

## **Improving the Seven Grade Students' Reading Comprehension Achievement by Using Numbered Heads Together Technique at Patsan Witaya Muliniti School**

Husna Malee, Annur Rofiq, I Putu Sukmaantara

English Language Study Program, Language Education and Arts Department, Faculty of Education, the University of Jember

### **Abstract**

The objective of this research was to improve the junior high school students' reading comprehension by using Number Head Together technique at Patsan Witaya Mulinti School. The design of this research was Classroom Action Research. Patan Wittaya foundation school was chosen purposively as the research area because the students on this school still had difficulties in learning reading comprehension. Based on the observation, the findings showed that the students who could fulfil the indicators on the observation checklist of the active therefore participation increased from 25 (78.12 %) students in Meeting 1 to 26 (84.37%) students in Meeting 2 because some students were having difficulties in understanding the reading text. Meanwhile, the reading comprehension test results in Cycle 1 fulfilled the research's target score. Based on the findings, it can be seen that students' average score in the reading comprehension was 83.96. After conducting the actions, the results of this current study indicated that Numbered Heads Together technique is an effective technique to improve the students' active participation and reading comprehension achievement. It could be concluded that the use of the number heads technique could improve the junior high school students' reading comprehension.

**Keywords:** Reading comprehension, Number Heads Together, Classroom Action Research (CAR)

### **INTRODUCTION**

As a mean of communication, language plays an important role for people all over the world. Without having language, people will face difficulty to communicate each other. By using language, people can express their thought, ideas, wishes, desires, emotions, and feeling. Reading is one of the important skills in teaching learning process of English.

Reading constitutes an activity to understand and gain what the text is about. As one of the language skills, reading contributes to the success of language learning together with the other skills (Salikir, Bin-Tahir & Ernellia, 2017, Bin-Tahir & Zulfiqar, 2013). Reading is a lifelong skill to be used both at school and throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. Reading enables students to know how English is actually used in printed and written forms, by reading the students can get information and knowledge from many sources, it can be from an array of

texts, ranging from textbooks, newspapers, magazines, advertisements, brochures, and many others. It is supported by Ur (1996:7) that reading is a process of decoding message of readers own experience and knowledge. Reading is useful for other purposes too: any exposure to English (provided student understands it more or less) is a good thing for language students.

In the context of English Language Teaching (ELT), Asian countries are either categorized as outer circle, or expanding circle (Patil, 2008). To specify, in Thailand, students are considered less proficient in English. For this reason, reading skill has an important role because it is one of the subjects that are tested in the final examination and to equip students with professional skills (Choomtong, 2014). Therefore, the students must be good at reading if they want to pass the examination and graduate from the school. It contrasts to the fact that most junior high school students at Patsan Witaya Muliniti especially the 7 graders still have low reading achievement score. The lowest score of the 7th grade students belong to class 7E with an average score of 54.34. There are 7A-7H classes of the 7 graders and each class has a total of around 40 students. In the past 2021 exam the average score of the total students' reading comprehension test was 64.43. Students are divided into 2 groups, namely students with the highest grades that accounted for an average of 73, and the lowest grades that accounted for an average of 54.34.

In the classroom the teacher is still the center of the learning. The students seldom discuss and share the materials to each other because the reading activity still depends on the teacher's explanation, e.g. the teacher always stands in front of them to explain the materials, whereas the students are listening to the explanation. So, the clever students tend to be active but the other students tend to be passive. It happens because some clever students dare to ask and share their opinions to the teachers but the other students do not. These make the students unable to learn reading optimally and make the students feel bored.

Based on the preliminary study, by asking and interviewing the seventh-grade students at Patsan Witaya Muliniti, it was found that the most difficult skill was reading. It was because they have problem when they read the English text. The problems include difficulties in finding the main idea of the text, finding the word meaning from the text that they read, and understanding and comprehending the text well when they read.

In order to solve the students' difficulty in reading comprehension and their participation in the class at Patsan Witaya Muliniti, the researcher will use a technique called Number Heads Together. This technique is one of the cooperative learning techniques developed by Kagan in 1989 in which the students work in groups, put their heads together

and discuss the problem together, then answer the problems. The Number Heads Together Technique is believed to have positive impacts in teaching process as follows: 1) Excitement in the class 2) Good teamwork from the students, 3) Positive relation between the students and the teacher. It can be concluded that using the technique of numbered heads together can improve reading comprehension together.

Based on the background of the study above, the research questions are formulated as follows:

1. How can Numbered Heads Together Technique improve the seven-grade students' active participation in the reading teaching learning process at Patsan Witaya Muliniti school.?
2. How can Numbered Heads Together Technique improve the seven-grade students' reading comprehension achievement?

