

IMPROVING READING COMPREHENSION THROUGH THE IMPLEMENTATION OF NUMBERED HEADS TOGETHER (NHT)

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ABSTRACT

It is impossible to separate comprehension from reading. The pre-test results indicated that the individuals struggled to recognize the text's general content, specialized information, textual meaning, and textual references. The goal of the current study was to determine whether Numbered Heads Together could help eighth grade students at SMPN 4 Kuta Utara with their reading comprehension. As a result, the researcher carried out an action research study in a classroom to meet the study's goal. The pre-test, post-test, and questionnaire were then given out by the researcher. From the pre-test, the students' mean scores significantly improved, going from 59.37 in cycle I to 71.87 in cycle II and 82.81 in cycle III. Moreover, the researcher used the questionnaire in the conclusion to get the extra supporting data. The result of the questionnaire showed the percentage of the 52.32% strongly agreed, 41.86% agreed, 5.37% undecided, 0.43% disagreed and 0% strongly agreed. Based on the results, of this study it could be concluded that reading comprehension of the eighth grade students of SMPN 4 Kuta Utara in academic year 2023/2024 can be improved through Numbered Heads Together.

Keywords: improving, reading comprehension, Numbered Heads Together

INTRODUCTION

Reading is one of the fundamental language learning abilities that students should work on developing. One of the most important skills to acquire when learning a language is reading. According to Alderson (2000), the ability to read is the most crucial for learning success. Reading is a method to obtain information so that the students could acquire the language that is learnt (Pramerta, 2022).

Understanding and reading are intertwined and cannot be separated. Reading comprehension, in the words of Wolley (2011), is the process of deriving meaning from the text. Furthermore, reading without comprehension prevents

the reader from getting the true meaning. There is nothing that the reader can learn from the book. Thus, in order for students to obtain information with ease, they must be able to comprehend reading texts.

Reading comprehension involves intentionality, activity, and interaction and occurs before to, during, and following the reading of a specific text. Reading comprehension is described by Klinger et al. (2007) as a multifaceted and intricate process that involves multiple interactions between readers and what they bring to the text as well as factors specific to the text. As a result, the instructor needs to plan the best method for helping the students learn

to read. Providing frequent practice is a great technique to enable students to comprehend a reading content.

Preliminary observations at SMPN 4 Kuta Utara indicate that there are reading challenges among the students, particularly among the eighth-grade kids. Furthermore, the students continue to struggle with understanding the texts they read. Additionally, one of the issues preventing the kids from understanding the reading content is a lack of vocabulary.

The researcher decided to apply the Numbered Heads Together technique in the current investigation. NHT is a reading strategy that leads students through a book. According to Arends (2004), the Numbered Heads Together technique was created to get more students involved in reviewing the material provided in a session and determining whether or not their peers understood the lesson's content. NHT encourages both individual and group conversation.

Then, reading comprehension can be made easier in reading classes by utilizing NHT. Students who work in groups at NHT find it simpler to comprehend the material they are reading and to identify the major theme of the text. Using NHT can help students overcome obstacles, develop group responsibility, and improve their reading comprehension.

Consequently, the researcher studied reading comprehension while treating the students with Numbered Heads Together.

The research problem in this study can be formulated as follows: can Numbered Heads Together be used to increase the reading comprehension of eighth grade students in SMPN 4 Kuta Utara in the academic year 2023/2024?

The goal of the study was to use NHT to increase the students' reading comprehension. The learning objectives of the eighth-grade students were the main focus of the current investigation. Independent curriculum was used in this study. Furthermore, the reading comprehension of the students in this study was restricted to recognizing general information, particular information, textual meaning, and textual reference when reading texts that were presented as recount texts.

RESEARCH METHODS

This study uses a classroom action research design with the goal of increasing students' reading comprehension through the use of the NHT technique. The current study, which involved 32 students in the eighth grade of the VIII B class in the academic year 2023–2024, was carried out at SMPN 4 Kuta Utara.

This research requires several procedures to be completed. Planning, action, observation, and reflection are the four phases of each cycle in classroom action research, according to Kemmis and McTaggart in Burns (2010). Two sessions comprise each of the several cycles that comprise the teaching and learning process.

In this study, NHT was used to facilitate teaching and learning in two cycles, each of which included two sessions, by the researcher and the subjects. Consequently, the researcher must conduct preliminary reflection through observations, interviews, and the administration of a pre-test. The purpose of this test is to determine the students' level of understanding of the material provided by the teacher and to verify their scores prior to using the NHT approach.

The three phases of each cycle that the researcher studied were pre-, while-, and post-activity. In the meantime, a post-test is administered at the conclusion of a cycle to determine whether student ability scores have increased. Cycle II planned revisions might be made based on the findings of the post-test from Cycle I. Cycle II was carried out in accordance with Cycle I's post-test I results.

