

**NUMBER HEAD TOGETHER (NHT) TECHNIQUE TO TEACH
STUDENTS' READING COMPREHENSION**

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Abstract: This research aimed to improve the students' reading comprehension through Number Head Together (NHT) technique at the eleventh grade of SMA Negeri 1 Lampung Selatan in academic year 2022/2023. The subject of this research was 25 students of XI-IPS-4 class. This research used Classroom Action Research (CAR) with two cycles where each cycles consisted of three meetings. In this research, the writer used test and non-test in collecting data. The test used in the research was formative and summative test. Meanwhile in non-test, the writer used field note and observation sheet. In analyzing data, this research used quantitative and qualitative data. The result showed that the mean score of the students' learning activity in the first cycle was 6.31 and in the second cycle was 7.66. In other hand, the mean score of students' reading comprehension in the first cycle is 6.31. Meanwhile, in the second cycle is 7.66. It showed that there was an improvement on the students' learning activity and reading comprehension. Based on the result of the research, the Number Head Together (NHT) technique can improve students' reading comprehension in the Eleventh Grade of SMA Negeri 1 Natar Lampung Selatan.

Keywords: *Reading comprehension, Number Head Together (NHT) Technique, Classroom Action Research, Cooperative Learning*

INTRODUCTION

Reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language, because by reading the people can get new information and add their knowledge, thus reading ability is very important to achieve curricular objective of education that is knowledgeable and high technology and to improve relations among nations in the world. Reading is one of four basic skills in English, such as listening, speaking, reading and writing. In general, reading is the ability of someone to get information knowledge

from printed text material. According to Harmer (2007: 99) stated that "Reading is useful for language acquisition. Provided that the students more or less understand what they are read, the more they read, the better they get it". It means that if the students often read, their knowledge will increase and get better in reading. It means that if the students often read, their knowledge will increase and get better in reading. Many factors that cause the poor ability in reading comprehension, there are Internal and External. The internal factors are: motivation, IQ (Intelligence Quotient), interest, etc. The external factors are: teachers, parents, friends,

facilities, including method of teaching reading. The method can cause students to be less able to read comprehension because the method can make the teaching of reading more emotional to improve the students.

Based on the writer's preliminary research the students of SMA Negeri 1 Natar Lampung Selatan, the students were unable to read well. The students had poor ability in reading comprehension, such as: the problem was that the students had got less information, the students did not know the main ideas in a paragraph, and the students did not understand the text they were reading, and the last the teacher never used Number Head Together (NHT) technique in teaching reading.

Number head together is a simple four-steps structure, its main strengths are in building mastery and in reviewing previously learned information. Kagan (2000: 74) argues that number head together is a simple four step structure. Its main strengths are in building mastery and reviewing previously learned information. It means that number head together has four steps in implementing its technique. This technique will guide students to solve the problem by discussion and sharing. The technique is expected enrich teachers' experience to use various technique in teaching English and increase students comprehension. For solving the problem, the writers proposes the use of Number Head Together (NHT) technique especially to increase the students' reading comprehension.

Based the explanation above, the writer interest to improve students can by using number head together. The writer proposes research entitles: "Improving Students' In Reading Comprehension

Through Number Head Together (NHT) Technique at the Eleventh Grade of SMA Negeri 1 Natar Lampung Selatan in Academic Year of 2022/2023".

The formulation of problem in this research can be formulated as follows:

1. Can the Number Head Together technique improve students' activities in learning reading?
2. Can the Number Head Together technique improve students' reading comprehension?

This research was conducted to found out:

1. To describe whether the implementation of Number Head Together technique improve students' learning activities in learning reading.
2. To describe whether the implementation of Number Head Together technique improve students' reading comprehension.

TEACHING PROCEDURE

According to Kagan (2009: 30) this strategy emphasizes the cooperative, work team or social interaction in order to construct the knowledge and concept in learning reading. Instead of directing question to the whole class, teachers used seventh steps, that is:

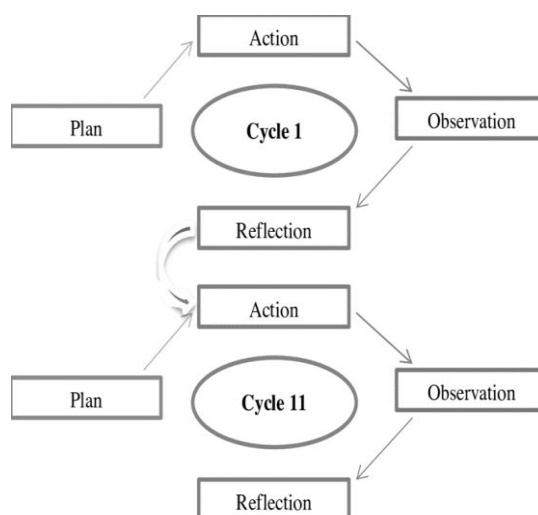
1. Students number off.
2. Teacher poses a problem and gives think time.
3. Students privately write their answers.
4. Students stand up and "put their heads together", showing answers, discussing and teaching each other.
5. Students sit down when everyone knows the answer or has something to share.

6. Teacher calls a number. Students with that number answer simultaneously using; answer board share, finger responses, response cards, and manipulative.
7. Classroom applaud students who responded.

