A DESCRIPTIVE STUDY ON THE IMPROVEMENT OF STUDENTS' READING COMPREHENSION THROUGH NUMBER HEAD TOGETHER TECHNIQUE

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Abstract: This research aims to describe the improvement of students reading comprehension by using Number Head Together (NHT) technique from ten (10) articles selected. This research used qualitative method and descriptive analysis. The results of this research found that from the ten (10) articles analyzed, A10 was the most improved article in reading comprehension by using Number Head Together technique compare to other nine (9) articles. Futhermore, based on the t-test result of the use of NHT technique in reading comprehension, the result reveals that from nine (9) articles, 90% which used NHT in the teaching process proved that the achievement were more improved, while one (1) of the articles (10%) did not mention the t-test result but confirmed that there was improvement in the results of students' reading comprehension .This indicates that Number Head Together (NHT) technique improved students' reading comprehension. Number Head Together (NHT) technique not only results on students interest in learning process but also involved the students in the activity of collaborative learning as team or group. However, this grouping motivated the students to produce better achievement in their study activity.

Keywords: reading comprehension, number head together technique

Abstrak: Penelitian ini bertujuan untuk mendiskripsikan peningkatan reading comprehension siswa dengan menggunakan tehnik Number Head Together (NHT) dari sepuluh (10) artikel yang dipilih. Penelitian ini menggunakan metode qualitatif dan deskriptif analisis. Hasil penelitian ini menemukan bahwa dari sepuluh (10) artikel yang dianalisa, A10 merupakan artikel yang paling meningkat di reading comprehension dengan menggunakan teknik Number Head Together (NHT) dibandingkan kesembilan (9) artikel lainnya. Lebih jauh, berdasarkan hasil t-test dengan menggunakan teknik NHT di reading comprehension, hasil menunjukkan bahwa dari Sembilan (9) artikel, 90% yang menggunakan teknik NHT dalam proses mengajarnya membuktikan bahwa hasilnya lebih meningkat, sedangkan salah satu (1) diantaranya 10% tidak menyebutkan hasil t-testnya akan tetapi menyatakan bahwa terdapat peningkatan pada hasil reading comprehension siswanya. Hal ini mengindikasihkan bahwa teknik Number Head Together (NHT) meningkatkan reading comprehension siswa. Teknik Number Head Together (NHT) tidak hanya berimbas pada ketertarikan siswa dalam proses belajar saja akan tetapi juga melibatkan siswa pada aktivitas belajar bersama sebagai tim atau grup. Bagaimanapun juga, pembentukan grup ini memotivasi siswa untuk memproduksi hasil capaian yang lebih baik dalam aktivitas belajar siswa.

Kata kunci: pemahaman membaca, teknik number head together

INTRODUCTION

Reading is important for the students because the success of their study depend on their ability to read. They have difficulty in making progress if their reading competence is low. On the other hand, if they have a good ability in reading, they have a better chance to succeed in their study. Reading is one of the ways to know how well the students master the written form. Being active readers, the students are able to receive information and process the information as well as they can. This is supported by Harmer (1998, p. 68) who states that reading is very useful not only in work place, learning process, and leisure activities, but also for language learning. He further explains that reading provides good models for English writing and offers opportunities to study language features such as: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts.

However, there are many factors which influence students' reading ability. The First factor is teaching method, most of teachers usually just give an ordinary method in reading text. They have difficulties to find the best method in reading. There is no variation method that the teachers use in teaching reading. Students just try to understand the text by themselves. This makes students face more difficulty to understand the reading text. Sometime, they need a friend or partner to ask and share about the text. Brucbacker (as cited in Daniati, 2010), mentions that the success or fail of learning process depends on use of a suitable method. It appears that technique in teaching reading is needed to be given more attention by the English teacher. The suitable technique can grow the students' interest and motivation especially in teaching English as foreign language. High motivation will help students to follow the whole of teaching and learning process, this is why teachers must be able to provide the best method to make students interested in learning reading comprehension.

Second factor is lack of vocabulary. Lack of vocabulary can make the students to be lazy to look up the meaning of difficult words in the dictionary. This situation causes them bored and will not want to continue studying. According to Gunning (2002), the main problem faced by students in reading comprehension is insufficient knowledge of vocabulary and sentences structure.

This situation makes students lazy to learn.