Tests and a questionnaire served as the study's research instruments. The test was called the "short answer task." After the

researcher performed the questionnaire, post-test, and pre-test, the results showed how beneficial employing NHT was.

FINDING AND DISCUSSION

Finding

The goal of the current study is to increase the reading comprehension of the students. Students' reading comprehension achievement was still low, according to the results of the pre-test that the researcher had previously administered and the preliminary interview with the English teacher. Their pre-test score was largely remained lower than the average. Thus, the researcher created a classroom action research project using NHT in order to enhance the subjects' reading comprehension.

It was anticipated that the subjects' reading comprehension achievement would increase with the use of NHT in the teaching and learning process. Furthermore, reading recount texts in general to ascertain general information, particular information, textual meaning, and textual reference was the main emphasis of this study. The eighth-grade students of SMPN 4 Kuta Utara in the academic year 2023–2024—especially those in VIII B, which has 32 students overall—were the subjects of this study.

The current classroom study was mostly conducted in cycles I and II, as well

as pre-cycle. In addition, the subjects were given the study instrument in order to gather data. Data were gathered using questionnaires and tests. Pre- and post-tests were used to administer the test. To ascertain the students' prior reading comprehension knowledge, a pre-test was given prior to the application of the NHT approach.

Following the administration of the pre-test, each of the two cycles (cycle I and cycle II) that made up the current study's two cycles received a post-test. A post-test was used to gauge the subjects' improvement following the application of the procedure. In addition, the researcher distributed a questionnaire to gather more information. The survey was given out at the conclusion of cycle II.

The pre-cycle was given at the start of the research. To learn about the issues that the subjects were facing, the researcher conducted preliminary observation. In SMPN 4 Kuta Utara, basic observations were made to begin the research. To ascertain the issues the subjects were facing, the researcher conducted interviews with the English teachers at that particular school.

Additionally, the researcher administered a pre-test in the form of a 20-question short response task. Thirty-two students took the pre-test, which had a

mean score of 59.37. Not a single participant in the pretest met the minimal score required to pass. In SMPN 4 Kuta Utara, a passing score in English was 75.

Cycle I of the current study was conducted using the pre-test data from the pre-cycle. The findings demonstrated that the participants in VIII B continued to receive poor scores, suggesting that the study's subjects continue to struggle with reading comprehension. Thus, in order to address the problem, the researcher completed cycle I. The four interrelated actions in this cycle—planning, activity, observation, and reflection—were carried out in two sessions by the researcher.

Furthermore, the primary method of teaching reading comprehension in the classroom using the NHT approach was carried out by the researcher. The cycle I was planning started with this stage. The researcher must prepare the student worksheet, post-test, teaching module, and learning materials in this step. It was time to take action. In practice, the researcher used NHT to instruct the class's participants. Pre-activity, while-activity, and post-activity were the three primary actions that took place during the action.

The researcher observed the teaching and learning process taking place in the classroom. The observation revealed that some of the subjects were less focused

and paying attention to the teacher's explanations when the teacher was explaining the content, and that the subjects were still occupied with their seatmates. Reflection was the final phase. In order to determine if the learning process went well or not, the researcher assessed the outcome.

The researcher then gave the patients a post-test to gather data on their improvement following the application of the NHT approach. At the conclusion of cycle I's second session, the post-test was administered. The participants had to complete a 30-minute time slot consisting of 20 short answer questions. 32 individuals then completed the post-test. The post-test I had a mean score of 71.87.

The results of cycle I's post-test I demonstrated how the subjects' reading comprehension improved once the NHT approach was used. Furthermore, data from post-test I revealed that 14 out of 32 individuals were able to achieve the minimal passing score set for SMPN 4 Kuta Utara eighth grade students.

Cycle II was carried out in accordance with cycle I's post-test I results. The researcher conducted comparable tasks to those from the prior cycle. The researcher also carried out cycle II, which followed the identical procedures as cycle I in terms of preparation, execution, observation, and reflection. The researcher

created a planning for cycle II that was somewhat similar to cycle I based on the preceding cycle. To gather more information, the researcher created a teaching module, study guides, worksheets, post-test II, and a questionnaire.

The researcher put well-thought-out planning into practice. The researcher's planning for cycle II was identical to that for cycle I; cycle II consisted of two sessions, namely sessions 3 and 4. Pre-activity, while-activity, and post-activity were the three primary actions that took place during the action. Furthermore, the investigator utilized NHT, which was analogous to the preceding session, to facilitate the participants' comprehension of the instructional content.

