

IMPROVING THE EIGHTH-GRADE STUDENTS' READING COMPREHENSION AT SMP MUHAMMADIYAH 1 DENPASAR THROUGH NUMBERED HEAD TOGETHER (NHT)

Inayah Alfin Fahira¹, Anak Agung Istri Yudhi Pramawati²,

Ida Bagus Nyoman Mantra³

^{1,2,3}Universitas Mahasaraswati Denpasar

Email: *mrbudi@unmas.ac.id*, *inayah.alfin.fahira.2000@gmail.com*,
bagusmantra@unmas.ac.id

ABSTRACT

Reading a book is like letting the world in. Good reading comprehension can help students, in particular, expand their thinking and creativity, which will improve their learning outcomes. Preliminary research indicates that the majority of class VIII D students at SMP Muhammadiyah 1 Denpasar for the 2022–2023 academic year struggle with reading comprehension. It was challenging for them to comprehend word meanings, identify phrase meanings, recognize specific information, and so on. Therefore, the purpose of the study was to determine whether the Numbered Heads Together method can enhance the reading comprehension of class VIII students at SMP Muhammadiyah 1 Denpasar. The researcher carried out classroom action research to meet these objectives. To gather the necessary data, research tools in the form of exams and questionnaires were made available. The data were then examined by comparing the pre-test and post-test findings, which revealed a considerable improvement in the respondents' average score from the pre-test to the post-test. According to the data, the participants' average pre-test score was 50.83, their post-test I score was 66, and their post-test II score was 74.83. As additional evidence, a survey was administered at the conclusion of the previous cycle, and the findings revealed that the Numbered Heads Together technique had been successfully applied. Based on the study's findings, it can be said that using the Numbered Heads Together method will help class VIII students at SMP Muhammadiyah 1 Denpasar read more fluently throughout the 2022–2023 academic year.

Keywords: Improve, Reading Comprehension, And Numbered Heads Together Technique.

ABSTRAK

Membaca buku seperti membiarkan dunia masuk. Pemahaman bacaan yang baik dapat membantu siswa, khususnya, memperluas pemikiran dan kreativitas mereka, yang akan meningkatkan hasil belajar mereka. Kajian awal menunjukkan bahwa mayoritas siswa kelas VIII D SMP Muhammadiyah 1 Denpasar tahun pelajaran 2022–2023 mengalami kesulitan dalam memahami bacaan. Sulit bagi mereka untuk memahami arti kata, mengidentifikasi arti frase, mengenali informasi spesifik, dan sebagainya. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah metode Numbered Heads Together dapat meningkatkan pemahaman membaca siswa kelas VIII SMP Muhammadiyah 1 Denpasar. Peneliti melakukan penelitian tindakan kelas untuk memenuhi tujuan tersebut. Untuk mengumpulkan data yang diperlukan, disediakan alat penelitian berupa ujian dan angket. Data tersebut kemudian diperiksa dengan membandingkan temuan pre-test dan post-test, yang mengungkapkan peningkatan yang cukup besar pada skor rata-rata responden dari pre-test ke post-test. Menurut data, rata-rata skor pretes peserta adalah 50,83, skor postes I 66, dan skor postes II 74,83. Sebagai bukti tambahan, survei dilakukan pada akhir siklus sebelumnya, dan temuan mengungkapkan bahwa teknik Numbered Heads Together telah berhasil diterapkan. Berdasarkan temuan penelitian, dapat dikatakan bahwa dengan menggunakan metode Numbered Heads Together akan membantu siswa kelas VIII SMP Muhammadiyah 1 Denpasar lebih lancar membaca sepanjang tahun pelajaran 2022–2023.

Keywords: meningkatkan, pemahaman membaca, teknik numbered head together.

INTRODUCTION

Reading is categorized as one of the receptive skills. This is because in reading, we receive information conveyed through the text. In reading, we cannot just read the sentence written, but we must understand the meaning of the sentence so that the message conveyed by the reading is conveyed. Even in everyday life, we do not escape from reading activities. This proves that reading is a language acquisition.