To help students to overcome the problem in comprehending reading texts, it is very useful to introduce them with an effective teaching method. One of the technique is Numbered Head Together Technique, NHT is a cooperative learning strategy that holds each student accountable for learning the material. While, cooperative learning itself is part of learning that include kind of team work chosen or directed by teacher, where the teacher define task, member question, provide materials and information that are design to help student solve the problem. Students are placed in group and each person is given a number by the teacher. Then, teacher gives the assignment contains some question and student put their head together to figure out the answer. After students have finished answering that question, teacher will call the number of each group to show their answer. It is done until all of students get a chance. By giving this method, student will be active in teaching learning process. According to Kagan (as cited in Novitasari, 2013, p. 3), Numbered Head Together is a type of cooperative learning because it includes team and individual accountability that leads to cooperative interactions among students. This means that by implementing NHT technique in class, students are helped to interact and work together in teams or groups. When working in groups, they will get opportunities for learning activities and be able to think and participate actively.

Based on some research done previously, the frist, a research by Panji Irawan with the title "Improving Students Reading Comprehension Using Number Head Together Technique (2012)". The research conducted in an experimental study at Eleventh Grade of SMA Negeri Colomadu Karanganyar. The result revealed that there was a significant improvement in students' reading comprehension. This was supported by the results of the test scores, the pre-test average score was 60.78 and increased to 70.43 in the post-test 1 and also increased to 80.37 in the post-test 2, this proves that the use of techniques number head together can improve students' reading comprehension in reading learning. The second was a research by Dessi Safitri entitles "Teaching Reading Comprehension By Using Number Head Together Technique (2018)". The research coundacted in an experimental study at MAN 6 Aceh Besar. It can be

concluded that the technique of number head together is effective in improving students reading ability, the results showed that number head together (NHT) technique was effective to use in teaching reading compreheansion. It can be seen from the gain score of post-test taught by using Number Head Together (NHT) technique was higher (70.15) than that of pre-test (39.55).

Based on the background above, the writer was interested to conduct a descrptive research in the area of the improvement of NHT techniques in reading comprehension entitles **"A Descriptive Study In The Improvement Of Students' Reading Comprehension Through Number Head Together Technique".**

METODOLOGY

Method of the Research

This research used descriptive qualitative method as the research methodology in order to gain the data. This was because this research analyzed the data descriptively and the presentation of the result was in a form of explanation. However, table which involved the collection of data was still used in order to answer the questions concerning of the subject of the research. According to Gay (1987), "descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the correct status subject of the research".

Additionally, Fraenkel and Wallen (1993, p. 23) argue that descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interview, questionnaires, observation, and text. This means that descriptive research determines and reports the way things are.

Object of the Research

The object of this research were articles which discussed the improvement of students achievement by using NHT in their technique of teaching. The following are the article used in the research:

1. Improving Reading Comprehension at the Tenth Grade Students of SMA N 2 PAREPARE through the Application of Number Head Together (NHT) Learning Model;

2. The Effect of Number Head Together on Students' Reading Comprehension at the Seventh Grade of SMP PGRI 1 Kediri in Academic Year 2015/2016;

3. The Effect of Numbered Head Together (NHT) on Students' Reading Comprehension at the Tenth Grade Students of SMA N 1 Pace by Yurika Listia Dewi;

4. The Effectiveness of Using Cooperative Learning Type Number Heads Together (NHT) in Improving Reading Comprehension of the Students at SMP N 20 Tanggerang;

5. Teaching Reading Compreheansion through Number Head Together to Eleventh Grade Students of SMA Nurul Amal Palembang;

6. A Study on Improving Students' Reading Compreheansion Using The Number Head Together Technique;

7. The use of Number Head Together to Improve Students Reading Comprehension at Seventh Grade Students of SMP N 7;

8. The Effectiveness of number Head Together in Teaching Reading Comprehension at Tenth Grade Students of MAN 4 Kediri;

9. Numbered Head Together Technique on Improving Students' Reading Comprehension;

10. The Effect of Teaching Reading Comprehension Using Number Head Together (NHT) Technique on Students' Reading Comprehension Achievement At the Tenth Grade of SMA N 1 MOJO.

Technique for Collecting the Data

Document analysis is a form of qualitative research in which documents are interpreted by researchers to provide a voice and meaning on an assessment topic (Bowen, 2009). Authors must go through a detailed planning process to collect data. In this research, the writer used document analysis in collecting data. The author documents were the articles of the improvement of Number Head Together technique in teaching reading comprehension.