RESEARCH METHOD

In conducting the research, the researcher used the Classroom Action Research (CAR) method, which was derived from root action research. Due to occurring in the classroom frame, it was called Classroom Action Research. Classroom Action Research (CAR) is an approach to collect and interpret data that involves clear and repeated cycles of procedures. A researcher in CAR begins by planning an action to address the problem, issue, or question in his or her own context.

It means that the researcher made a plan for this research in order to solve the problem and answer the research questions. The board goal of action research are to seek local understand and to bring about improvement in the context under study. It means that, action research had purpose to improve something that discussed by the researcher in her research. The classroom action research procedure used in this research adapted by Kemmis and Mc Taggart, it consists of several cycles was each cycle contains four phases of planning, acting, observing, and reflecting.



In this classroom action research, the researcher collected the data by using qualitative and quantitative method. The researcher used two cycles in the classroom action research. Each cycles consisted of three meetings. The sample of this research is the students of XI-IPS-4 class at SMA Negeri 1 Natar Lampung Selatan. The instrument used in this classroom action research consisted of three assessment, such as students' observation sheet and field notes to asses students' learning activities, and the reading test to asses students' learning result.

FINDING AND DISCUSSION

Research Findings

The research was conducted at the eleventh grade students of SMA Negeri 1 Natar Lampung Selatan, consisting of 25 students. The research implemented Number Head Together (NHT) to improve students' reading comprehension. It was divided in two cycles. Before entering the cycle, the researcher did pre-cycle. The result of pre-cycle showed that students' reading comprehension and students' learning activities were still in very low category, and that should be improved. Every cycle

was held in three meetings. Each cycle in this research consisted of series steps, namely: Planning, Action, Observing, and Reflecting. Result of the data from cycle 1 and cycle 2 of the students' learning can be seen in the table below:

Table 1
Students' Learning Result for Cycle 1 and Cycle 2 the Eleventh Grade of SMA Negeri 1 Natar Lampung Selatan

Cycle 1		Cycle 2	
Number of Student	Completeness (%)	Number of Student	Completeness (%)
10	40%	21	84%
15	60%	4	16%

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 10 students with the percentage of 40%. It improvement in cycle 2, the students who passed the test were 21 students with the percentage of 84%. It can be conclude that the implementation of Number Head Together (NHT) technique.

Table 2.
Students' Learning Activities of Cycle 1 and Cycle 2 of the Eleventh Grade of SMA Negeri 1 Lampung Selatan

Cycle 1	Cycle 2	Improvement
Average Score	Average Score	0.55
6.31	7.66	

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 6.31 (mid), while in cycle 2 the mean score of total score was 7.66 (high). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.55. Therefore, it can be conclude that the students' learning

activity in the class was improved from cycle 1 to cycle 2.

DISCUSSION

Based on the observation of this research which had been done by the researcher, the researcher conclude the indicated that there was an improvement in the students' reading comprehension by used Number Head Together (NHT) technique. Based on the data that had obtained from the test and observation sheet, the researcher found a positive in learning process especially in reading by using NHT technique could help students to understand the content and understand the meaning of the text they have read.

- 1) The result of students' learning activity in the class could be seen that there was an improvement from cycle 1 to cycle 2. The mean score of cycle 1 was 6.31. Meanwhile, the mean score of the cycle 2 was 7.66. The improvement of students' learning activity from cycle 1 to cycle 2 was 0.55.
- 2) The result of students' reading test from two cycles showed that the implementation of Number Head Together (NHT) technique could improve students' reading comprehension. It can be conclude by analyzing the students' mean score of each cycle. The mean score of the test in the cycle 1 was 6.31 it was low, the students who got >70 point only 10 students or 40% that passed the Minimum Mastery Criterion. While the mean score of the test in the cycle 2 was 7.66, it was higher than cycle 1, it meant that the students who get >70 point were 21 students or 84%. Based on the result of students' reading comprehension, the data

showed that the students had the improvement.

Based on the result of students' reading comprehension, the data showed that the students had the improvement in students' learning activity because it has exceeded the classical completeness of 75%. Number Head Together (NHT) technique can be interpreted and solved the problems cooperatively. This result related with a theory stated by Kagan in Richard book (2000: 192) that the technique encouraged students to work together, increased communication skill, more active in social atmosphere and helped each other in comprehended material.

CONCLUSION

After conducting the whole steps of this Classroom Action Research, the researcher gives some conclusions as the result of this research. Based on the research that was conducted at the eleventh grade of SMA Negeri 1 Natar Lampung Selatan by use Number Head Together (NHT) technique and it was obtained the conclusion as follows:

1. The use of Number Head Together (NHT) technique can improve students' activities in learning reading.
2. The use of Number Head Together (NHT) technique can improve students' reading comprehension.

RECOMMENDATION

From the conclusion above, there are some recommendation as in case of improving students' reading comprehension through Number Head Together (NHT) technique, as follows:

1. For the teachers, Number Head Together (NHT) technique would be very helpful to improve students'

reading comprehension. Thus, the teacher needs to maintain using NHT technique as alternative technique of the teaching process in Senior High School. Furthermore, the teacher should give clear explanation and instruction in directing his students' in group discussion.

2. For the researchers, the result of the study can be used as an additional reference of further researcher with different discussion. Moreover, the researcher should be creative to find the way of how to teach reading using effective method.

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