

## IMPLEMENTING OF NUMBERED HEAD TOGETHER TEACHING READING COMPREHENSION IN JUNIOR HIGH SCHOOL

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### ABSTRACT

Reading comprehension is the ability to process written text, understand its meaning, and to integrate with what the reader already knows. This research aims to determine the effectiveness of the Numbered Head Together technique in improving reading comprehension, where the application is carried out in two cycles. The subjects of this research were the seventh-grade students at SMPN 5 Mengwi in academic year 2023/2024. The class consisted of 33 students who were deficient in reading, especially in reading comprehension. The data were then analyzed by comparing the results of the pre-test and post-tests which showed there were significant improvements of the subjects' mean score from the pre-test to post-tests. As the supporting data, the questionnaire was also administered at the end of the last cycle and the results showed positive responses on the implementation of Numbered Head Together. Based on the results of the research instruments, it could be concluded that Reading comprehension of the seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024 could be improved through Numbered Head Together.

**Keywords:** Improve, reading comprehension, and Numbered Head Together

### ABSTRAK

*Pemahaman membaca adalah kemampuan mengolah teks tertulis, memahami maknanya, dan mengintegrasikan dengan apa yang sudah diketahui pembaca. Penelitian ini bertujuan untuk mengetahui efektivitas teknik Numbered Head Together dalam meningkatkan pemahaman membaca, dimana penerapannya dilakukan dalam dua siklus. Subyek penelitian ini adalah siswa kelas VII SMPN 5 Mengwi tahun ajaran 2023/2024. Kelas tersebut terdiri dari 33 siswa yang kurang dalam membaca, terutama dalam pemahaman membaca. Data tersebut kemudian dianalisis dengan membandingkan hasil pre-test dan post-test yang menunjukkan adanya peningkatan signifikan nilai rata-rata subjek dari pre-test ke post-test. Sebagai data pendukung, kuesioner juga diberikan pada akhir siklus terakhir dan hasilnya menunjukkan respon positif terhadap penerapan Numbered Head Together. Berdasarkan hasil instrumen penelitian, dapat disimpulkan bahwa pemahaman membaca siswa kelas tujuh SMPN 5 Mengwi pada tahun ajaran 2023/2024 dapat ditingkatkan melalui Numbered Head Together.*

**Kata kunci:** Tingkatkan, pemahaman bacaan, dan NHT

### INTRODUCTION

Reading is one of the most important elements of a language. Through reading, people can also get information that can help them understand and solve various problems that always come in their lives. According to Urquhart and Weir as quoted

by Grabe (2009: 14), reading is the process of receiving and interpreting encoded information form of language through print media. If by reading to get extensive information and insight students at college or university must understand how important reading is in learning. Thus,

reading is the process of reading text and then understanding implicit or explicit information. Therefore, reading in English learners would be able to understand more deeply the English text and the purpose of the text and by reading we get a lot of information.

Johnson (2008:3) states "Reading is the practice of using text to create meaning". In reading comprehension, it makes some students experience difficulties in understanding the contents and components of reading. So many students face problems in understanding the contents of the text or understanding text information when reading material and reading other information. It is a way to work hard toward Theoretical interests and like reading because some students find reading very difficult and boring. This problem is caused from teachers and students. Where the students do not understand what the main idea is about the specific information from the text given by the teacher. For example: a teacher who is too boring to teach, who just talks too much in delivering the material. The teacher who only gave the text, asked the students to read and only gave a few minutes then Theoretical and the teacher immediately asked the students to answer the questions the teacher gave. Reading text is the most boring thing because the teacher teaching reading only involves assignments.

Numbered Heads Together is a teaching technique in which the students are involved in analyzing the material discuss the teaching-learning process. Numbered Heads Together is designed to involve more students in reviewing materials covered in a lesson and in checking their understanding of a lesson's content (Arends, 2004). In the teaching

process, the students are divided into groups and each member is assigned a number. Then the teacher poses a question to a group who discuss the answer among themselves. The group member is motivated to make sure that each person understands the answer because it does not know who will be required to present it. After time for discussion, the teacher announces which number will respond. For example, if the teacher calls for number 2, the students in group assigned number 2 moons be the one to answer the question. It continued until all of the sub have participated in the class actively.