Furthermore, reading and note taking were also used as the technique in collection the data. Reading here means reading all of the articles in order to find the improvement of NHT technique in each article, while note taking means writing, classifying, and grouping the data according to their types of analysis.

Instrument of the Research

The research instrument is a tool chosen and used by researchers in

collecting activities so that these activities become systematic and facilitated. Research instruments can be in the form of interviews, observations, tests, documentation, questionnaires and checklists. In this research, the instrument used was checklist.

The checklist method contrasts system (objectivity) with impression (subjective). Compreheansion to the two alternatives, impressionistic evaluation and in-depth evaluation, the checklist has at least four advantages: it is systematic which ensures that all elements that are deemed to be important are considered, it is cost effective which permits a good deal of imformation to be important are considered in a relatively short space of time; the imformation is recoded in a convenient format which allow for easy comparison between competing sets of material ; and is explicit and provides that categories that are well understand by all involved in the evaluation while offers a common framework for dicision making (McGrath, 2002).

Data Analysis

The data were analyzed to answer the question. As stated by Perry (2008, p. 147), after the data is obtained from the data source, the data must be analyzed through reading, classifying, grouping, and making conclusion.

1. Reading

    Reading means read the articles carefully to find the result of the research in order to gather the data of the improvement of the reading compreheansion by using Number Head Together in each article.

2. Classifying

    Classifying means determining the score results in order to find the most improved and the least improved of the ten articles analyzed.

3. Grouping

    Grouping means grouping and coding the data based on the results obtained.

3. Making Conclusion

    Making conclusion means after the researcher finds the answer of the research problem, the results of the data analysis were summed up into a conclusion.

Data Triangulation

To cross check the data gained from the analysis and to get the validity of the data, this research used triangulation theory in which the data were crossed check by the raters and the theory of the technique used in this research. Triangulation here refers to the use of more than one particular approach when doing research in order to get richer, fuller data and/or to help confirm the results of the research.

Denzin via Flick (2002) points out four different types of triangulation, one of them is investigator triangulation. Investigator triangulation is using several people (or at least more than one) in the data gathering and data analysis processes. "This would be a systematic comparison of different researchers' influences on the issue and the results of the research.

This reseach used investiator triangulation in which the data were analyzed by more than one investigators to get compareable and different influences in the data analyzed.

RESULT AND DISCUSSION

RESULT

The result of this research was taken from the data of the ten articles as the sources of the data. In this research, triangulation was used to check the validation of the data analyzed. The following is the result of the research in order to answer the research question.

Table 1. T-test Results of the Ten Articles

No	Article	T-test Result		
		Pre-test	**Post-test**	**Improvement**
1	A10	46,1	68	21,9
2	A2	64,75	77,56	12,81
3	A7	63,08	74,49	11,41
4	A4	67,74	77,41	9,67
5	A8	45,51	54,13	8,62
6	A9	74	82	8
7	A1	76,60	81,93	5,53

8	A5	64,48	68,33	3,85
9	A3	5,53	7,34	1,18
10	A6	-	-	-

Based on the table above, t-test result showed that there were five stages of improvements. The first stage was the highest improvement article A10 in which the pre-test was 46,1 improved to 68. The second stage was high improvement A2 and A7 in which the pre-test 64,75 improved to 77,56 in which pre-test 63,08 improved 74,49. The Third stage was medium improvement A4,A8,A9 in which the pre-test 67,74 improved to 77,41 in which the pre-test 45,51improved to 54,13 and in which the pre-test 74 improved to 82. The fourth stage was low improvement A1,A5,A3 in which the pre-test 76,60 improved to 81,93, in which the pre-test 64,48 improved to 68,33 and which pre-test 5,53 improved 7,34. and five stage was the lowest improvement A6 in which the result of the pre-test and post-test was not explained. Furthermore, based on the t-test result of the ten articles , it can be concluded that 9 articles (90%) improved, meanwhile 1 articles (10%) did not mention the t-test result.

Table 2. Rank of Articles based on the T-test Result

No	Article	Improvement
1	A10	21,9
2	A2	12,81
3	A7	11,41
4	A4	9,67
5	A8	8,62
6	A9	8
7	A1	5,53
8	A5	3,85
9	A3	1,18
10	A6	-

Based on the result of the t-test, the first rank was obtained by A10 with a fairly high difference in values of 21,9. The second rank ware obtained by A2 and

A7 with a difference of 12,81 and 11,41 this occured because the value of the two articles were almost the same. The third rank was obtained by A4, A8 and A9 with the difference in values , of 9.67, 8.62 and 8 , this occured because the defference in the values of the three articles were not too far. The fourth rank were A1, A5, and A3. These were the low rank with the lowest improvement 5.53, 3.85 and 1.18. The last rank was A6 with no explanation of T-test. However, in the article it mentioned that there was improvement in students' reading comprehension but it did not explained specific numbers or statement on the issue of how far it improved.