## **LITERATURE REVIEW**

### **Reading Comprehension Definition**

According to Lapp and Fisher (2011), reading comprehension is students' ability to recognise print-related words related to their preschool activities with written language. Furthermore, Pourhusein and Sabouri (2016) stated that readers construct a meaningful representation of a text using effective reading strategies. Meanwhile, comprehension is the process of making meaning by interrelating with the text by combining students' prior knowledge, previous experience, written information, and the views of readers related to the text (Duke, 2003). Therefore, based on the elaboration above, reading comprehension is the process of understanding the text by making meaning from words or sentences (Gilakjani & Sabouri, 2016). To effectively conduct reading comprehension, teachers need to realise that there are four kinds of reading comprehension. Based on Hennings (1982), they are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. In this research, the students will be taught reading comprehension covering these four kinds of comprehension.

According to Toste, Jessica, Didion, Peng, Filderman, Marissa, McClelland, and Amanda (2020), reading comprehension achievement is related to the constructs of various driven theories used to operationalize and measure motivation. Besides that, reading comprehension achievement relates to the academic outcomes related to students' perceived competence. In other words, it is students' sense of their ability to succeed with educational

tasks, especially in reading skills. For this reason, this research will investigate students' reading achievement using Number Heads Together (NHT), and students will be given a test to know students' overall scores. To do that, teachers need to pay attention to the indicators of reading comprehension. Based on McWorther (1989), reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Therefore, the reading test should measure those types of reading comprehension.

### **Projecture of the Study**

Thus, the projecture of this study is to measure students' level of reading comprehension. To do that, the researcher must know the components of reading comprehension and use the right technique, such as: Number Heads Together technique. It is hoped that students' mastery and understanding increases.

### **Components of Reading Comprehension**

#### **Word Comprehension**

Vocabulary plays a vital role in the reading activity. According to Klingner, Vaughn, and Boardman (2007), teachers need to teach essential vocabulary and concepts to students so that they will comprehend what they read and they will understand the academic language of the discipline that they are studying. It is also crucial to help students learn word meaning more deeply (Klingner, Vaughn, & Boardman, 2007). The reason is that students, especially second language students, need in-depth input to vocabulary acquisition (Rassaei, 2015). Laufer and Hulstijn (2001) suggested that word retention depends on students' ability to comprehend words and involving students to do a more meaningful task. Word comprehension consists of phonology, semantics, morphology, syntax, and pragmatics (Rathvon, 2004).

#### **Sentence Comprehension**

Sentence comprehension is fundamental to understanding a paragraph. According to Wlotko, Edward, Federmeier, and Kara (2015), sentence comprehension is a brain response that shows an effect of semantic context and investigates common words and words shown inside the text.

#### **Paragraph Comprehension**

A paragraph is a group of related sentences consisting of a topic and supporting sentences that comprehend the main idea of the whole paragraph (Summer, Connelly & Al-

Barnett, 2013). Based on Belz (2017), a topic sentence is a general topic and subject matter that contains a narrowed topic and a central idea. Meanwhile, the supporting sentence provides detail in support of the main idea (Belz, 2017). Thus, Baghaei, Purya, Ravand and Hamdollah (2015) stated that a text needs to represent several arguments and display a meaningful representation of the visuals to be comprehended correctly.

### **Text Comprehension**

Text comprehension depends on analysing word meaning, grammatical structure, and sentence semantics (Singer, 2013). Based on Singer (2013), the language must represent the whole message to make students understand. To do that, teachers need to make students focus on several things for mastering text comprehension. For this reason, text comprehension focuses on identifying semantic connections between text units, identifying relationships between the text and their prior knowledge, identifying the essential or central ideas in a text, and monitoring their comprehension (Helder, Van Leijenhorst, Beker, & Van den Broek, 2014).

### **Numbered Heads Together (NHT) Technique**

#### **The Meaning of Numbered Heads Together (NHT) Technique**

Numbered Heads Together (NHT) Technique is one type of collaborative learning developed by Kagan in 1993 that emphasizes the particular structure designed to influence the pattern of interaction of students and has a goal to improve student mastery (Lince, 2016). Moreover, Lince (2016) stated that the NHT learning characteristic is that the teacher only appoints a student from each group for each case. The NHT technique also benefits both students and teachers as it ensures total involvement of all students and is an excellent attempt to increase the students' responsibility in group discussions (Susantyo, 2009).