## **METHOD**

This research is Classroom Action Research. Action research involves taking a self-reflective, critical, and systematic approach to exploring the teaching context (Burns, 2009). Classroom action research consists of planning, acting, observing, and reflecting—the subject in this research was the seventh-grade students of SMPN 5 Mengwi. The VII J class consisted of 33 students; there were 17 males and 17 females. The researchers selected the grade level because the students struggled with reading comprehension, particularly identifying the main generic structure descriptive paragraph. Therefore, researchers used two instruments to conduct this research: tests (pre-test and post-test) and questionnaires; the researchers gave the pre-test to the subjects at the first meeting before the teaching and learning process cycle.

Meanwhile, the researchers gave a post-test at the end of each cycle to determine the improvement. Thus, at the end of the last cycle, the researcher gave the subjects a questionnaire to determine their

feelings after applying Numbered Head Together in reading comprehension. Pre-test and post-test were analyzed by using the mean score formula. Then, the results of the questionnaire under study were applied to determine the percentage of the subjects' responses to the technique.

## RESULTS AND DISCUSSION

Data collection is the process of gathering and measuring information on variables of interest in an seventh established systematic fashion that enables one to answer the stated research problem. Moreover, the data collection of research was common to all fields of study including physical and social sciences, humanities, business, etc. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. There were some research instruments used to collect the data from the grade students of SMP N 5 Mengwi in learning reading comprehension through numbered heads together. The data were collected from the result of pre-test, post-test, and questionnaire. Therefore, there were three kinds of the data obtained in the present study.

### Pre-Cycle

The result of the interview with the English teacher the seventh-grade students of SMPN 5 Mengwi indicated that the subjects had a problem in reading comprehension. Moreover, the interview was done to know exactly the problems that were faced by the subjects under study in reading comprehension. Furthermore, the subjects were still confused in identifying general information, specific information, textual meaning, and textual

reference. The technique implemented by the teacher could not help them to solve their problem in the classroom. The results of the interview also revealed that the minimum passing grade of the seventh-grade students was 76. Therefore, the techniques that had been used by the teacher were not effective and interested to solve the subjects' problem in teaching learning process especially in reading comprehension.

To know the real pre-existing problem, the subjects under study were given a pre-test to measure their pre-existing reading comprehension. Moreover, the researcher administered the pre-test to 33 subjects. In pre-test, the subjects were given four texts in which each text consisted of five questions, so the total questions which were in the form of short answer task were 20 items. Furthermore, in administering the pre-test, the researcher gave an explanation about how the subjects should do the test. Furthermore, the questions of the pre-test were focused on identifying general information, specific information, textual meaning, and textual reference of the reading texts. Besides, the reading texts used in the pre-test were about descriptive text. The total scores of the pre-test were 1115 (see table 4.1). The mean score of the subjects' pre-test can be calculated as follows:

$$\text{Mean Score of Pre-test} = \frac{\sum X}{N} = \frac{1115}{33} = 33.79$$

The mean score of the pre-test which was followed by 33 subjects was 33.79. It meant that the subjects' reading comprehension was still low. Moreover, among 33 subjects who did the pre-test, there were none of the subjects who passed the minimum passing grade that was 76. In

addition, the results of the pre- test above showed that the subjects had difficulty and still confused in reading comprehension especially in identifying general information, specific information, textual meaning, and textual reference. Besides, the subjects under study needed an improvement for their reading comprehension especially in descriptive text. Furthermore, based on the condition above, the researcher tried to improve their reading comprehension through implementing numbered heads together. The researcher expected that the subjects could improve their reading comprehension in descriptive text through implementing this technique. Therefore, the researcher then conducted cycle I to solve their problems in reading comprehension by implementing numbered heads together during the teaching learning process.

### **Cycle I**

In the present study, cycle I was carried out based on the results of the pre-test in pre-cycle. It showed that the subjects in class VII J had low reading comprehension especially in identifying general information, specific information, textual meaning, and textual reference. Therefore, cycle I was conducted by the researcher to solve the subjects' problems in reading comprehension. Moreover, in this cycle, the researcher carried out two sessions and this cycle consisted of four interconnected activities namely planning, action, observation, and reflection. Furthermore, in this cycle, the researcher carried out the main process of teaching reading comprehension through numbered heads together in the classroom.

The researcher concentrates on gathering all the resources that can be used

to teach in reading skill during this stage. It includes the Numbered Head Together, which can be included in learning to improve reading skill. The researcher prepared a teaching module, learning material, worksheet, and post-test to be applied in action. The researcher constructed the teaching module in line with the English subject for the seventh-grade students of SMPN 5 Mengwi. Besides, the time allotment was 80 minutes per session, which meant that the total time allotment in cycle I was 160 minutes. In this cycle, the researcher presented the learning material about Descriptive text. Furthermore, the worksheet was also prepared to practice their reading skills through a Descriptive text. The post-test was prepared to be administered to the subjects at the end of cycle I.