Opening a book is like letting the world in. Our capacity for knowledge increases as we read more. Reading is one of the four critical abilities that pupils need to master in order to succeed in English classes at school. Reading proficiency plays the most significant influence in student academic success, according to Kusumawanti and Bharati (2018), since reading activities serve as the foundation for all other learning activities. Students must have strong reading comprehension when reading. Students can improve their learning outcomes by developing their style of thinking and creativity in the classroom, which is one advantage of having strong reading comprehension. Students must therefore be able to comprehend the meaning and purpose being delivered in the readings they are doing in order to learn effectively.

According to Tarigan (2008: 7), reading is a technique that a reader does to acquire a message that is given by a writer through words that the reader can see and understand. Making sense of text is another aspect of reading comprehension (Woolley, 2011). Making sense of a book through reading comprehension requires the intricate coordination of many different processes, including “decoding, word

reading, and fluency along with the integration of background knowledge and previous experiences” (Klinger & Geisler, 2008: 65). As a result, when we read, our brains instantly process what we've understood and separate it into key ideas so that we may draw conclusions later.

Reading, according to Patel and Jain (2008: 113), is a crucial activity in life that one can use to keep up with current knowledge. This demonstrates the need for pupils to have strong comprehension abilities in reading since reading allows readers to learn information and understand messages that are conveyed in texts. The ability of students to comprehend texts, according to Grabe and Stoller (2002), is the key to success in academic attainment. Additionally, reading is a necessary ability for success in the classroom (Levine et al. 2000).

A descriptive paragraph is one of the types of paragraphs students learn in English classes. It precisely explains the qualities that something has by nature, whether they are inherent in people, animals, plants, or inanimate objects. The reader is intended to receive clear information about the thing mentioned in this paragraph. According to Oshima and Hogue (2007), descriptive text engages the senses by describing how something appears, feels, smells, tastes, and/or sounds. A excellent description creates a word picture in the reader's head so that they can visualize the objects, locations, or people. A description typically adheres to the organizational structure known as spatial order. Planning for space involves arranging objects in a given area. Students are usually required to deduce the communicative intent of texts like this one by understanding word meaning,

identifying sentence meaning, identifying specific information, finding detailed information, and so forth. Such questions will be challenging for them to answer if they don't have strong reading comprehension.

On the other hand, if students have mastered good reading comprehension, it will be easy for them to digest a meaning to imagine what they have read, which of course will be related to their academic success. However, we know that for some students, reading is boring, therefore the Numbered Heads Together technique is very suitable to be applied to the reading comprehension learning method. Because in this technique, it can liven up the atmosphere and enthusiasm of students and their activeness in learning.

Numbered Heads Together (NHT) is a cooperative learning method. This technique can be used on all types of subjects and levels. Developed by Kagen (1993), this strategy involves several students joining in groups to review material and check their understanding of the material being taught. Furthermore, an increase in the quality of learning and a sense of responsibility can be felt by every member of the group. Of course this is a positive impact because there are no more academic gaps in the classroom.

The Numbered Heads Together method can be applied in several different ways. First, groups of students are formed, with numbers allotted to each member ranging from one to the maximum number permitted in each group. The students then work together to solve the problem the teacher has presented. The teacher answers by calling a specific number while acting as the group's spokesperson. Students work together in groups to address any

problems or questions the teacher may have, making sure that everyone is aware of the answers. No one knows which team to call, thus every team needs to have their phone number handy. material, groups support each participant and provide opportunities for practice, practice, and topic discussion. Cooperative learning techniques promote discussions on individual and group accountability. This approach can make it easier to review and assimilate current affairs issues. Groups encourage each member and provide opportunities for practice, practice, and subject discussion after a formal briefing of the material.

Based on the results of observations made by researchers at SMP Muhammadiyah 1 Denpasar, it showed there were still many students who have problems or difficulties understanding the English text they read. Some of these problems come from various factors. The first is the internal factor, which comes from the students themselves. They have difficulties in understanding word meaning, recognizing sentence meaning, identifying specific information, finding detailed information, and inferring the communicative purpose of the text and of course this has an impact on students' low reading comprehension. The second is external factors, which include the techniques and methods of teaching teachers in the classroom. Not infrequently, teachers teach in a monotonous and non-creative way so as not to increase students' enthusiasm for learning; also do not invite students to be interactive while teaching. Third, the class atmosphere that is not conducive causes them to be often distracted by other things when the teacher is explaining.

