

## Would EFL Students learn better with NHT Model?: A CAR Study for Reading Comprehension Improvement

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### ARTICLE HISTORY

Receive: 27 May 2023  
Accepted: 21 June 2023  
Published: 01 July 2023

### KEYWORDS

NHT  
EFL Students  
EFL Learning  
Reading Comprehension



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### ABSTRACT

This class action research aims to apply the Numbered Head Together learning model to improve student learning outcomes in English subjects, especially for reading comprehension skills at the junior level, namely in class VII SMP Negeri 1 Merauke in the 2022/2023 academic year. This research is a Classroom Action Research (CAR), where Classroom Action Research (CAR) is research conducted in two stages of the cycle, where each cycle I and cycle II is carried out twice the learning process meeting. Each cycle consists of 4 stages, namely planning, implementation, observation and reflection. The subjects in this study were 32 seventh grade students. The success indicator of this study is if 75% of students can achieve the Minimum Completeness Criteria (KKM) value of 70. The results showed that the application of the Numbered Head Together (NHT) Learning Model in class VII SMP Negeri 1 Merauke showed an increase in the completeness of students' learning achievement in cycle I with an average of 61.65% increasing to 80.28% in cycle II. The percentage of learning completeness also increased from cycle I by 12.5% increasing to 100% in cycle II. In addition, There was also a very significant increase in each teacher and student activity based on the observation sheet. Where in cycle I the teacher's activities were at 89.28% and students at 66.07%, then increased in cycle II, where teacher activities became 96.42% and students at 91.07%.

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### INTRODUCTION

Learning model comes from two words: model and learning. Bux et al., (2019) mentioned that learning and teaching are two things that are closely related and inseparable in educational activities. Learning is said to be a form of education that

makes an interaction between teachers and students. Teaching and learning activities carried out in this case are directed at achieving certain goals that have been formulated before teaching is carried out, goals that have been formulated before teaching is carried out. Learning is interpreted as the process of changing behaviour as an achievement of individual interaction with the environment, thus changes in behaviour towards learning achievements are continue, functional, positive, active, and directed (Shin, 2021). To achieve the teacher's learning objectives, the right learning model is needed learning model is needed, in accordance with student conditions, subject characteristics and available facilities. available facilities. As a teacher must be able to choose the right learning model for students. learning model that is right for students. Therefore, in choosing a learning model, the teacher must pay attention to the circumstances or conditions of students, learning materials and learning resources available so that the use of learning models can be applied effectively and effectively. the use of learning models can be applied effectively and support student learning achievement (Tatipang et al., 2022).

Teachers as mentors are expected to be able to create strategic conditions that can make students comfortable in the learning process can make students comfortable in following the learning process (Spatioti et al., 2022). In creating good conditions, teachers should pay attention to two things: first, internal conditions are conditions that exist in the students themselves, such as health, health, and health. Internal conditions are conditions that exist in the students themselves, for example health, security, peace, and so on. Second, external conditions, namely conditions that conditions that exist outside the human person. Achievement in the learning process in the classroom does not solely depend on the teacher but involves many factors, including student activeness, availability of learning facilities, the comfort and safety of the classroom and several other factors, although indeed the existence of teachers is a determining factor in creating effective learning conditions (Oulia, 2021).

Learning models are conceptual frameworks and systematic procedures in organizing learning experiences to achieve specific learning objectives, and serve as guidelines for instructional designers and teachers in planning and implementing teaching and learning activities. To teach students according to their learning styles so that learning objectives can be achieved optimally, there are various learning models (Dwi, 2019). In practice, teachers must remember that there is no learning model that is most appropriate for all situations and conditions. Therefore, in choosing the right learning model, it must pay attention to the condition of the students, the nature of the teaching material, the facilities available, and the condition of the teacher himself

(Demir & Zaimoglu, 2021). As one of the factors supporting the achievement of the learning process, educators need to help students to improve their learning achievement and critical thinking skills through learning models that can support students to learn actively (Khairunnisa & Lukmana, 2020). Many factors affect the achievement of learning activities so that it is necessary to understand all the factors that exist so that the educational objectives summarized in student learning achievement can be achieved as expected. Learning difficulties can come from students but are also caused by factors in the learning environment. The student's ability to understand the lesson, student perseverance and the opportunity provided to study the scope of the specified material are also factors that affect learning achievement.

Talking about English learning, in English one of the skills that is quite difficult to master is reading comprehension. Reading comprehension is needed by students to have good reading skills. Reading is one of the four basic skills that must be learnt from junior high school to college level. The purpose of someone reading is to get information and pleasure, but in practice the teaching of reading by teachers in the classroom has been considered ineffective due to lack of student interest (El-Omari, 2016). Efforts to improve student learning achievement cannot be separated from the various factors that influence it, "As organization depend on a lot on their teachers" (Barnett et al., 2020). Facts show that learning to teach reading in the classroom is not an easy task. The problems faced by students in the reading learning process are caused by the low motivation of students in learning to read, students have difficulty understanding the meaning of each sentence in the text. Reading teaching activities carried out by teachers in the classroom are considered boring for students because teachers still use traditional methods where students are asked to read the text silently and look for difficult words they find in the text then students are asked to answer questions related to the text. Based on the 2013 curriculum, teaching and learning activities that were previously teacher-centered are now changing to student-centered (Renandya et al., 2020). It aims to make students more active in the teaching and learning process in class.