#### **The Procedure of the Numbered Heads Together Technique**

According to Lince (2016), there are some procedures in applying number heads together. The explanation will be further elaborated in Table 1, "The Procedure of the Number Heads Together Technique."

**Table 1. The Procedure of Number Heads Together (NHT) (Lince, 2016)**

STAGE	STEPS
Numbering	Students are divided into groups, and each student in the group is numbered
Asking Question	The teacher gives the task or questions on each group's work.
Thinking Together	Each group began / begins discussion to find an answer that is considered most appropriate and ensure all group members know the answer.
Answer	Teachers call one member randomly. Students with the dialle number answers presented the results of their group discussions.

### **The Advantages and The Disadvantages of Numbered Heads Together (NHT)**

The Numbered Heads Together (NHT), a technique developed by Spencer Kagan in 1989, has advantages and disadvantages. First, the NHT technique has positive impacts on the teaching-learning process, including the excitement in the class, good teamwork from students, a positive relationship, and no domination between students (Kagan, 2009; Shoimin, 2014).

Meanwhile, the disadvantages of the NHT technique are that it is not appropriate for a class with a big number of students as it takes a long time to manage. In addition, the teacher will not be able to call all students and make all students participate actively because of limited instructional time (Shoimin, 2014).

### **Previous Studies on the Use of Numbered Head Together Technique**

Previous studies have been done since several years ago about Number Heads Together (NHT) technique. To mention some of the researcher are Thresia (2016), Risnaldi, Usman and Diana (2016), Aminudin (2017), Indahyanti (2018), Khodijah (2019), Afriyeni (2020) and Tasmee (2021). Thresia (2016) investigated the comparison of number heads together (NHT) technique and cooperative, integrated reading comprehension of descriptive text with an experimental design with a pre and post-test design with 160 students and in experimental and control with each groups consisting of 32 students in second-semester students of Management Department, University of Muhammadiyah Metro. The result showed that students who were taught by Number Heads Together (NHT) had 42 and 63.25 in the pre-test and post-test. Meanwhile, students who were taught using CRIC had 39.40 and 57.84 in the pre-test and post-test.

Risnaldi, Usman and Diana (2016) explored their research on number heads together to improve reading comprehension using a descriptive qualitative design using purposive sampling with questionnaires and interview items in a junior high school (MTs) located in Banda Aceh, Indonesia. The result showed that implementing the Number Heads Together (NHT) technique, the researcher found from the questionnaire that there are ten kinds of positive impacts of the implementation of Numbered Heads Together technique perceived by students on their reading ability namely (1) learning enthusiasm can be higher (2) being brave on giving opinions (3) easier in accomplishing the difficult questions (4) more interested in group working (5) being more confident (6) easier to compromise with friends (7) not easily being bored in learning (8) can be closer with friends in working (9) more accustomed in group working (10) more interested to share knowledge within the group. Meanwhile, based on the interview with the English teacher the teacher noticed that student's reading ability had increased. She mentioned that the students were more enthusiastic in learning material in English especially reading skill when they are involved in working within group.

Aminuddin (2017) conducted an action research in a vocational high school located in Blora to improve students' reading comprehension achievement. The data were obtained after implementing the action by comparing the mean score of the test. The researcher, as a teacher, divided the students into five groups and gave the students number head one to five. Each student should be responsible for the whole question and understand the materials. The results of the action research are: (1) the implementation of Numbered Head Together (NHT) method in teaching reading can help the students comprehend the materials more easily. (2) the mean score of the pre-test was 52.38, the mean score of the post-test 1 was 62.28; meanwhile the mean score of post-test 2 was 67.14. It can be stated that the students' reading comprehension achievement improved. Besides, based on the interview, it was revealed that students improved their self-esteem. Furthermore, it also influenced the students' writing skills. The students could memorise the words more quickly that made them able to write down words and sentences with the correct spelling.

Indahyati (2018) examined whether or not the Number Head Together (NHT) technique improved the students' reading skills on hortatory exposition text. The implementation of this research was started with conducting observation and pre-test. The researcher then gave the treatment by teaching how to read and understand hortatory exposition text by using Number Head Together (NHT) Technique. There were two groups, namely the experimental group and the control group. This research was conducted for six meetings. At the end of the meeting, the



researcher gave post test and analyzed the data taken from the test of hortatory exposition text. The result showed that there is a significant difference of reading achievement between the students who were taught by using Number Head Together and without Number Head Together (verbal explanation). It was proved by the t-test value that was greater than t-table value at posttest. It is also supported by the observation checklist analysis that showed the students' progress from each treatment.