Table 3. Percentage of Result Improvement by using NHT

No	Article	Percentage
1	A1	10%
2	A2	10%
3	A3	10%
4	A4	10%
5	A5	10%
6	A6	-
7	A7	10%
8	A8	10%
9	A9	10%
10	A10	10%
Total		90%

From the table above, it can be concluded that from 10 articles analyzed if they were all percentage into 100% then in can be said that 90% of the article proves that the use of NHT in reading comprehension improved. In case A6, it mentioned that there was improvement but there was no t-test result given. This can be mean that 100% of the articles stated that they were all had improvement.

DISCUSSION

Based on the results found, there were five stages of improvement. It can be said that A10 was the best articles to use the Number Head Together technique. This happened because all students' activities in percentage terms achieved

effectively improvement. Students worked together in small groups to be able to complete assignments together. Students could also easily followed the steps in the NHT technique for learning reading comprehension. This is in line with Kagan (1992, p. 65), who says that cooperative learning is a method in which students work together in small groups to do a task together. As the result the improvement was clearly seen from the students' scores and involvement.

At the second group, there were A2 and A7. This probably happened because it increased students' participations in reading comprehension. Besides, students were also able to understand and drew conclusions from the text had been studied. The use of NHT techniques was also able to make students more enthusiastic in learning and confident in answering the questions given and active in group discussions so as to make the classroom atmosphere more alive. As confirms by High (1993), he says that "NHT is effective because of all students in the group are considered to be equally responsible and have the motivation to support each other's learning". It is best for students to be more active, confident and enthusiastic in explaining answers, especially for poor students or undergraduate students who are usually shy in class.

At the third stages were A4, A8, and A9. The teaching of reading comprehension by using NHT technique was very good. This was probably because the students could easily learn reading comprehension in groups. According to Kagan (2007), Number Head Together Technique (NHT) involves more students to analyze materials in a lesson and check their understanding of the content of the materials given.

At the fourth stages were A1, A5 and A3. Teaching Reading Comprehension by Number Head Together was effectively used because students were required to be active in group discussion. Slavin (1995, p. 132), mentions that "NHT Technique is basically group discussion variants: only have one student representing group and choose students at random to represent the group". At the last stage was A6 . This was possible because the author did not include the results of the test.

Based on the result of the analysis, it can be concluded that teaching reading comprehension by using Number Head Together (NHT) technique helped

students to be active in groups and able to understand the material. As stated by Cooper (1999), Numbered Heads Together technique engages the students actively in achieving the objective of a lesson with their own groups. This means that Numbered Heads Together technique triggers the students to be more active during the teaching learning process because it enables the students to cooperate with their teams to achieve the goal of the team.

Furthermore, Based on the percentage of result improvement by using NHT table (table 3), it can be summed up that Number Head Together in an effective strategy in teaching reading comprehension because from the ten (10) articles analyzed, nine (9) (A1,A2,A3,A4,A,A7,A8,A9,A10) of them clearly mentioned that there were improvement. Whilst, one (1) of the article (A6) did not state the improvement the pre-test and post-test in numbers but implicitly explained that there was improvement. This can be assumed that NHT technique is a beneficial and effective in improving students' achievement in reading comprehension and can help poor or shy students to be more actively engage in their groups while learning.

CONCLUSION

Based on the results and discussion, it is proven that from the ten articles analyzed, A10 is the best articles in using the Number Head Together Technique among the other nine articles. Furthermore, Based on the t-test results of ten articles, it can be concluded that 9 articles which used NHT technique in their classes (90%) improved, while 1 article (10%) did not mention the results of the t-test but only stated that there was improvement on students reading comprehension. In other words, it can be concluded that Number Head Together technique can improve students' reading comprehension achievement. This was probably due to the activeness of the group discusion which enable students to answer the questions given and understand the reading comprehension materials.

This result can be used as an alternative way in having collaborative learning to help those who need special attention and assistance in the learning process. Besides, this technique can help build alive and helping atmosphere for students while doing the materials. This also helps student to be more confident

and feel counted on in the classroom.

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