As a result, the goal of this study is to identify answers or routes around the challenges that have been created. The researcher employed the Numbered Heads Together method to solve this issue. This cooperative learning technique expects each student to be in charge of their own research. According to Maheasy and Rosyid (2022), the Numbered Heads Together method has been shown to increase students' comprehension of the topic. Additionally, this method encourages student interaction while they are studying. The NHT will be put into practice using the four processes of numbering, questioning, head together, and answering.

In order to enhance pupils' reading comprehension, researchers are interested in using Numbered Head Together approaches. Consequently, the name of this study is "Improving Reading Comprehension of the Eighth Grade Students of SMP Muhammadiyah 1 Denpasar in Academic Year 2022/2023 Through Numbered Head Together (NHT)"

Based on the issues that students face both internally and externally that make it challenging for them to grasp English texts, researchers at SMP Muhammadiyah 1 in Denpasar conducted interviews with eighth grade students and English teachers. In light of this, the aim of this study is to offer a remedy or a way out of the issues that students encounter. In practice, researchers employ the numbered heads method to help pupils with their challenges. Consequently, the following research topics from this study can be created: Can the reading comprehension of grade VIII students of SMP Muhammadiyah 1 Denpasar in the

2022/2023 academic year be improved through the Numbered Heads Together technique?

A particular investigation is expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the present study. Furthermore, the aims any activities which were related to the specific investigation were always intended to find out a scientific solution to the research problem that has been previously formulated and determined. Based on the research problems in the background, the purpose of this research is to improve students' reading comprehension by using numbered heads together technique of eighth-grade students of SMP Muhammadiyah 1 Denpasar in the academic year 2022/2023.

METHOD

The research applied by the researcher here is classroom action research, where this research is a powerful tool to change and improve reading comprehension better. Dawson (2007:16-17) claims that the goal of action research is to change a situation in a specific environment by closely collaborating with a group of individuals. This "action" can be interpreted as all actions taken by the researcher with the subject to get better results. The layout was created with the goal of increasing the students' reading comprehension. Additionally, classroom action research is carried out to provide a suitable plan or technique to address the students' difficulties with reading comprehension.

In this study, numbered heads are used

to help eighth-grade students at SMP Muhammadiyah 1 Denpasar read more fluently in the academic year 2022–2023. There are two cycles in the classroom action research approach, with each cycle including two sessions. In each session, there will be 40 minutes. The research design consists of several cycles where in each cycle there are four cycles of interrelated activities as follows: planning, action, observation, and reflection. First, the pre-cycle was held at the beginning of the meeting to see and assess students' initial abilities. Here also researchers can assess whether there are problems in the reading comprehension that students have. After seeing the results of the students' pre-test, the researcher can proceed in making a learning plan and other preparations needed in carrying out the research to improve students' reading comprehension. Meanwhile, the post-test is carried out at the end of a cycle, to find out and assess whether there is an increase from the previous student's ability. In the post-test research, the first cycle can be used as a basis for revising the planning in cycle II. So, the second cycle begins with revising planning (RP). The second cycle is therefore anticipated to be significantly more efficient and conducive than the previous one. By comparing the average score from the pre-test and post-test in cycles I and II, the degree of effectiveness may be determined.

The research instruments used in this study were tests and questionnaires. These two things are the most important role in data collection. The name of the test was multiple choices. The researcher gave the subjects 20 multiple-choice questions with descriptive paragraphs to complete in both the pre- and post-test. In the process,

students will work together with their respective groups as with the steps previously described, to discuss answers related to the questions given. During the answering session, the teacher will ask a representative from each group to answer and invite other students to negotiate whether the answer is correct or not. Assessment is done with the answer key.