Another previous research is done by Khodijah (2019) to improve the fifth-grade students' active participation and reading comprehension achievement of recount text in Ban Tiaraya Thailand. This research result showed that Number Head Together could improve the students' participation and reading comprehension achievement. From those researches, it could be concluded that Number head Together is a potential technique to improve the students' participation and reading comprehension achievement in the teaching learning process in different schools.

Afriyeni (2020) did a research on improving grade 5th students' reading comprehension by using Numbered Head Together (NHT) strategy in SD IT Fadilah Pekanbaru. The result showed that using the number heads together technique made students easily comprehend the reading text. The mean score of the daily tests improved from 54.60 (the low category), to 65.76 (medium category), and 79.25 (high category).

Last, the previous research conducted by Tasmee (2021) to improve the students' reading comprehension achievement and their active participation by using Numbered Heads Together Technique at SMP Tiaraya school showed that this technique could improve the students, reading comprehension achievement and their participation in the reading learning process.

Based on the previous researches, most of them were conducted in Indonesia. Moreover, only one study was performed in a junior high school. Besides that, none of them focused on analysing the effect of number heads together in the descriptive text of junior high school. Therefore, to fill the research gap, this research aimed to focus on the impact of number heads on the comprehension of 7th grader students at Patsan Witaya Mulinti Junior High School, Thailand.

### **Education Core Curriculum Buddhist Era 2551 (Anno Domini 2008)**

Thailand is one of the few countries in the world that has never been colonised by Western powers. Therefore, the country's school system has developed locally with a strong



focus on Thai culture and values. However, Thailand started to modernize its school system by infusing elements of Western education models in the early 19th century, especially when it comes to higher education. Currently, Thailand's school system is a result of the reforms introduced by the 1999 National Education Act. Thailand's national curriculum consists of eight core subjects — Thai language, mathematics, science, social studies, religion and culture, health and physical education, arts, careers and technology, and foreign languages.

From here, The Ministry of Education announced implementation of the Basic Education Curriculum 2001, which served as the core curriculum for national education at the basic level. The curriculum prescribed goals and learning standards. It also provided a framework and orientation for enhancing quality of life of learners, who would attain virtue, wisdom, as well as capacity to maintain Thailand's competitive position in the world community (Ministry of Education, 2001). At the same time, the curriculum was duly adjusted for harmonization with the objectives of the National Education Act 1999 and amendments made in 2002 (Second National Education Act). These laws have placed emphasis on decentralization of educational authority to local communities and schools, which are to play significant roles and actively participate in preparing curriculums suitable to actual situations and serving their real needs (Office of the Prime Minister, 1999).

The current Thailand Curriculum it facilitated decentralization of educational authority, enabling local communities and schools to participate and play important roles in preparing curriculums which met their real needs. Moreover, the Thailand Curriculum also focuses on physical, intellectual, emotional and spiritual components. It is hoped that the current Thai Curriculum focuses on providing children and youths with a firm foundation for attaining morality and public-mindedness, together with capacities, skills and basic knowledge essential to their future lives, leading to sustainability in national development (Office of the National Economic and Social Development Board, 2006). Such priorities are consistent with the policy of the Ministry of Education in guiding Thai children and youths towards the 21st century.

In concise, emphases have been placed on morality, preference for Thai-ness, skills in analytical and creative thinking, technological know-how, capacity for teamwork and ability to live in peace and harmony in the world community (Ministry of Education, 2008).

### **The Current Structure and Format**

In Thailand, optional preschool education is offered from the age of three. Compulsory schooling starts at primary level, also known as Prathom Suksa, from the age of six. Secondary

school education, also known as Mathayom Suksa, is divided into lower and upper secondary, and is compulsory until the age of 15. In a nutshell, nine years of basic education offered in Thailand six years of primary school and three years of lower secondary school (Anno Domini, 2008).

The Thailand Curriculum consisted of several main areas, e.g.: Thai Language, Foreign Language, Mathematics, Science, Occupation and Technology, Art, Health and Physical Education and Social Studies. In the context of Foreign Language, there are several areas that become the key elements, such as: knowledge, skills, attitude and culture in foreign language application for communication, seeking further knowledge and livelihood.

## **RESEARCH METHODS**

### **Research Design**

The design of this research is Classroom Action Research. This research aimed to solve the problems in students' active participation and to read comprehension achievement at Patsan Wittaya Muliniti. According to Fraenkel and Wallen (2006), action research could be conducted by individuals or groups to solve a problem or obtain information to inform local practice. This research is intended to solve the problem by applying a technique in the teaching-learning process. The researcher will do this research in collaboration with the English teacher of seven-grade students of Patsan Wittaya Muliniti.

