same number raised their hands, then the teacher pointed to one of the students for write the answer on the whiteboard. The teacher gave opportunities to other students with similar numbers suggest the answer, and then she clarified students' answer.

c. Post activity

The teacher asked the students to collect their written test and asked them to summarize the lesson and also asked their understanding about the test given by teacher. The teacher gave some question to the students orally. Most of the students could answer the question well.

2. Second Meeting, on Sep 21 ,2011

a. Pre Activity

This is done as the same step in the first meeting; the teacher prepares the students ready to study. After the students were ready, the teacher asked some questions to students related to the lesson of the day. Teacher showed a series of picture and asks the students to label the activity in the picture based on the vocabulary listed. The picture is about greetings and farewell. Before beginning the learning at the second meeting and so on, the teacher gives the reward to each

group based on the acquisition of the highest score in the group at a previous meeting. Giving a reward of NHT is one way to appreciate the results of group work and to motivate students to be better.

b. Applying Numbered Head Together in the classroom

The teacher explained a brief explanation which the material will be test. She asked the students to remember the vocabularies that have been explained before through the picture series. Then, the teacher applied Numbered Head Together in the classroom after having pre activity. The teacher divided the students into seven groups, the division of the groups is done as same in the first meeting. Each groups consisted of four /or three students. The members of each group are the same the previous one. Then teacher assigned the numbers for every student and gave the written test to each of members of group. Avoiding the tediousness, the teacher tried to substitute the number with the name of fruits. They are apple, grape, watermelon and banana. Those names are used as the number. After that, the teacher asked the students to discuss and answer the questions with their friends. While the students were discussing their test, the teacher was controlling the class' activity in keeping the students worked in their groups.

The next step, the teacher called a number or a name of fruit from each group and the students who have the same number raised their hands, and then the teacher pointed to one of the students for write the answer on the whiteboard. The teacher also gave the opportunities to other students with similar numbers to suggest the answer, then she clarified students' answer.

c. Post Activity

The teacher asked the students to collect their written test, so she gave a game related the topics in that day. The students could participate actively and answered the question well.

3. Third Meeting, on Sep 25<sup>th</sup>, 2011

a. Pre activity

This step was also the same as the first and second meeting. The teacher checked the presence list, and made the students ready to study. After that, the teacher asked some questions, the students got a brief description about the lesson which they learned the day. Moreover, before beginning to learn the teacher gave the reward to students who earn the highest score at the second meeting.

b. Applying Numbered Head Together in the classroom

After having set introduction, the teacher explain a brief material that will be test and then applied the Numbered Head Together technique in the classroom. The teacher divided the students into seven groups, that the groups as same in the first and second meeting. Which each groups consisted of four/three students. The teacher divided small paper to each student. With this system, the students will look for their friend who gets the same name as stated in the small paper. The teacher divided the paper into seven categories. They are animals, fruits, things, countries, and names of person, names of heroes, and names of Muslim heroes. When the students looked for their members, they were little busy and noisier than the meeting before. After each of groups has formed well the teacher assigned the numbers for every students and explained the lesson about



how to introduce friends to others and asking the quantity of something. The members of each group are the same with last. Then she gave the written test to each of members of group. After that the teacher asked the students to discuss and answer the question with their friends. While the students were discussing their test, the teacher was controlling the class' activity in keeping the students worked in their groups.

The next step, the teacher called a number of group members and who have the same number, they have to raised their hands, then the teacher pointed to one of the students for write the answer on the whiteboard. the teacher also gave the opportunities to other students with similar numbers suggest the answer, then she clarified students' answer.

c. Post activity

The teacher asked the students to summarize their lesson and then the teacher asked the question orally. The question was conducted to find their understanding about the test given by the teacher and the teacher also to find the achievement of group discussion in the class. Most of the students understood the lesson well.

**4. The fourth grade students' achievement in vocabulary on the application Numbered Head Together.**

To know the students' achievement in vocabulary without using Numbered Head Together of the fourth grade at Integrated Islamic Full-Day School (SDIT) Qurrata A'yun, the writer gets the data from English teacher about students score.