English itself is still considered a difficult subject for students to understand and learn so that this often makes them bored, less interested and not eager to take part in lessons (Nadhiroh et al., 2019). In addition, educators tend to provide material with verbal words and conventional methods, giving the impression that English is stressful. This of course affects students' low learning outcomes. Based on observations in class VII of SMP Negeri 1 Merauke, most of them still have very poor reading skills and this causes low English scores from these students. During the learning process, it can be seen that the teacher teaches well, the teacher also prioritizes students who are not yet

fluent in reading but the teacher does not use learning media, only uses a packet book for student reading material. While students listen to the teacher in explaining the material even though sometimes students listen while playing, when students are asked to read one by one, most students have read fluently and there are some students who still spell and some are still difficult to connect letters. Therefore, learning English must be made interesting and fun. For this reason, it is necessary to apply a model that can support the learning situation so that learning takes place more creatively and makes students more challenged to be active in the learning process and furthermore can produce quality learning processes and results.

Various negative impacts can occur in a teacher's classroom using inappropriate methods in learning English, especially for reading skills. Fauzi et al., (2020) stated that using inappropriate methods could have been avoided if only teachers would spend more time and attention in preparing and compiling methods properly. Meanwhile, Piradnyani et al., (2020) stated that NHT can be used to overcome the problem of low student reading ability. The Numbered Head Together (NHT) cooperative learning model is not just group work, but its structure. So, the Numbered Head Together (NHT) type teaching system can be defined as structured group work/learning. Included in this structure are five main elements Renandya et al., (2020), namely positive interdependence, individual responsibility, personal interaction, cooperation skills, and group process.

Gultom (2018) adds that one of the teaching techniques that can be applied in increasing students' motivation as well as improve their English skills in learning English is the Numbered Heads Together model. Numbered Heads Together (NHT) is a type of cooperative learning developed by Kagan. Numbered Heads Together is a type of cooperative learning that emphasizes specific structures designed to influence student interaction patterns and has the aim of improving academic mastery (Oulia, 2021). Numbered Heads Together technique provides opportunities for students to share ideas and consider the most appropriate answers. In addition, this technique also encourages students to increase their spirit of collaboration. This technique can be used in all subjects, not only in English language learning.

## **REVIEW OF LITERATURE**

### ***The Concept of NHT***

Numbered Heads Together is one type of co-operative learning which in its application aims to provide opportunities for students to share ideas and consider the

most appropriate answers (Sekeon et al., 2022). In Numbered Heads Together each student has a number on his/her head given by the teacher, students discuss to answer the questions given by the teacher. Huda explained that Numbered Heads Together is basically a variant of group discussion that provides opportunities for students to share ideas and consider the most appropriate answers (Afriyeni, 2020). Through Numbered Heads Together students will solve problems or answer questions that arise by discussing with their group members, where the results presented are a collection of ideas from each head that have been considered.

Selong (2019) stated that Numbered Heads Together (NHT) is a cooperative learning strategy that students can use to complete small group activities, answer questions, or complete straightforward tasks. It is a great method to get students thinking and solving problems. It can be seen that Numbered Heads Together allows students to become independent learners in co-operative learning. The information found, understood, and evaluated by students become their own understanding. Students develop critical thinking skills as a result of this learning process. There are several steps of the Numbered Heads Together technique implementation procedure, the first is Numbering, in this first stage the teacher will divide students into several groups then each student from each group is given a number, the second is Questioning, the teacher asks questions to students and students write the answers individually, the third is Heads Together, students must discuss with group members to find answers to the questions and the last is Answering, the teacher calls the student's number randomly and the student whose number is called by the teacher must answer the questions that have been given as a representative of his group (Oulia, 2021).

### *NHT for Reading Comprehension Improvement*

Reading comprehension skills are basic skills that everyone must master. These skills need to be mastered by learners in order to be able to adapt and successfully face future challenges. Comprehension is the key to acquiring new knowledge. Nowadays, comprehension as an active process is required when listening to information from various media (Demir & Zaimoglu, 2021). Skilled reading can effectively practice comprehension. Reading is the key to acquiring new knowledge. So it can be said that reading comprehension is a basic skill that everyone must master to be able to understand other forms of knowledge sources. Therefore, reading skills are an important factor that affects the quality of education as well as the quality of one's life into adulthood. Skilled readers are lifelong learners. The Prague Declaration (Kaganang, 2019) proclaims the importance of information literacy, which is the ability to search, understand, critically evaluate and manage information into useful knowledge for the

development of personal and social life. In the demands of the 21st century, information is essential. The Alexandria Declaration in 2005 confirms that information literacy is the ability to realize the need for information, identify and locate the information needed, critically evaluate the information, and communicate the information effectively, legally and ethically.