This research will follow Kemmis and Taggart model (1998). Kemmis and McTaggart (1998) developed the four steps of Action Research, as follows :

1. Planning the action
2. Implementation
3. Observing the action
4. Reflecting the result of the action

### **Research Procedures**

The research procedure is as follows. First, the researcher plans the research by asking the current English teacher about the class, and organize lesson plan based on current material. Second, the researcher implements Number Heads Together (NHT) and observes students' behavior in class by grading their participation and reading comprehension after the NHT process. Last, the teacher candidate reflected the practicum process by the students' score.

Then, the teacher candidate sees students score. If students' score reached the targeted score, the teacher candidate did not have to repeat the cycle process.

### **Area Determination Method**

This research used the purposive method to determine the research area. This CAR was conducted at Patsan Wittaya Muliniti based on two reasons. First, I got permission from the headmaster of the school to research the school. Second, I have known the situation of this school and the English teaching-learning process.

### **Participant Selection Method**

The research subjects were seventh-grade students in the academic year of 2020/2021. The researcher chooses 2/5 classes because of two reasons. First, based on the interview with the English teacher, 2/5 classes had the lowest score than the students in all the eight English classes. Second, the researcher observed the eight courses during the teaching-learning process, and this result of the Observation conforms with the teacher's information.

### **Data Collection Methods**

Data collected for this research were a score of reading comprehension test and data from observation checklist.

### **Reading Comprehension Test**

A reading comprehension test was used to get the primary data. Hughes (2003) classifies four tests: proficiency test, achievement test, diagnostic test, and placement test. In this research, the researcher uses the achievement test. Achievement test will be used in this research because the researcher wanted to know the students' improvement of reading comprehension after having been taught reading comprehension using the Numbered Heads Together technique.

According to the basic reading core curriculum Buddhist Era. 2551 (Revised Edition Buddhist Era 2563) and by Section 27 paragraph two of the National Education Act, Buddhist Era. 2542 and its amendments (No. 2), Buddhist Era. 2545, an English teacher and supervisor should work together before conducting a reading test. Based on the curriculum Buddhist Era. 2551, a descriptive text is considered as a text to be taught in the 7th grade. For this reason, the researcher is keen about conducting a reading test about descriptive text with Number Heads

Together (NHT) method. The reading test was / about describing a person. It consisted of 30 questions, 20 questions were in multiple-choice format, and 10 questions will be/ was in the form of true or false statements.

### **Observation**

Observation was used to obtain the students' participation in the reading comprehension in the teaching-learning process. The researcher participated in the teaching-learning process and observe the learning activities of the seventh-grade students. An observation checklist was used to record the students' participation in the teaching-learning process. The indicators observed were as follows:

1. The students pay attention to the teacher's explanation
2. The students answer the question posed by the teacher
3. The students do the reading exercise in group
4. The students discuss with the members to do the exercise

### **Data Analysis**

The student's reading comprehension scores will be analyzed using the following formula:

$$N = \frac{m}{M}$$

Note :

N = The average score of the students' reading comprehension test

m = The total number of the students' reading test score

M = The number of the students who are taking the test.

The formula below will be used to know the percentage of the students' reading comprehension achievement.

$$E = \frac{n}{N} \times 100 \%$$

Note :

E = The percentage of the students who have achieved score (> 70) in the reading test.

N = The number of the students who have achieved score (>70) in the reading test

N = The number of the students ( the research subjects)

( Adapted from Masyhud, 2014: 284)

The data from the observation checklist will be analyzed using the following formula to find the percentage of the students who were categorized as active and passive students.

$$E = \frac{n}{N} \times 100\%$$

Note :

E = The percentage of the students who are active in the teaching of reading using Numbered Heads Together technique

N = The number of the students who are active in the teaching of reading by using Numbered Heads Together technique

N = The number of the students (the research subjects)

(Adapted from Masyud, 2014: 284)

The students were categorized as active students if they can fulfilled at least three indicators in the observation checklist. They were classified as passive if they only meet one hand.

## **RESULTS AND DISCUSSION**

### **The Result of the Action in Cycle 1**

Cycle 1 was conducted in two meetings (in an occurrence at once) for Class 2A due to the COVID-19 Pandemic situation in Thailand. The reading test of Class 2-A was administered after the action in the cycle was done (in the following week). The action for class 2-A was done on Monday, 7th February 2022, with each meeting lasting 40 minutes (2 occurrence meetings 80 minutes), while the reading test in the first cycle was conducted on Monday, 14th February 2022. The total number of students in Class 2-A was 32, divided into eight groups of four students.