The students' score of vocabulary test without using the application Numbered Head together can be seen in the following table:

**Table 4.1 The Result of the Students' Test in Vocabulary without Using the Application of Numbered Head Together.**

No	Name	Score
1.	S1	75
2.	S2	65
3.	S3	75
4.	S4	75
5.	S5	70
6.	S6	65
7.	S7	65
8.	S8	75
9.	S9	85
10.	S10	65
11.	S11	70
12.	S12	60
13.	S13	50
14.	S14	60
15.	S15	85
16.	S16	70
17.	S17	75

18.	S18	60
19.	S19	50
20.	S20	75
21.	S21	80
22.	S22	70
23.	S23	65
24.	S24	65
25.	S25	75
26.	S26	70
27.	S27	70
Total		1865

The mean of the score without using the application Numbered Head Together (NHT)

$$M = \frac{\sum x}{N}$$

$$= \frac{1865}{27}$$

$$= 69,07$$

As shown in table above, it is found out that the highest score of data is 85 the lowest score is 50. The completely gotten score are 1865 from 27 students,

To get information about the score of the students' achievement in vocabulary without using the application Numbered Head Together can be seen in table below :

**Table 4.2 The Result of Students' Achievement in Vocabulary without Using the Application Numbered Head Together**

No	Interval	Frequency	Percentage
1.	80 – 100 (excellent )	3	11,11
2.	70 – < 80 (good)	13	48,15
3.	60 – < 70 (sufficient)	9	33,33
4.	50 – < 60 (poor)	2	7,41
5.	0 – < 50 (very poor)	-	-
Total		27	100,00

Based on the table above, that got score 80 – 100 (excellent) are 3 students (11,11%) they include very low category, got score 70 – < 80 (good) are 13 students ( 48,15 %) they include in the low category , got score 60 – < 70 (sufficient) are 9 students ( 33,33%) they include in the very low category , got score 50 – < 60 (poor) are 2 students (7,41%), they include in the very low category, and no one who got score 0 – <50

After knowing the achievement in vocabulary, the teacher got initiative to teach the students using the cooperative learning type Numbered Head Together, in order to make their achievement in vocabulary would better.

To know the students' achievement in vocabulary after using the application of Numbered Head Together, the writer observed three meetings of class.

The students' score of vocabulary using the application of Numbered Head Together can be seen in the following table:

**Table 4.3 The Students Score of Vocabulary Test Using the Application of Numbered Head Together**

No	Name	A	B	C
1	S1	80	86	96
2	S2	60	74	80
3	S3	66	80	84
4	S4	80	86	100
5	S5	60	74	80
6	S6	74	80	84
7	S7	66	80	84
8	S8	66	80	84
9	S9	80	86	100
10	S10	74	80	84
11	S11	80	86	100
12	S12	74	80	84
13	S13	80	86	96
14	S14	80	86	96
15	S15	80	94	100
16	S16	80	94	100
17	S17	80	94	100

18	S18	80	86	96
19	S19	70	80	86
20	S20	70	80	86
21	S21	74	80	84
22	S22	80	94	100
23	S23	60	74	80
24	S24	60	74	80
25	S25	70	80	86
26	S26	66	80	84
27	S27	80	86	100
Total		1970	2240	2434

Notes: A = The first meeting

B = The second meeting

C = The third meeting

The mean of the score of the first test is

$$M = \frac{\sum x}{N}$$

$$= \frac{1970}{27}$$

$$= 72,96$$

The mean of the score of the second test is

$$M = \frac{\sum x}{N}$$

$$= \frac{2240}{27}$$

$$= 82,96$$

The mean of the score of the third test is

$$M = \frac{\sum x}{N}$$

$$= \frac{2434}{27}$$

$$= 90,14$$

To clarify the test and to find the students improving of vocabulary, the writer presents the students' score of each test below:

- a. The students' achievement of vocabulary at the first test

As show in the table 4.3 (in column A) above, it is found out that the highest score of the data in is 80 and the lowest is 60, the whole gotten scores 1970 are from 27 respondents.

To get information about the score of the students' achievement of vocabulary at the first test can be seen in the table below:

**Table 4.4 The Score of the Students' Achievement of Vocabulary at the First Test**

No	Interval	Frequency	Percentage
1.	80 – 100 (excellent )	12	44,44
2.	70 – < 80 (good)	7	25,93
3.	60 – < 70 (sufficient)	8	29,63
4.	50 – < 60 (poor)	-	-
5.	0 – < 50 (very poor)	-	-
Total		27	100,00

The table shows that got score 80 – 100 (excellent) are 12 students (44,44%) they include low category, got score 70 – < 80 (good) are 7 students (25,93%) they include in the very low category , got score 60 – < 70 ( sufficient) are 8 students (29,63%) they include in the very low category , no one who got score 50 – < 60 and 0 – < 50.

b. The students' achievement of vocabulary at the second test

As show in the table 4.3 (in column B) above, it is found out that the highest score of the data in is 94 and the lowest is 74, the completely gotten score are 2240 from 27 respondents.