According to Al-Jarf (2021) reading comprehension refers to meaning, understanding and entertainment. It involves higher-order thinking skills and is much more complex, not just decoding certain words. This is interpreted by the understanding obtained by the reader after reading the text, the reader pours his mind to be able to understand the information or meaning contained in the text. Reading comprehension is a multi-component process in which the reader is involved in various interactions with the text (prior knowledge, application of techniques), as well as variables connected to the text itself including interest in the text, understanding of the type of text (Kaganang, 2019). According to Guthrie reading comprehension is learning from text. A reader interacts with printed material to construct new meaning. A relatively good reader can construct more meaning from a wider range of texts than a poor reader (Kaganang, 2019). To gain understanding from the texts they read, readers must learn from the texts, they interact with the texts and create broader meanings from the diversity of texts.

## **RESEARCH METHOD**

This research was conducted in Class VII SMP Negeri 1 Merauke, Papua in the academic year 2022/2023, from May to June 2023. This research is a Classroom Action Research (PTK), which is a research conducted in the classroom, in order to improve the learning process carried out by the teacher (Arikunto, 2010). This research will be conducted in 2 cycles with each procedure namely planning, implementation, observation, and reflection. The subjects of this study were students of class VII with a total of 32 students. In collecting the data for students' reading comprehension improvement, the researchers used test in each cycles. Moreover, the test is the form descriptive-blank test and the test consisted of 25 questions with 4 options in each number.

## **FINDINGS AND DISCUSSION**

In this section, the results of the research on the implementation of Numbered Head Together are discussed. After completing the research stage with various things

carried out in it, the researcher makes a final reflection to evaluate the overall action during the research.

*The research procedures explanation:*

- 1) Design/preliminary plan, before conducting research, the researcher formulates the problem formulation, objectives and makes an action plan, including research instruments and learning tools.
- 2) Activities and observations, including actions taken by researchers as an effort to build students' concept understanding and observe the results or impact of the application of the NHT type cooperative learning model.
- 3) Reflection, the researcher reviews, sees and considers the results or impact of the actions taken based on the observation sheet filled in by the observer.
- 4) Revised design/plan, based on the results of the reflection from the observer, a revised plan is made to be implemented in the next cycle.

In the implementation of the research, to determine and analyze students' reading comprehension skills, a test was applied. In addition, the researcher made observations of teacher and student activities during the study based on the observation sheet provided by the researcher. Data analysis of teacher and student activity observation results was carried out by calculating the average score and percentage formula:

$$P = f / N \times 100\%$$

**Note:**

F = Number of activity scores obtained

N = Total activity score

P = Percentage

100% = Fixed number

In addition, to find out the assessment category of the observation results, it is necessary to have a category peg for each final result of the observation. In this research, the benchmarks from Sudijono (2006) is used to see the levels/categories for the final results of the observation, more clearly shown in table 1 below:

*Table 1. Observation Category*

<b>Score</b>	<b>Category</b>
80-100	<b>Excellent</b>
66-79	<b>Good</b>
56-65	<b>Enough</b>
40-55	<b>Less</b>
30-39	<b>Failed</b>

This study aims to determine the activities of teachers and students and to determine the improvement of students' reading comprehension skills by applying the Numbered Heads Together (NHT) model in class VII students of SMP Negeri 1 Merauke. The research data obtained in the form of the results of the management of the Numbered Head Together (NHT) learning model, observation data in the form of observations of the management of the Numbered Head Together (NHT) type cooperative learning model and observations of student and teacher activities at the end of learning, and student formative test data in each cycle. The observation sheet data was taken from two observations, namely observation data on the management of the Numbered Head Together (NHT) type cooperative learning model which was used to determine the effect of the application of the Numbered Head Together (NHT) type cooperative learning model in improving results. Formative test data to determine the improvement of students' learning outcomes in terms of their reading comprehension after the Numbered Head Together (NHT) learning model is applied.

The learning conditions before the action and after the action by applying the Numbered Head Together (NHT) Learning Model showed a difference, namely an improvement both in terms of process and student learning outcomes. This is reflected in the improvement of students' activities or participation in the lesson and the learning outcomes obtained by students after participating in learning through the Numbered Head Together (NHT) Learning Model.

### *Cycle I*

The planning activities carried out in cycle I were to prepare several things needed in the implementation of the research, namely: making lesson plans and learning scenarios, making learning media, compiling research instruments in the form of student activity observation sheets and teacher ability to manage learning, preparing



appropriate teaching materials, and evaluation formats. Implementation of learning in cycle I was carried out according to planning with a time allocation of 4 lesson hours or 2 meetings. The implementation of actions in cycle I at the first meeting began by providing motivation by exploring students' prior knowledge and providing information on the competencies to be learned. The teacher built students' prior knowledge about descriptive text. The teacher also displayed various examples of descriptive text to students. Then the learning continued in the second meeting. The second meeting was in accordance with the lesson plan that had been prepared, where learning activities were divided into three stages, namely introductory activities, core activities, and closing activities. These stages are in accordance with the lesson plan.