The procedures of the cycle consisted of 4 stages, namely planning the action, implementation, observing the action, and reflecting the result of the action. Observation and reflection were conducted in class 2A. The observing action and reflecting the result were done

to evaluate the result of the observation in the two meetings and the student's score in the reading test. Furthermore, the time allocation for the meeting in class 2A was 90 minutes.

The main aim of the evaluation stage was to evaluate the students' understanding and achievement after they had been taught reading by using Numbered Heads Together technique. The observation was focused on the students' active participation in learning reading by using the NHT technique. After the observation was done, the students were evaluated by using a reading test with ten short-answered questions.

### **The Result of Observation in Cycle 1**

The observation was conducted during the teaching-learning process of reading comprehension using Numbered Heads Together technique. This observation was used to know the students' participation during the learning process. The observation was done in two meetings, and the English teacher carried it out. The observation for the first meeting of cycle 1 in Class 2-A was carried out on Monday, 7th February 2022, in the first 40 minutes, and the second meeting on Monday, 7th February 2022, in the second 40 minutes.

During the observation, there were four indicators observed, namely 1) The students pay attention to the teacher's explanation 2) The students answer the question posed by the teacher 3) The students do the reading exercise in group 4) The students have a discussion with the members to do the exercise. The students had to fulfil at least three indicators categorized as active students from those indicators. Furthermore, the purpose of the observation was to know the students' participation during the teaching-learning process in cycle 1.

The analysis of the observation results in Cycle 1 was used to know the percentage of the students who were active during reading comprehension of descriptive text using Numbered Heads Together technique.

#### **1) The Students' Active Participation:**

##### **a) The Students' Active Participation during Meeting 1 in Class 2-A**

$$E = \frac{25}{32} \times 100\% = 78.12\%$$

##### **b) The Students' Active Participation during Meeting 2 in Class 2-A**

$$E = \frac{26}{32} \times 100\% = 81.25\%$$

In this section, the researcher wanted to find out the percentage of students who were active by observing students through the discussion session in each meeting of Cycle 1. It was

used to know whether the percentage achieved 75% or not. The calculation is presented in the following table.

### The Result of Students' Active Participation in Cycle 1

NO	MEETING	STUDENTS WHO ARE ACTIVE
1	Meeting 1	78.12%
2	Meeting 2	81.25%
MEAN		79.68%

Based on Table 4.1, it could be seen that in the first meeting, there were 25 students as active students (78.12%) and 7 (21.88%) students were categorized as passive students. In the second meeting, there were 26 active students (81.25%) and six (18.75%) categorized as passive students. In Table 4.1, it could be seen that the average of the students who are / were active was 79.68 which indicated that the criteria of success was achieved.

### The Result of Reading Comprehension Achievement Test in Cycle 1

The result of the reading comprehension test was the product evaluation of this research. The reading test was done in the third meeting conducted on Monday, 14th February 2022. The allocation time for the reading test was 60 minutes. The test had ten short-answered questions using a reading text based on students' level (about Paris and Shangri Hotel Bangkok).

#### a) Result of Reading Comprehension Test of Meeting 1 in Class 2-A :

$$N = \frac{2674}{32} = 83.56$$

#### b) Result of Reading Comprehension Test of Meeting 2 in Class 2-A :

$$N = \frac{2700}{32} = 84.37$$

### The Average Score of Reading Comprehension in Class 2A

NO	MEETING	AVERAGE OF STUDENTS' READING COMPREHENSION SCORE
1	Meeting 1	83.56
2	Meeting 2	84.37
Average		83.96

### The Reflection in Cycle 1

After the observation and reading comprehension test, the researcher conducted reflection, and the teacher graded students' work of the ten short-answered questions. The objective of this action was to find out whether or not the proposed action research reached the criteria of success.



Based on the observation, the findings showed that the students who could fulfil the indicators on the observation checklist of the active participation increased from 25 (78.12 %) students in Meeting 1 to 26 (84.37%) students in Meeting 2 because some students were having difficulties in understanding the reading text.

Meanwhile, the reading comprehension test results in Cycle 1 fulfilled the research's target score. Based on the findings, it can be seen that students' average score in the reading comprehension was 83.96.

In conclusion, the observation findings on the students' participation during the teaching-learning of reading by using Numbered Heads Together Technique and the reading comprehension test in Cycle 1 had achieved the criteria of success that were 83.96 during the reading comprehension test, which meant that students understood the materials if the English teacher candidate explained the materials using NHT. Furthermore, students' participation increased from 78.12% to 81.25% (increased by 3.13%).