The subjects were given post-test II by the researcher at the conclusion of cycle II's fourth session. The post-test was to be completed by them in 30 minutes. Additionally, the subjects were requested to complete a questionnaire after completing the post-test, and it took fifteen minutes to compile their answers regarding the use of NHT in reading comprehension. The researcher also conducted an observation during the cycle II teaching and learning procedure. The findings of the observation made throughout cycle II's teaching and learning process demonstrated that the

subjects were more focused and engaged in the process.

Reflection was the final phase. The subjects' improvement in the teaching and learning process was noteworthy during this cycle. The outcome of cycle II's full reflection was given to the subjects and researcher as a mark of accomplishment. At the conclusion of cycle II, the researcher gave post-test II following the instruction and learning procedure. Furthermore, thirty-two patients completed the post-test II. Cycle II's post-test mean score was 82.81. The post-test II mean score demonstrated that NHT was beneficial in raising students' reading comprehension during the teaching and learning process.

Furthermore, the subjects' post-test II results demonstrated that, out of 32 students, 32 of them obtained the minimum passing score of 75 required for eighth grade students at SMPN 4 Kuta Utara. Since the study was deemed successful and met the success indicator, the researcher was able to conclude the investigation.

At the conclusion of cycle II, the individuals under investigation were given a questionnaire, which was used to gather supporting data for the current classroom action research. According to the respondents' reactions, the use of NHT in reading comprehension instruction resulted in 730 strongly agree responses, 584 agree

responses, 75 unsure responses, 6 disagree responses, and no very disagree responses. 1395 replies in total were received for all of the items.

Discussion

The current study was designed using action research in the classroom. Two cycles, each consisting of two sessions, comprised this classroom action research. The pre-test mean score for the pre-cycle was 59.37. Of the thirty-two subjects, none could obtain the necessary minimum passing score of seventy-five. This was also found in a study (Sari, Widiastuti, Pramerta, 2023). The researcher used NHT to instruct the subjects in cycle I. The post-test I mean score, which was attained by the 32 study individuals, was 71.87.

The post-test results showed a considerable improvement in the respondents' reading comprehension. However, the success metric was not met. Merely 14 students obtained the SMPN 4 Kuta Utara minimum passing mark. Furthermore, the research was unable to conclude due to its failure to meet the success indicator. In order to improve the current classroom action research's ability to increase the subjects' reading comprehension, the researcher conducted cycle II.

Compared to the pre-test and post-test I, the subjects' mean score improved

more in cycle II. The mean score of post-test II was 82.81. Furthermore, the data indicated that out of the 32 students, 32 of them obtained the minimal passing score of 75 for eighth-grade students at SMPN 4 Kuta Utara.

Furthermore, the questionnaire data obtained by the researcher from the VIII B class indicated that the majority of the subjects provided affirmative answers regarding the application of NHT in reading comprehension. According to the findings, over 94% of the respondents felt that NHT should be used in the teaching and learning process.

CONCLUSION AN SUGGESTION

Conclusion

The researcher employed classroom action research in this investigation. The subjects' reading comprehension improved as a result. In the academic year 2023/2024, the research was done with the eighth-grade students at SMPN 4 Kuta Utara, specifically in the VIII B class.

The results of the pre-test, post-test I, and post-test II revealed mean scores of 59.37, 71.87, and 82.81, respectively. The respondents' reading comprehension significantly improved, as indicated by the mean scores on the pre- and post-tests. Pre-cycle subjects did not exist; in addition, post-test I and post-test II contained 14 and 32 subjects, respectively, that were able to

obtain the SMPN 4 Kuta Utara minimum passing mark. Furthermore, the study's conclusions demonstrated and demonstrated that the subjects' difficulties in recognizing the four components of reading comprehension could be resolved by teaching eighth-grade students NHT.

Over 94% of the participants believed that NHT should be implemented, according to the questionnaire's results. It also demonstrated unequivocally that NHT may increase the students' level of activity and greatly enhance their reading comprehension. The majority of the individuals responded favorably when NHT was used to increase their reading comprehension, demonstrating the effectiveness of the intervention.

Thus, it is possible to draw the conclusion that the use of NHT in the academic year 2023–2024 could enhance the reading comprehension of the eighth-grade students at SMPN 4 Kuta Utara.

Suggestion

It is anticipated that the current study's findings will improve teaching and learning, particularly when it comes to reading comprehension instruction. The goal of the research is to provide some recommendations based on the current study's findings at its conclusion. The study's findings demonstrated that using NHT might enhance the reading

comprehension of SMPN 4 Kuta Utara eighth grade students. It is recommended that the English instructor of SMPN 4 Kuta Utara's eighth grade students utilize NHT as an alternate method for teaching reading comprehension.

Additionally, using NHT can facilitate students' sharing of previously read material. NHT can assist kids in resolving and overcoming reading comprehension issues. It is also advised that more engaging reading texts be used in the teaching and learning process for future researchers conducting action research in the classroom. It is in order to apply NHT with better results.

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