The preliminary activities carried out at this stage are the teacher starts the class by saying greetings, asking how the students are doing, inviting students to pray together then the teacher conditions the class, checks the presence of students and the teacher checks the readiness of students before starting learning. After that the teacher conducts apperception, namely to find out the students' initial knowledge related to the material being taught, namely about clean and healthy living. Then the teacher also tells students the theme that will be studied, namely descriptive text, then conveys the learning objectives that will be achieved to students. Furthermore, in the core activity stage, the teacher explains the material about descriptive text then asks questions and answers with students about the descriptive text. After that the teacher divides students into groups of 5-6 people and to each group member is given a number between 1-6, distributes reading material and tells students in turn to read the reading material. After finishing reading the reading material, the teacher distributes tasks in the form of descriptive reading to each group and the teacher gives directions to students to complete the reading that has been given. Students are required to work together and discuss to complete the reading. After the reading is finished the teacher calls one of the numbers, then the student whose number matches raises his hand and answers questions for the whole class. Then the teacher and students reinforce the results of the discussion that has been done by each group.

The observation stage is carried out on teacher and student activities during the learning process using an instrument in the form of an observation sheet which is carried out by two observers, namely the researcher and the subject teacher. At this stage, observations were made of the teacher's ability to teach by applying the Numbered Heads Together (NHT) model. Data on the results of teacher ability in cycle I can be seen in table 2 below:

*Table 2. Teachers Activity Observation Sheet Cycle I*

No	Aspects observed	Score			
		1	2	3	4
<b>A Introduction</b>					
1	The teacher's ability to start the lesson by saying greetings, greetings, and prayers.				√
2	Teacher skills in conditioning the class before starting learning and checking student attendance				√
3	The teacher's ability to make apperceptions to students in accordance with the material to be learned			√	
4	Teacher's ability to convey learning objectives and expected competencies				√
<b>B. Main Activities</b>					
5	The teacher's ability to explain the material about Descriptive text			√	
6	The teacher's ability to explain and conduct questions and answers about the descriptive text material.			√	
7	The teacher's ability to divide groups and distribute numbers between 1-6				√
8	Teacher's ability to distribute reading materials				√
9	Teacher's ability to distribute worksheets			√	
10	The teacher's ability to call one of the numbers, then the student whose number corresponds raises his hand and answers question for the whole class			√	
11	The teacher's ability to reinforce the results of the discussion done by each group				√
<b>C. Closing</b>					
12	The teacher's ability to provide opportunities for students to express their opinions				√
12	Teacher's ability to give advice to students			√	
14	Teacher's ability to invite all students to pray to end the lesson				√
<b>Total</b>				50	
<b>Total Percentage</b>				89.28%	

The observation results in table 2 show that the teacher's ability to manage learning through the Numbered Heads Together (NHT) model in cycle I received a percentage score of 89.28% and was in the excellent category. In addition, at this stage observations of student learning activities through the application of the Numbered Heads Together (NHT) model were also carried out. Data on the results of student activity in cycle I can be seen in table 3 below:

*Table 3. Students Activity Observation Sheet Cycle I*

No	Aspects observed	Score			
		1	2	3	4
<b>A Introduction</b>					
1	Students answer greetings, greetings, and prayers.				√
2	Students sit nicely and neatly, and check students' attendance.			√	
3	Students answer the apperception delivered by the teacher		√		
4	Students listen to the learning objectives delivered by the teacher	√			
<b>B. Main Activities</b>					
5	Students listen to the explanation from the teacher about descriptive text			√	
6	Students pay attention to the explanation and answer questions from the teacher		√		
7	Students sit in their designated groups				√
8	Students read the reading material that has been given		√		
9	Students receive the LKS and listen to the teacher's explanation of the steps of working on the LKS			√	
10	Students listen to the number called and answer questions from the teacher			√	
11	Students give conclusions from the results that each group has worked on		√		
<b>C. Closing</b>					
12	Students express their opinions about today's learning		√		
13	Students listen to the advice given by the teacher			√	
14	Students pray to end the lesson			√	
	<b>Total</b>			37	
	<b>Total Percentage</b>			66.07%	

The observation results in table 3 and seen based on the assessment category show that student activity through the Numbered Heads Together (NHT) model in cycle I gets a percentage score of 66.07% and is in the good category. At the end of the lesson, namely the closing activity, the teacher provides an opportunity for students to express their opinions about the learning that has been followed, whether today's learning is fun or not. After that the teacher gives advice to students before leaving the room then the teacher invites all students to pray to end learning activities by saying greetings. At the end of the lesson, evaluation was given in the form of reading comprehension descriptive text questions. Student learning outcomes can be seen in the following table. After the teaching and learning process in cycle I, the teacher gave a test

to determine students' reading fluency to be measured by the predetermined KKM of 70. The results of students' reading tests in cycle I on descriptive text material can be seen in the following table 4:

*Table 4. Students' Reading Comprehension Score in Cycle I*

<b>Students Code</b>	<b>Score</b>
X1	70
X2	70
X3	70
X4	68
X5	50
X6	55
X7	67
X8	65
X9	66
X10	66
X11	66
X12	70
X13	60
X14	60
X15	68
X16	68
X17	67
X18	68
X19	68
X20	60
X21	55
X22	55
X23	56
X24	55
X25	55
X26	60
X27	55
X28	65
X29	65
X30	65
X31	40
X32	45
<b>Total/Percentage</b>	<b>1.973/61.65</b>

Based on table 4, it is known that the number of students who reached the individual completeness criteria was 4 people or 12.5% while 28 people or 87.5% had not reached the completeness criteria. Based on the KKM value set at SMP Negeri 1 Merauke that students are said to be complete in learning if they have an individual completeness value of at least 75 and classical completeness if 75% of students in the class are complete in learning. Therefore, it can be concluded that students' learning completeness in reading fluency in descriptive text learning in cycle I has not reached maximum learning completeness. Next is the reflection stage, this stage aims to review what was done and the aspects that need to be improved during the learning process in cycle I. Review the shortcomings and strengths in the learning process in cycle II. Review the shortcomings and strengths in the research and find solutions that will be carried out for the next cycle if it continues to be better. Any reflection results in the form of deficiencies/weaknesses in cycle I will later be corrected in cycle II. The results of the reflection in cycle I show that: The teacher is still lacking in conditioning the class, The teacher's ability to convey learning objectives is still lacking, There are still students who do not pay attention to the teacher when the teacher explains the material, Students are less cooperative during group discussions, Students are still less able to work on LKS, In addition, the students' reading comprehension ability in cycle I can be seen that there are still students who have not reached the KKM and have not reached the classical completeness value.

Therefore, the corrective actions that will be carried out are: in the next meeting the teacher must be more able to control students so as not to get rowdy, in the future the teacher is expected to convey the learning objectives well, for the next meeting the teacher is expected to be more assertive to students who are not serious in learning, in the future the teacher is more able to invite students to be able to work together during group discussions, in addition, in the future the teacher will guide students more in working on the LKS and the next meeting the teacher will direct students how to read and understand the contents of the descriptive text properly.

## *Cycle II*

The implementation of learning in cycle II was carried out according to the plan with a time allocation of 3 lesson hours. The implementation of the learning process is based on the lesson plan that has been prepared. At this stage, the same thing was done in cycle I, namely the researcher prepared several research instruments in the form of: lesson plans, worksheets, observation sheets of teacher and student activities, and tests. The implementation stage is carried out in accordance with the lesson plan that has

been prepared. Learning activities are divided into three stages, namely introductory activities, core activities, and final activities. These stages are in accordance with the lesson plan (attached). The preliminary activities carried out at this stage are that the teacher starts the learning by greeting, asking for news, praying together then the teacher conditions the class, checks attendance, and checks the readiness of students before starting learning. After that the teacher makes apperception to see the students' initial knowledge, the apperception given is related to the material to be taught, namely descriptive text. Then the teacher also tells students about the theme that will be studied, namely descriptive text. At this stage the teacher also conveys today's learning objectives that will be achieved.

Furthermore, in the core activity, the teacher explains the descriptive text material then the teacher and students ask questions and answers about the descriptive text. After that the teacher divides students into groups of 5-6 people and each group member is given a number between 1-6. Then the teacher distributes reading material and asks students in turn to read the reading material. After finishing reading the reading material, the teacher distributes the LKS to each group and the teacher gives directions to students to complete the LKS that has been given. Learners must cooperate and discuss to complete the worksheet. After the LKS is completed the teacher calls one of the numbers and the student whose number matches raises his hand and answers questions for the whole class. Then the teacher and students reinforce the results of the discussion that has been done by each group.

At the observation stage, it was carried out during the teaching and learning process of cycle II. This observation was carried out by two different observers, namely the researcher and the subject teacher. The observation result for the teacher can be seen in the table 5 below:

*Table 5. Teachers Activity Observation Sheet Cycle II*

No	Aspects observed	Score			
		1	2	3	4
<i>A</i>	<i>Introduction</i>				
1	The teacher's ability to start the lesson by saying greetings, greetings, and prayers.				√
2	Teacher skills in conditioning the class before starting learning and checking student attendance				√
3	The teacher's ability to make apperceptions to students in accordance with the material to be				√

	learned	
4	Teacher's ability to convey learning objectives and expected competencies	√
	<b>B. Main Activities</b>	
5	The teacher's ability to explain the material about Descriptive text	√
6	The teacher's ability to explain and conduct questions and answers about the descriptive text material.	√
7	The teacher's ability to divide groups and distribute numbers between 1-6	√
8	Teacher's ability to distribute reading materials	√
9	Teacher's ability to distribute worksheets	√
10	The teacher's ability to call one of the numbers, then the student whose number corresponds raises his hand and answers question for the whole class	√
11	The teacher's ability to reinforce the results of the discussion done by each group	√
	<b>C. Closing</b>	
12	The teacher's ability to provide opportunities for students to express their opinions	√
12	Teacher's ability to give advice to students	√
14	Teacher's ability to invite all students to pray to end the lesson	√
	<b>Total</b>	54
	<b>Total Percentage</b>	96.42%