To get information about the score of the students' achievement of vocabulary at the first test can be seen in the table below:

**Table 4.4 The Score of the Students' Achievement of Vocabulary at the Second Test**

No	Interval	Frequency	Percentage
1.	80 – 100 (excellent )	23	85,19
2.	70 – < 80 (good)	4	14,81
3.	60 – < 70 (sufficient)	-	-
4.	50 – < 60 (poor)	-	-
5.	0 – < 50 (very poor)	-	-
Total		27	100,00



The table shows that got score 80 – 100 (excellent) are 23 students ( 85,19%) they include in good category, got score 70 – < 80 (good) are 4 students (14,81%) they include in the very low category , no one who got score  $60^- < 70$ ,  $50^- < 60$  and  $0^- < 50$

c. The students' achievement of vocabulary at the third test

As show in the table 4.3 (in column C) above, it is found out that the highest score of the data in is 100 and the lowest is 80, the whole gotten scores are 2434 from 27 respondents.

To get information about the score of the students' achievement of vocabulary at the first test can be seen in the table below:

**Table 4.4 The Score of the Students' Achievement of Vocabulary at the Third Test.**

No	Interval	Frequency	Percentage
1.	80 – 100 (excellent )	27	100,00
2.	$70^- < 80$ (good)	-	-
3.	$60^- < 70$ (sufficient)	-	-
4.	$50^- < 60$ (poor)	-	-
5.	$0^- < 50$ (very poor)	-	-
Total		27	100,00

Based on the table above, there are 27 students participated in the third test, that got score 80 – 100 (excellent) are 27 students (100,00%) they include very

good category, and no one who got score  $70 - <80,60 - <70, 50 - <60$  and  $0 - <50$ .

### **C. Data Analysis**

After the data is processed in form of description, the writer analyzed the data and described it based on the turn of the last data presentation. It is done to know the use of Numbered Head Together approach by the teacher in teaching vocabulary and the students' achievement in vocabulary of the fourth grade at SDIT Qurrata A'yun Kandangan Academic year 2010/2011. For further description, it is know from analysis below.

#### **1. The use of Numbered Head Together in teaching English vocabulary**

In teaching and learning process. Previously a teacher prepares the lesson plan which states the learning objective.

##### **a. The English teacher skill and knowledge in using Numbered Head Together**

Based on the data presentation, it can be know that English teacher skill and knowledge to use the cooperative learning type Numbered Head Together in her teaching vocabulary is good. Basically English teacher in that school has known and understood enough about the importance of teaching technique, especially studying in teamwork like as Numbered Head Together.

Before starting the class, the teacher prepares learning material, time allocation, learning goal and students' condition; it is know before teaching and learning vocabulary by using NHT technique. The teacher prepares the division of the students in groups that involve the various cleverness of the students.

From the description above it can be conclude that English teacher skill and knowledge in teaching vocabulary by the application of cooperative learning type Numbered Head Together is suitable to teach vocabulary, and it very useful for students' achievement in vocabulary.

b. The teacher's activities in using Numbered Head Together

The various techniques are very needed to improve and actualize in teaching and learning process. Especially in teaching vocabulary to reach certain goal in order to create and interesting learning process so the students' interest and motivation to learn will increase too.

Based on data presentation above, showed that an English teacher activity in using Numbered Head Together in teaching vocabulary is good and it is accordance with time allocation and learning material.

1). Pre Activity

In every meeting, the teacher begins the lesson with warming up activity. It sign that the teaching learning process will be began then it will be followed by some next activities. At the pre activity stage, the teacher begins with greeting, asks the students the lesson, introduction the material by inviting students to pay attention to the teacher explanation or asks the questions related to the material.

2). While Activity

Following this activity, the teacher prepares to divides the students into some groups, so that the teacher assigns the number to each students and let them to discuss together. Before calling on the students by saying the number to act in

front of the class, the teacher walks around the class to help them by correcting and checking.

### 3). Post Activity

In this activity the teacher ask the students to summarize the lesson and check the students' understanding. The teacher also reviewing the lesson in brief and gave the students opportunity to ask some question and then the teacher close the lesson.