## **Discussion**

After conducting the actions, the results of this current study indicated that Numbered Heads Together technique is an effective technique to improve the students' active participation and reading comprehension achievement. The finding was based on the observation data and reading comprehension score gained during teaching and learning reading using NHT in Cycle 1. The findings of this research are in line with the previous study by Nurul (2012) which showed that the use of NHT technique could improve students' participation and reading comprehension achievement.

Furthermore, the result was relevant to the theory by Kagan and Kagan (2009) which stated that the use of The Numbered Heads Together Technique has positive impacts on the teaching-learning process as follows: 1) Excitement in class 2) Good teamwork from the students, 3) Positive relation between the students and the teacher. The explanation will further be elaborated below.

Based on the explanations above, there are 3 effects of Number Heads Together (NHT). The first effect was it provided excitements for students. During the teaching practicum conducted at Patsan Witaya Muliniti School, it was observed that students and the teacher candidate did a two-way interaction, which created an excitement for students. It is because the teacher candidate and students discussed the materials together and implemented NHT

technique. The result of this teaching practicum practice was also similar with the result of Simarmata (2017) that both the teacher candidate and students enjoyed discussing the materials and questions inside the text that was given because they also can think, review, and check materials based on their prior knowledge skills. Besides that, students felt more excited because NHT increased the number of students that participated in the teaching practicum to be motivated. NHT also promoted students' positive competition as students should be ready whenever their names were mentioned by the teacher. As a result, the students also became focused. It was also mentioned in research by Risnaldi, Usman and Diana (2016) that students had a positive excitement and an increase in focus, as stated in the responses of the questionnaire.

Second, Number Heads Together (NHT) formed an excellent teamwork between students because they have to work in groups with other class mates. Simarmata (2017) also found out that the students work together and 'put their heads together' to answer the questions provided by the teacher candidate and also ensure that everyone in the group can answer the question. Furthermore, NHT engaged students to do a more collaborative activity and task given by the teacher candidate. Similarly, Cooper (in Risnaldi, Usman and Diana, 2016) also stated that NHT enables students to work together with their teams.

Third, students and teachers had a positive relation. It is because the teacher candidate explained the materials and students discuss together in class to review and check their understanding on the content of the lesson. As a result, students reading comprehension achievement increased. Based on Juniarta (2017), students progressed in their reading comprehension achievement because the teacher and students tried to build a positive engagement in discussing and creating understanding of the current lesson materials.

Thus, based on the reasons stated above, it can be seen that Number Heads Together (NHT) had several advantages for both students and the teacher candidate. The positive aspect is that students accelerated in their reading comprehension, and had a closer relationship with the teacher candidate.

Due to some academic restrictions as the consequences of Covid-19 pandemic, this classroom action research was conducted only in one cycle. Additionally, the implementation of NHT was not as it was in its natural setting, namely in the classroom where teacher and students were having face to face interaction. Further research could focus on how to implement NHT in online setting and implement it to improve students' English learning achievement.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the findings and discussion, it could be concluded that the actions of this research which were conducted in two meetings were successful in improving students' reading comprehension achievement and students' active participation. This can be seen from the findings which showed that the mean score of students' reading comprehension achievement test improved from 83.56 before the action to 84.37 after the action (improved by 0.81). In addition, the number of students who were active also improved from 25 students (78.12%) in meeting 1 to 26 students (84.37%) in meeting 2. Thus, it can be concluded that the use of NHT in the teaching of reading could improve students' reading comprehension achievement and students' active participation.

### **Suggestions**

Considering the limitation of this research, future research on the implementation of NHT should consider conducting the action in more than one cycle. Although this research has achieved the target, however, as it was conducted in one cycle with two meetings, the results were not really convincing. That is why, the further research needs to be conducted. Secondly, the future research should also consider to implement NHT in offline setting. It is due to the fact that there were some unexpected problems with online teaching and learning such as the problem with access to the Internet, the students' readiness and seriousness in joining the class.

## **REFERENCES**

- Afriyeni, Y. (2020). Improving Students' Reading Comprehension By Using Numbered Head Together (NHT) Strategy in SD IT Fadilah Pekanbaru. *Journal of English Language Education*, 5(1), 36-48.
- Aminudin, M. F. (2017). Numbered Head Together To Enhance Students Integrated Reading And Writing Skills (A Classroom Action Research). *ICOLLIT*, 130.
- Baghaei, P., & Ravand, H. (2015). A Cognitive Processing Model Of Reading Comprehension In English As A Foreign Language Using The Linear Logistic Test Model. *Learning And Individual Differences*, 43, 100-105.
- Bin Tahir, S. Z. (2013). *Pengajaran Bahasa Inggris—Teaching English As World Language*. Jakarta: Media Pustaka Qalam.