The observation results in table 5 show that the teacher's ability to manage learning through the Numbered Heads Together (NHT) model in cycle II received a percentage score of 96.42% and was in the excellent category. Not only teacher activities are seen, but student activities as well. Where based on the results of the reflection on cycle I student activities are indeed far in value compared to teacher activities. Based on this, a way out was held. Therefore the results of student learning activities through the application of the Numbered Heads Together (NHT) model were also carried out. Data on the results of student activity in cycle II can be seen in table 6 below:

*Table 6. Students Activity Observation Sheet Cycle II*

No	Aspects observed	Score			
		1	2	3	4
<b>A Introduction</b>					
1	Students answer greetings, greetings, and prayers.				√
2	Students sit nicely and neatly, and check students' attendance.				√
3	Students answer the apperception delivered by the teacher				√
4	Students listen to the learning objectives delivered by the teacher			√	
<b>B. Main Activities</b>					
5	Students listen to the explanation from the teacher about descriptive text				√
6	Students pay attention to the explanation and answer questions from the teacher				√
7	Students sit in their designated groups				√
8	Students read the reading material that has been given			√	
9	Students receive the LKS and listen to the teacher's explanation of the steps of working on the LKS				√
10	Students listen to the number called and answer questions from the teacher			√	
11	Students give conclusions from the results that each group has worked on				√
<b>C. Closing</b>					
12	Students express their opinions about today's learning				√
13	Students listen to the advice given by the teacher			√	
14	Students pray to end the lesson			√	
<b>Total</b>				51	
<b>Total Percentage</b>				91.07%	

The observation results in table 6 and seen based on the assessment category show that student activity through the Numbered Heads Together (NHT) model in cycle II gets a percentage score of 91.07% and is in the excellent category At the end of the lesson, namely the closing activity, the teacher gives students the opportunity to express their opinions about the learning that has been followed today whether it is fun or not. After that the teacher gives advice to students before leaving the room and invites all students to pray together to end learning activities and the teacher closes by saying greetings. After the teaching and learning process took place in cycle II, the teacher gave a test to determine students' reading fluency to be measured by the



predetermined KKM of 70. The results of students' reading tests in cycle II on descriptive text material, can be seen in the following table 7:

*Table 7. Students' Reading Comprehension Score in Cycle II*

<b>Students Code</b>	<b>Score</b>
X1	80
X2	85
X3	85
X4	75
X5	80
X6	80
X7	75
X8	80
X9	80
X10	85
X11	85
X12	85
X13	75
X14	79
X15	86
X16	80
X17	90
X18	79
X19	79
X20	78
X21	80
X22	80
X23	78
X24	75
X25	75
X26	80
X27	80
X28	80
X29	75
X30	85
X31	75
X32	85
<b>Total/Percentage</b>	<b>2.569/80.28</b>

Based on table 7, it is known that the number of students who reached the completion criteria, namely individually, was 32 people or 100% while there were 0% students who had not reached the completion criteria. Based on the results obtained in cycle II, it can be concluded that student learning outcomes, especially reading comprehension skills on descriptive text material through the application of the Numbered Heads Together (NHT) model can be said to be more improved than the learning outcomes that only got 12.5%, in cycle I and increased to 100% in cycle II. Next is the reflection stage, this stage aims to review what was done and aspects that need to be improved during the learning process in cycle II. Review the shortcomings and strengths in the research and find solutions that will be carried out for the next cycle if it continues to be better.

### *Discussion*

Language is a means of communication both orally and in writing. In everyday life humans communicate and interact with each other using language media. Thus, language has an important role and function so that humans can convey ideas, thoughts and make social contacts with others (Liando et al., 2022). To be able to use language with a variety of purposes and functions properly and correctly, language skills are needed with language elements used to express language skills including sentence patterns, vocabulary, pronunciation and spelling. Mastery of language and language elements is very important to improve speaking skills in English.

In English language learning, there are four skills that must be understood by learners in order to be said to be able to speak English, namely listening, speaking, reading and writing (Mohammad, 2018). Speaking skill is one of the four skills in English learning that must be mastered by learners. Because speaking is a very important skill in communication activities, namely activities by saying word by word into a sentence that contains expressions, opinions, suggestions, goals or other intentions that will be listened to and can be used as a means of communication with others (Pratiwi, 2019). In speaking, a process is needed to get the final result which can later deliver ideas to students or other people so that students or other people can understand the intent and purpose of what is being discussed. Sometimes learners have difficulty in determining ideas and expressing what has been thought into the form of words using English, so there is a need for learning techniques that can trigger learners to more easily convey messages in English.

The reality in the field shows that English learning activities have not been carried out optimally so that it requires the application of effective and efficient learning

models in order to increase learner participation and ability (Nadhiroh et al., 2019). In addition, English subject teachers have not utilized learning media optimally when teaching which is indicated by the absence of power point media other props even though learning media can attract and direct the attention of students to concentrate on the content of the lesson related to the meaning displayed in the subject matter one of which is by applying the Numbered Head Together learning model.