#### c. The Material and Media Used by Teacher

Material and media is something important in teaching and learning process because it can support the students' success in learning and also can reduce the saturation in learning process.

Based on data observation, the English teacher used the handbook "*Grow with English*" of the fourth grade at SDIT Qurrata A'yun as the material and media, she took the material in unit 1 and unit 2, which discussed the Vocabulary about the expression of greeting, equipments in the classroom, multiplication, etc. It can be concluded that the material and media that used by the teacher is suitable in teaching by using Numbered Head Together approach so that the students are enthusiastic in answering the question that was given by the teacher.

## **2. The Fourth Grade Students' Achievement in Vocabulary**

a. The fourth grade students' achievement in vocabulary by using Numbered Head Together Approach.

Based on the test about the students' achievement in vocabulary without using The Cooperative Learning types Numbered Head Together by the teacher in teaching vocabulary. It is know there are got 3 students (11,11 %)  $80 - < 100$  they are included to very low category. got score  $70 - < 80$  (good) are 13 students (48,15 %) they include in the low category , got score  $60 - < 70$  ( sufficient) are 9 students (33,33 %) they include in the very low category , got score  $50 - < 60$  (poor) are 2 students (7,41) they include in the very low category, and no one who got score  $0 - < 50$ .

The mean of the score of this test is 69,07. It means that the students' achievement in vocabulary without using Numbered Head Together that use by the teacher at the fourth grade of SDIT Qurrata A'yun belongs to good category.

b. The Students' Achievement of Vocabulary Using Numbered Head Together at the First Test.

Based on the test result of the students' achievement in the first test it know they are 12 students (44,44 %)  $80 - < 100$  they are included to low category. got score  $70 - < 80$  (good) are 7 students ( 25,93%) they include in the very low category , got score  $60 - < 70$  (sufficient) are 8 students ( 29,63%) they include in the very low category and no one who got score  $50 - < 60$  and  $0 - < 50$ .

The mean of the score of this test is 72,96. It means that the students' achievement in vocabulary using Numbered Head Together in the first test at the fourth grade of SDIT Qurrata A'yun belongs to good category.

c. The Students' Achievement of Vocabulary Using Numbered Head Together at the Second Test.

Based on the test result of the students' achievement in the second test it know they are 23 students (85,19%) 80 – <100 they are included to good category, got score 70 – < 80 (good) are 4 students (14,81 %) they include in the very low category and no one who got \ score 60 – < 70, 50 – < 60 and 0 – <50.

The mean of the score of this test is 82,96 . It is include in sufficient category. It means that the students' achievement in vocabulary using Numbered Head Together in the second test at the fourth grade of SDIT Qurrata A'yun belongs to good category.

d. The Students' Achievement of Vocabulary using Numbered Head Together at the Third Test.

Based on the test result of the students' achievement in the third test it know they are 27 students (100%) 80 – <100 they are included to very good category and no one who got score 70 – < 80, 60 – < 70, 50 – < 60 and 0 – <50.

The mean of the score of this test is 90,14. It means that the students' achievement in vocabulary using Numbered Head Together in the third test at the fourth grade of SDIT Qurrata A'yun belongs to excellent category.

Based on the observation, the writer has analyzed the cooperative learning type Numbered Head Together make the students were very enthusiasm and useful in helping them to answer the question by discussing with their friends in groups. It has known too that the approach of Numbered Head Together is useful to encourage students in studying English especially in Vocabulary.

Based on the documentary result of the students' achievement of vocabulary from the first, second and third improve by using Numbered Head Together approach. This approach is one of cooperative learning type.

So that, it can be conclude that the teacher's creativity in using this approach in teaching learning process can be improve the students' achievement of vocabulary and the students activeness and their interest in learning process. Then, Numbered Head Together is also interesting and useful technique particularly in SDIT Qurrata A'yun Kandangan that I have observed.

So that, the mean of students' written test result this is consisting three times of test as follows:

- a. In the first test, the mean score is 72,96 including in sufficient category
- b. In the second test, get increasing in their achievement of vocabulary, with the mean score is 82, 96 including in very good category.
- c. In the third test get more increasing from mean score 90, 14 to mean score including in excellent category.

The means of the three test that is 82, 02. Then, writer concluded that the students' achievement in vocabulary by using cooperative learning type Numbered Head Together. It can be said that using this approach always could improve students' achievement.