The researcher also made observations during the teaching and learning process. The purpose of the observing was to determine the subjects' responses to the implementation of Numbered Head Together. In cycle I, the subjects were not too active in asking questions. In addition, some subjects still take more time and must be appointed to answer the worksheet. They were more interested to learn and gave an instance response when the researcher gave the questions. It showed an increase in their interest in the learning process, but some subjects paid less attention during the teaching and learning process of reading. As a result, they were confused with the material and difficult to answer the worksheet.

Reflection is the final stage of cycle I. At this stage the teacher provides reflection in the form of verbal corrections to students such as how to read correctly, sequencing

events so that they fit the general structure, developing sentences so they don't sound monotonous, and correcting intonation in reading. This makes students aware of their shortcomings and knows how to correct them properly and correctly. Apart from that, the teacher also gave praise to students because there was progress compared to the previous pre-test. Finally, the teacher designs teaching modules that are appropriate to the abilities that students have achieved in cycle I.

The researcher carried out post-test 1 on November 4 2023. The action shows what the researcher did in class based on the plans that have been built. The researcher gave post-test 1 in session 2, and gave it at the end of the cycle. The study divided students into groups based on student ability and gender mix. Then the researcher gave students a worksheet and each student got their own number from the group division given by the researcher, then they read the answers to the numbers they got which were done at each bench which was completed in a maximum of 2 minutes per student. Post-test 1 was used to determine the progress of their reading skills after implementing Numbered Head Together.

Moreover, post-test 1 was given to obtain data on improving students' speaking skills, after implementing Numbered Head Together in the teaching and learning process. Post-test 1 in cycle I was attended by 33 students. The total scores obtained in post-test 1 are as follows:

$$\text{Mean Score of Post-test 1} = \frac{\sum X}{N} = \frac{2245}{33} = 68.03$$

The mean score of post-test 1 was 68.03. Post-test 1 in cycle I showed the increasing scores of the subjects' reading comprehension after the implementation of numbered heads together in teaching

learning process. From this result, it could be seen that there was an improvement that was achieved by the subjects from the pre-cycle to cycle I. In addition, the scores in post-test 1 showed that there were 10 subjects of 33 subjects who could reach the minimum passing grade that was determined for the seventh-grade students of SMPN 5 Mengwi. Besides, the subjects paid more attention to the teaching and learning process in the classroom after the implementation of numbered heads together. However, the success indicator had not yet been achieved in the first cycle. Therefore, the researcher decided to continue this study to cycle II in order to get a better improvement.

## Cycle II

This cycle was conducted to improve the subjects' reading comprehension especially in identifying general information, specific information, textual meaning, and textual reference. In this cycle, there were two sessions, 3 and 4 sessions. Teaching module was also in the same pattern. Furthermore, the researcher conducted cycle II which had the same steps with cycle I such as planning, action, observation and reflection.

In addition, the researcher gave a post-test at the end of cycle II. The form of the test is the same as in cycle I. The study divided students into groups based on student ability and gender mix. Then the researcher gave the students a worksheet and each student got their own number from the group division given by the researcher and then they answered which was done at each bench which was completed in a maximum of 2 minutes. Post-test 1 was used to determine the progress of their reading skills after

implementing Numbered Head Together. After the post-test, the researcher collected data regarding the improvement in students' speaking abilities, as shown in Table 4.1. This shows how Numbered Head Together improves reading skills. Additionally, 33 students took the post-test, and the result was 2175. The formula below was used to obtain the average score.

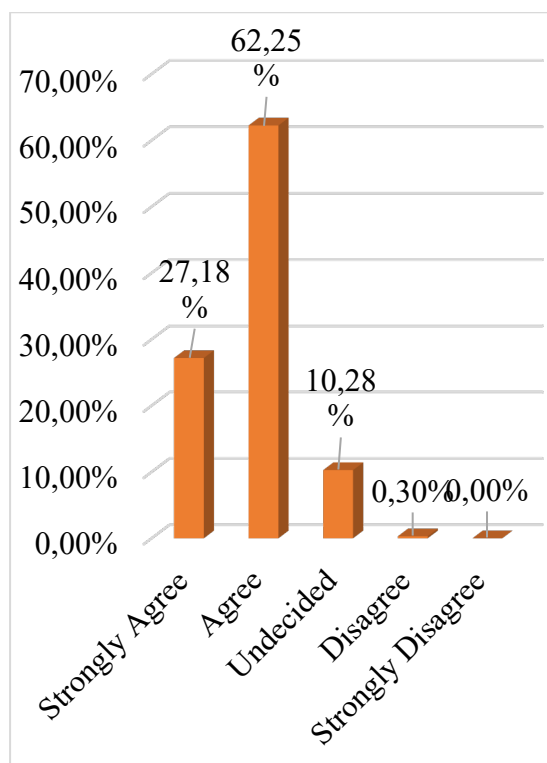
$$\text{Mean Score of Post-test 2} = \frac{\sum X}{N} = \frac{2715}{33} =$$