Cooperative learning method type Numbered Head Together (NHT) is a learning method based on constructivist learning theory. Numbered Heads Together (NHT) is a structural approach to cooperative learning that has been developed by Spencer (Fauzi et al., 2020). The purpose of developing this model is so that the learning process that takes place involves more students in reviewing the material covered in a lesson and to determine their understanding of the content of the lesson which in turn is by asking questions. Numbered Head Together (NHT) also has a structured system of group work or learning, namely positive interdependence, individual responsibility, personal interaction, cooperation skills and group processes where students spend most of their time in class by working together between 5-6 people in a group.

Thus, with this system and purpose Numbered Head Together (NHT) strongly emphasizes learners to work together in groups so that each group member understands the work of his group and is responsible for the work so that by itself learners feel they must be actively involved in the learning process. The thing that wants to be conveyed is how learners are able to accept various opinions received and conveyed by other people or groups and then analyze them together so as to bring up the most ideal opinion or even not get the most ideal opinion. This is actually the essence of dissent. Furthermore, the teacher provides a conclusion to the course of discussing the material (Piradnyani et al., 2020). Numbered Head Together can be used to check students' understanding of the subject by involving more students in reviewing the material covered so as to improve academic mastery and critical thinking skills.

Jampel et al., (2018) expressing the cooperative learning model type Numbered Head Together is a group learning model in which each group member is responsible for their group's tasks so that there is no separation between one learner and another learner in one group to give and receive from one another. In this learning model, each learner in the group represents a different number and together discuss the questions given by the teacher then the teacher calls a certain number and learners from each group representing that number submit the results of their group discussion. With the discussion, students certainly communicate their mathematical ideas in the group verbally, the results of the discussion are written in the group answer sheet. In addition,

Gultom (2018) added that when students report the results of group discussions, students whose numbers are called communicate their mathematical ideas to the teacher and other students, thus the cooperative learning model type Numbered Head Together supports the communication aspects of students.

Reading is a valuable skill that can be used throughout life. Good reading is indicated by a person's ability to complete reading tasks easily and quickly accompanied by increased understanding so as to get better grades and learn quickly (Prayekti et al., 2019). In addition to its importance, reading is part of the educational process, as stated in Permendikbud No 67 of 2013 concerning the Basic Framework and Curriculum Structure which states: The educational process is a process that provides opportunities for students to develop their potential into rational thinking skills and academic brilliance by giving meaning to what is seen, heard, read, learned from cultural heritage based on the meaning determined by the cultural lens and in accordance with the level of psychological maturity and physical maturity of students (Wulandari et al., 2022). Reading can be seen as a process and as an outcome. "Reading as a process is all the activities and techniques taken by the reader that lead to the goal through certain stages" Reading as a result, in the form of achieving communication of thoughts and feelings of the writer with the reader. The communication occurs because there is a common knowledge between the reader and the writer (Mohammad, 2018). The communication that occurs depends on the understanding that is felt through all the reading processes. Therefore, reading is often called a constructive process (compiling the author's ideas or intentions). In other words, reading as a result is the achievement of communication of thoughts and feelings of the reader with the author, which is obtained by the reader through the reading process. Communication that occurs because there is a match of knowledge and assumptions between the reader and the writer. The reader's knowledge and experience, both linguistic and non-linguistic, determine the success of reading activities.

Understanding is strongly influenced by the reader's experience and knowledge. Readers who have wider knowledge and experience have a greater chance of being able to develop an understanding of words and concepts than others Burns, (in Pratiwi, 2019). This is realized by the assumption that the writer also expresses his ideas using a certain line of thinking, and follows the applicable language rules. According to Fauzi et al., (2020), the level of comprehension in reading can be differentiated based on the cognitive complexity required in understanding the reading. Therefore, the level of comprehension reflects the hierarchy of the level of complexity or cognitive difficulty required in the comprehension process. There are five levels of reading comprehension.

(1) literal comprehension is the ability to understand ideas explicitly stated in the text, (2) re-organizing comprehension is the ability to analyze, synthesize, or organize information explicitly stated in the text, (3) inferential comprehension is the ability to understand information stated indirectly in the text, (4) evaluation comprehension is the ability to evaluate text material, (5) appreciation comprehension is the ability to express emotional and aesthetic responses to texts in accordance with personal standards and professional standards regarding, for example, literary forms, styles, types, and literary theories.

This research was carried out in several cycles, each cycle being held for 2 meetings. The first meeting was for discussing learning materials, while the second meeting was for giving evaluation tests. Each cycle consists of four stages, namely: Planning, Action Implementation, Observation and Evaluation of Action, and Reflection. This research begins with an initial reflection which aims to identify the problems and obstacles experienced by students in the thematic learning process, as well as the weaknesses of the learning model or method applied so far. Through this initial reflection, researchers can find out what things need to be done at the action planning stage.