Once the pre-test, post-test, and questionnaire had been administered by the researcher, the data were collected. Additionally, it was anticipated that the data would show how the individuals' performance had improved after using the Numbered Heads Together method. The pre-test results demonstrated their innate capacity to comprehend descriptive paragraphs. The post-test results would demonstrate their advancement following the application of the method. To determine the subjects' success in comprehending descriptive paragraphs, the data from the pre-test and post-test were calculated. To determine the percentage of all responses, the survey data was calculated.

FINDING AND DISCUSSION

Finding

All data and results from previous research will be presented in this chapter. This chapter will also discuss in detail the findings obtained during the research. In obtaining the findings in this study, the researcher collected the subject's data in reading comprehension. The researcher administered an objective test to the participants in order to gather data and demonstrate how Numbered Heads Together had improved their reading comprehension. In class action research data collection is done with three types of

instruments, they were; pre-test, post-test, and questionnaire. Therefore, in answering all the research questions needed by the researcher on the subject, which the eighth grade students of SMP Muhammadiyah 1 Denpasar, especially VIII-D class obtained through pre-test, post-test, and questionnaires. The pre-test in reading comprehension was administered get their pre-existing ability in reading comprehension and then to know to what extent the subject's skill in reading comprehension. It was administered before conducting cycle I. About 20 multiple-choice items were given to the subjects in the pre-test to determine their ability in reading comprehension through numbered heads together technique. According to the pre-test findings of the subjects, the researcher's final score on the paragraph construction test, which was completed by 30 students in VIII D class, was 1525, and the mean score came out to be 50.83.

The results of the subject's pre-test showed that their reading comprehension was still low. Therefore, the researcher conducted cycle I where at the end of the cycle they will be given a post-test I to be observed and evaluated whether there is progress or improvement in students' reading comprehension using the numbered heads together technique. The test given totals 20 questions about descriptive paragraphs. In doing the post-test, students do it individually. Here the researcher can assess whether the subject can apply the knowledge that has been applied so far. Moreover, post-test I result showed that the mean score was 66.

Post-test II was carried out because the results of the previously obtained average did not meet the passing grade, which was below 80%. Also in cycle II, researchers

made revisions related to deficiencies in the application of techniques found after reviewing the previous cycle. This revision is useful for increasing the quality in the application of the technique which will be related to successful research on improving students' reading comprehension. In post-test II students were given the same number of tests, namely 20 questions about descriptive paragraphs. Additionally, according to the data tabulation's findings, the students' overall post-test 2 score was 2.245. As a result, the passing score was 86.67%, and the mean score was 74.83. It showed positive progress from cycle to cycle are the considerations that this research can be stopped because the results have reached the minimum passing, which was 80%.

Meanwhile, in classroom action research, additional data is needed to strengthen the results of the research that has been done. The additional data used is in the form of a questionnaire addressed to the subject under study at the end of cycle II, in order to know the subject's responses towards the implementation of numbered heads together technique to improve their reading comprehension in descriptive paragraphs. In addition, here the researcher can also see the subject's positive or negative responses to the techniques they have used. Ten statements about the application of the approach made up the questionnaire, which was written in Bahasa Indonesia to prevent misunderstandings when the subjects filled it out.

The percentage of the questionnaire showed the subjects' responses were positive regarding the implementation of numbered heads together technique in descriptive paragraph. The students were

eager in responding to the study because the technique was used effectively. Additionally, from the calculation above, there were 53.93% of the responses which showed strongly agreed to the implementation of numbered together technique; 37.60% of the responses agree; 8.32% of the responses uncertain; 0.15% of the responses disagreed and no one commented on the strongly disagree item. In addition, these findings were an important contribution as well as to the primary data of tests.

Based on the data obtained from the pre-test, post-test I and post-test II, there was visible progress and improvement shown by the subject. A positive reaction was also shown by the subject through the given questionnaire. Nearly half of the subject population indicated that they strongly agreed that the numbered heads together could enhance their reading comprehension, particularly in descriptive paragraphs. The application of techniques in learning can also increase student motivation and enthusiasm in learning. This can be seen from their activeness when teaching and learning activities take place. The statistics indicate that this study could be finished since it met the success indication. Additionally, all of the study's findings will be explored and expanded upon in the debate that follows.