82.27

Based on the data resulted in the post-test of cycle II. It showed the significant improvement in the subjects under study. The mean score of post-test 2 was 82.27. The mean score of post-test 2 showed that numbered heads together were effective and successful in improving subjects' reading comprehension in teaching learning process. They were more active and gave attention during the teaching and learning process in the classroom. In addition, it could be seen from the scores of the post-test in cycle II which showed that from 33 subjects, 29 subjects had achieved the minimum passing grade of the seventh-grade students of SMPN 5 Mengwi that was 76. Therefore, the research could be stopped because the study was considered successful and it has achieved the success indicator.

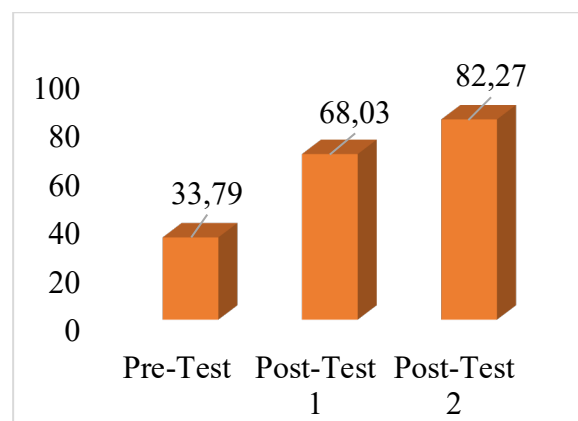
The researcher administered the questionnaire to the subjects under study at the end of cycle II. In addition, the data gathered from administering the questionnaire showed the subjects' responses on the implementation of numbered heads together in improving reading comprehension. The questionnaire consisted of 10 statements which were written in Bahasa Indonesia. Moreover, the results of the questionnaire were analyzed by using Likert rating scale of 5 to 1. The

data were taken to find out the percentages of the subjects' responses to the implementation of numbered heads together and the additional data to support the major data on the questionnaire which was given at the end of the last cycle. The supporting data for the present classroom action study were collected through administering questionnaire to the subjects under study at the end of cycle II. The researcher conducted the questionnaire in order to know the subjects' positive responses toward numbered heads together in improving reading comprehension. Based on the tabulation of the questionnaire the subjects' responses that showed strongly agree were 365; agree, 836; undecided, 138; disagree; 4, and none of the subjects responded strongly disagree with the implementation of numbered heads together in teaching reading comprehension. Thus, the total responses of all items were 1343. The data were taken to find out the percentages of the subjects' responses on the implementation of numbered heads together.



Graph 1 Depicting the Subject' Responses toward the Implementation Numbered Head Together in Teaching Reading Comprehension

Moreover in order to give clear presentation of the data on how the subjects' improvement and also responses toward the implementation of numbered heads together in improving reading comprehension, especially in identifying general information, specific information, textual meaning, and textual reference, the findings of the present classroom action research showing the rising comparative mean scores of pre-test, post-test 1 in cycle I and post-test 2 in cycle II, and also the questionnaire which were obtained by the subjects under study especially the seventh grade students of SMPN 5 Mengwi who were taught by applying numbered heads together in the teaching learning process in the classroom could be presented in the form of two graphs as the following:



Graph 2 Depicting the Subjects' Progressing Mean Scores in Teaching Reading Comprehension in Pre-test, Post-test 1, and Post-test 2

### CONCLUSION

Based on the pre-test, post-test, and questionnaire results, the reading comprehension of the seventh-grade students SMPN 5 Mengwi in the academic year 2023/2024 can be improved through Numbered Head Together. Moreover, the questionnaire results showed the subjects' positive responses to implementing Numbered Head Together. This means that the subjects received this technique very well because more than 88% of respondents approved of the implementation of Numbered Head Together.

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