Some things that need to be prepared at the planning stage are as follows: 1) Determine the material/subject matter that will be discussed, 2) Prepare learning tools, namely lesson plans as guidelines for implementing the learning process, learning media, and data collection instruments, such as student reading skills observation sheets. The implementation of the action taken is adjusted to the lesson plan that has been prepared. The action taken was to improve the reading skills of seventh grade students of SMP Negeri 1 Merauke through the implementation of the NHT learning model. Observation activities are carried out during the learning process. Evaluation was carried out at the end of cycle I, namely by making observations on each implementation of learning about student learning skills. This reflection activity seeks to find a logical train of thought, problems, and obstacles that arise in the implementation of action. In addition, reflection activities are useful for conducting reviews, creating a working picture, which is alive in the situation of the research process, obstacles that arise in action and other possibilities that arise during the research process. So, this reflection is very important to carry out to reassess the actions that have been carried out and the implications that arise in the subjects studied as a result of action research. The results of reflection are used as a consideration in designing actions for the next cycle.

In cycle I, the average student reading skill was 61.55% and was in the medium category. The percentage of classical completeness was 12.5% (cycle I) and was

classified as very low. This is because 28 people are still not complete. While according to observation sheet for students activity in cycle was 66.07% and teachers was 89.28%. The obstacles faced in cycle I were that the teacher had not been able to create an active and fun learning atmosphere, not all students understood the learning material presented, cooperation between fellow students was still lacking, and there were still many other students when the teacher explained. The literacy provided by the teacher was also not much so that students were still lacking in practicing their reading skills. These obstacles are overcome by maximizing the implementation of the Literacy-based NHT learning model so that learning is more fun, inviting students to concentrate on their lessons, fostering students' desire to read without coercion and preparing reading resources through the reading corner in the classroom.

Reading is not only an activity of reading and writing, but also an activity in analyzing the information read. The ability of grade VII students in literacy is still dominated by reading and writing activities. The benefits of literacy for primary school students include: increasing the value of subjects, especially Indonesian language lessons, increasing vocabulary in language, adding new insights and information, improving students' ability to write and string words, and fostering students' creativity in thinking and analyzing. In addition, literacy also has an impact on health, reducing stress, slowing senility, and normalizing heart rate (Lestari, 2019). Based on the explanation above, the category of students' reading comprehension skills is in the sufficient category and student completeness does not reach 90% so that it has not reached the category and completeness set by the researcher, namely the category of student learning outcomes in the minimum good category and 80% classical completeness. So it can be concluded that cycle I has not been successful and cycle II must be held by taking into account the obstacles faced in cycle I.

In cycle II the average student reading skill was 80.28% and was in the very good category. The percentage of classical completeness was 100%. In the same improvement, students activity based on the observation sheet was 91.07% and teacher was 96.42%. This shows that the obstacles faced in cycle I can be overcome in cycle II. Therefore, the minimum completeness criteria of good and 80% classical completeness have been met so that the research in cycle II was declared successful and the cycle was stopped. Based on the explanation above, there was a significant improvement between students' reading skills in cycle I to cycle II so it can be concluded that the application of NHT can improve students' reading comprehension skills in grade VII SMP Negeri 1 Merauke.

Relevant research that is in line with this research was conducted by Gultom (2018) in his research it is stated that: the NHT model has a better effect than

conventional learning, where learning with the NHT model makes students trained to be able to solve problems and be more active in the learning process. In addition, research conducted by Wulandari et al., (2022), which in their research stated that: the development of effective and productive learning in schools. The underlying context is that literacy as the basis for developing effective and productive learning allows students to read a lot and be skilled at finding and processing information, and students' abilities in reading and writing also develop. In addition, students are skilled at connecting between subject matter, fluently developing ideas, understanding and solving problems and ultimately can master learning competencies better. Research on NHT was reviewed by Prayekti et al., (2019) on the Application of the Numbered Heads Together (NHT) Type Cooperative Model to improve learning outcomes, where the research was completed in 3 cycles, with the acquisition of the final results of the planning stage by 100%, the implementation stage by 100%, student activity by 95.78% and learning outcomes by 89.65%, concluding that the Numbered Heads Together (NHT) type cooperative model can improve student learning outcomes on the material of natural and socio-cultural appearances.

## CONCLUSION AND SUGGESTION

Based on the discussion above, it can be concluded that the application of the NHT (Numbered Head Together) learning model can improve the reading comprehension skills of seventh grade students of SMP Negeri 1 Merauke. This result is evident from the increase in the first cycle average of 61.65% to 80.28% in the second cycle. The students' classical completeness also increased from 12.5% in cycle I to 100% in cycle II. In addition, there was also a very significant increase in each teacher and student activity based on the observation sheet. Where in cycle I the teacher's activities were at 89.28% and students at 66.07%, then increased in cycle II, where teacher activities became 96.42% and students at 91.07%. Therefore, some suggestions that can be given include: 1) students are expected to be able to develop their abilities. 2) teachers are expected to be able to always innovate in their learning so that students are not bored and motivated to follow the learning provided by the teacher, and 3) school principals in making policies should always support positive efforts of teachers and students to improve the quality and quantity of learning.

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