Discussion

The reading comprehension pre-test mean score that was gathered from the subject of study showed a mean figure of 50.83, according to the data analysis of the current classroom study. Here it proves that in the pre-test, the subject's ability towards reading comprehension was still low because their score had not yet

reached the passing grade of 68. From this mean it can be concluded that the ability of the students being observed was relatively low. Several factors affect the low quality or ability of the subject towards reading comprehension. Moreover, in this descriptive paragraph, their main difficulty was on identifying general information, specific information, textual references, and textual meaning.

The results of the data analysis of the cycle I pre-test and score revealed elevated mean values of 50.83 to 66. This increase was obtained by researchers after implementing the Numbered Heads Together technique in the learning process, from there the reading comprehension of the subjects under study increased in cycle I of 66. Because the numbers obtained in cycle I did not meet the success indicators of this study, therefore the researcher continued in cycle II. Here the data analysis again shows progress in a positive direction where cycle I and cycle II showed increasing mean figures of 66 to 74.83.

The questionnaire percentage figure of the total of the questionnaire for item Strongly Agree was 53.93%, Agree was 37.60%, Uncertain was 8.32%, Disagreed was 0.15% and Strongly Disagreed 0%. The number collected from the subjects who answered Strongly Agree was 53.93%, indicating that almost half of the class absolutely agrees with the technique. Only 8.32% of students answered doubtfully, and even 0% answered strongly disagreed with this technique. Even though it is still low, the Numbered Heads Together technique is proven to be successful in increasing students' reading comprehension by showing forward movement in each cycle. The comparison

of the results in each cycle, supports that the Numbered Heads Together technique can help improve students' reading comprehension.

Based on the presented data, the conclusion was that the Numbered Heads Together technique was acceptable and effective. In other words, after implementing the Numbered Heads Together technique, the students' reading comprehension significantly improved. The observations during the implementation of the technique reflected that the subject was very receptive and very active so the teaching and learning activities ran smoothly. The class atmosphere became active when the question session and discussion of the answers were held. Every student is paid so much attention in every activity that takes place.

CONCLUSION

As the conclusion of this research, the Numbered Heads Together technique is proven to be able to improve the students' reading comprehension as evidenced by the data obtained from the subject. The main data required for the study were gathered by administering the pre-test and post-test to the subject under study. In addition to the main data, this study was also strengthened by the results of the questionnaire which was distributed to the subjects, with the aim of researching supporting data. As it was demonstrated, the students' pre-test scores of 50.83 were classified as low because the required minimum score was 68. The study subjects' average reflection scores for cycle I showed the following mean value of 66. In other words, the score rose by 15.17 points. Meanwhile, the subject of the

study's means of reflection score for cycle II similarly revealed a succeeding mean figure of 74.83, which indicates that the score improved by 8.83 points from cycle I and by 24 points from the pre-test. The fact that the mean score for each cycle was much higher than the score for the preceding cycle demonstrated the success of teaching reading comprehension using Numbered Heads Together.

The comparative percentage numbers of 50.93%, 37.60%, 8.32%, and SD 0% for the respective total responses of the questionnaire items for options A, B, C, D, and E were clearly displayed in the data result of the questionnaire scores. These results demonstrated in a substantial way that the reactions and the learning motivation altered and improved. Not only does it improve students' ability to understand reading, but this technique helps to increase students' interest and motivation in reading and their reading comprehension. It is very clear that teaching using the Numbered Heads Together technique can influence student learning development, especially in attracting their attention to learning and being active, as well as reducing boredom while studying as they experienced before, namely a monotonous learning atmosphere.

Therefore, the results of this study effectively established and demonstrated that the eighth-grade students at SMP Muhammadiyah 1 Denpasar could successfully overcome their reading difficulties by using the Numbered Heads Together strategy to improve their reading comprehension. The method was successful in altering the way that the students learned since it allowed them to discuss their comprehension of the

readings with peers or partners. It may be said that the Numbered Heads Together method worked well to increase the pupils' reading comprehension skills.

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