- Choomthong, D. (2014). Preparing Thai Students' English For The Asean Economic Community: Some Pedagogical Implications And Trends. *Language Education And Acquisition Research Network (Learn) Journal*, 7(1), 45-57.
- Duke, N. (2003). Comprehension Instruction For Informational Text. Presentation At The Annual Meeting Of The Michigan Reading Association, Grand Rapids, Mi
- Gilakjani, A. P., & Sabouri, N. B. (2016). A Study Of Factors Affecting Efl Learners' Reading Comprehension Skill And The Strategies For Improvement. *International Journal Of English Linguistics*, 6(5), 180-187.
- Hennings, D. G. (1982). A Writing Approach To Reading Comprehension—Schema Theory In Action. *Language Arts*, 59(1), 8-17.
- Hulstijn, J. H., & Laufer, B. (2001). Some Empirical Evidence For The Involvement Load Hypothesis In Vocabulary Acquisition. *Language Learning*, 51(3), 539-558.
- Indahyani, R. (2018). Number Head Together (NHT) Technique In Improving Students' reading Skill On Hortatory Exposition Text Cooperative Learning Method. *Algazali International Journal Educational Research*, 1(1).
- Kagan, Spencer and Kagan, Miguel. 2009. Kagan Cooperative Learning. Kagan Publishing.
- Kendeou, P., Van Den Broek, P., Helder, A., & Karlsson, J. (2014). A Cognitive View Of Reading Comprehension: Implications For Reading Difficulties. *Learning Disabilities Research & Practice*, 29(1), 10-16.
- Klingner, V., & Vaughn, S. Boardman. 2007. *Teaching Reading Comprehension To Students With Learning Difficulties*.
- Lapp, D., & Fisher, D. (Eds.). (2011). *Handbook Of Research On Teaching The English Language Arts: Co-Sponsored By The International Reading Association And The National Council Of Teachers Of English*. Routledge.
- Lince, R. (2016). Creative Thinking Ability To Increase Student Mathematical Of Junior High School By Applying Models Numbered Heads Together. *Journal Of Education And Practice*, 7(6), 206-212.
- Masyhud, M. S. 2014. Metode Penelitian Pendidikan. Jember: Lembaga Pengembangan Manajemen dan Profesi Kependidikan
- Mcniff, J. (2015). *Writing Up Your Action Research Project*. Routledge.
- Ministry of Education. (2001). Basic Education Curriculum 2008. Bangkok: Kurusapa Ladprao Publishing.
- Patil, Z. N. (2008). Rethinking The Objectives Of Teaching English In Asia. *Asian Efl*

- Journal*, 10(4), 227-240.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill. *Journal Of Studies In Education*, 6(2), 229-240.
- Rassaei, E. (2017). Effects Of Three Forms Of Reading-Based Output Activity On L2 Vocabulary Learning. *Language Teaching Research*, 21(1), 76-95.
- Rathvon, N. (2004). *Early Reading Assessment: A Practitioner's Handbook*. Guilford Press.
- Risnaldi, F., Usman, B., & Achmad, D. (2016). Numbered Head Together Technique on Improving Students' Reading Comprehension. *Research in English and Education Journal*, 1(2), 114-120.
- Salikin, H., Bin-Tahir, S. Z., & Emelia, C. (2017). The Higher Achiever Students' Strategies In English Learning. *Modern Journal Of Language Teaching Methods*, 7(11), 79-95.
- Shoimin, A. (2014). 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. Yogyakarta: Pustaka Pelajar
- Singer, M. (2013). Validation In Reading Comprehension. *Current Directions In Psychological Science*, 22, 361-366.
- Sumner, E., Connelly, V., & Barnett, A. L. (2013). Children With Dyslexia Are Slow Writers Because They Pause More Often And Not Because They Are Slow At Handwriting Execution. *Reading And Writing*, 26(6), 991-1008.
- Thresia, F. (2016). The Comparison Of Using Numbered Head Together (Nht) Techniques And Cooperative Integrated Reading Composition (Circ) Techniques Toward Reading Comprehension. *Language And Education Journal*, 1(1), 13-23.
- Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & Mcclelland, A. M. (2020). A Meta-Analytic Review Of The Relations Between Motivation And Reading Achievement For K-12 Students. *Review Of Educational Research*, 90(3), 420-456.
- Wlotko, E. W., & Federmeier, K. D. (2015). Time For Prediction? The Effect Of Presentation Rate On Predictive Sentence Comprehension During Word-By-Word Reading. *Cortex*, 68, 20-32.