

Improving Students' Reading Comprehension By Using Numbered Head Together (NHT) Strategy in SD IT Fadilah Pekanbaru

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ABSTRACT

This action research is aimed at improving the students' reading comprehension by using Numbered Head Together (NHT) strategy in five (A) grade at SD IT Fadilah in Pekanbaru. The researcher applies the discussion method in learning English at SD IT Fadilah Pekanbaru. Numbered Head Together (NHT) or numbering thinking together is a type of cooperative learning that is designed to influence patterns of interaction and as an alternative to classroom. The result shows that the use of NHT strategy has successfully made the students able to comprehend the reading. It can be seen from student learning outcomes obtained a value of 54.60 with a low category, in UH I increased learning outcomes with the acquisition of value of 65.76 in the medium category, and in UH II student learning outcomes increased again with the acquisition of a value of 79.25 with high category. Based on the above research data, it appears that student learning outcomes in English have improved after the Number Head Together (NHT) strategy was applied. The Numbered Head Together (NHT) strategy generally involves students in reviewing the material in the lesson and understanding of the material provided.

Keywords: *Reading Comprehension, Numbered Head together (NHT)*

INTRODUCTION

Language has a central role in the intellectual, social, and emotional development for study. Language learning is expected to help students get to know themselves, their culture, and the culture of others, express ideas and feelings, participate in communities that use the language, and discover and use the analytical and imaginative abilities that are present in them. One of language skills is reading.

In learning English, reading is an important language skill where the personal language development will rely on it heavily. Reading comprehension in particular is an important component of a student's schooling experience. Students in the primary grades learn about word identification, phonics, and other literacy skills so they are able to identify words on a text. In addition, understanding the meaning of text is less of a focus because young students must first be able to read the words on the text.

To be able to properly comprehend what is being read, students are often required to make connections with what is being read to their own lives and experiences. If a

student has not had many experiences or comes from a background that is very different from what is being read in the story, understanding is going to be a very difficult task. This component of reading comprehension is often called activating prior knowledge. Some students simply do not have this prior knowledge. Some students do have this knowledge but they lack the skills needed to activate it.

English is a tool to communicate verbally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in the fullest sense is the ability to discourse, namely the ability to understand and produce text and writing that is realized in four language skills, namely listening, speaking, reading and writing. Learning English for Elementary Schools (SD) is based on an opinion that learning a foreign language or a second language will be better if it starts earlier (Hamerly, 1982: 265).

In Indonesia, formal English subjects have been formally introduced in elementary schools since the issuance of the Minister of Education and Culture Decree No. 060 / U / 1993 in 1993 concerning the possibility of an English language program as a subject of local content (mulok) in elementary school starting in 4th grade when the school has prepared: (1) according to local policy, (2) has the support of students and parents, and (3) readiness of teaching staff and learning facilities. This decree received an extraordinary response from the public. The development of teaching English in elementary and Madrasah Ibtidaiyah (MI) then accelerated after the issuance of Government Regulation No. 19 of 2005 which allows the beginning of English subjects in classes even earlier, class 1. These subjects are included in the group of local aesthetic content subjects in the Education Unit Level Curriculum (KTSP) SD / MI according to regional autonomy policy.

English subject is one tool that can access various information. For this reason, communication skills in English orally and in writing must be truly possessed and improved. Therefore a teacher is required to be able to achieve the basic competencies that have been set. Reading is a form of activity that can be used as a means to gain an understanding of something. Actually, other ways or activities can also be achieved to achieve a level of understanding of something even though it is less effective when compared to reading. Experts in the field of reading mention the existence of opinions

which say that not all understanding is obtained from written words. In other words, an understanding of something can only be obtained from words or from observing an object in question, however, they also acknowledge that gaining understanding in this way is not sufficient. A very important activity that can be used to gain a more adequate understanding is reading.

The Curriculum Center adheres to five main characteristics, namely (1) emphasizing the achievement of individual and classical student competencies, (2) oriented towards learning outcomes and diversity, (3) delivery in learning using varied approaches and methods, (4) non-teacher the only source of learning, and (5) assessment emphasizes the process and learning outcomes in an effort to master or achieve a competency.

Learning English at SD IT Fadilah Pku, the researcher applies the discussion strategy. The author hopes that through this strategy, students will actively read English text by conveying their ideas or the topic being discussed. But in reality, the researcher found that the majority of students or 15 (53.6%) of 28 students were unable to understand English text, so their ability to understand English reading was low. Therefore, they have not been able to reach the KKM that has been determined ie 65. The weaknesses of the discussion strategy resulted in gaps in English learning especially in reading comprehension namely, as follows:

1. Daily results are still below the Kriteria Ketuntasan Minimum (KKM) value of 65, this can be seen from 28 students, only 15 students or 53.6% who achieved KKM.
2. When the teacher gives a daily test assignment, most students difficult to answer.
3. Low ability to understand reading.
4. Students are difficult in concluding the contents of a story, not any students can conclude the contents of a story.
5. Students get bored quickly with the lessons presented, this can be seen from the activities of those who often play or tell stories with friends when the lesson is implemented.

From these phenomena, the understanding of English reading obtained by students is relatively low. The researcher is interested in doing research in order to improve the learning outcomes obtained by students. As an effort to improve learning

outcomes and student activities, teacher efforts are needed to implement appropriate learning strategies, one of which is the Number Head Together learning strategy.

Numbered Heads Together (NHT) is a type of cooperative learning model that is a simple structure and consists of several stages that are used to review basic facts and information that serve to regulate interactions between students. This strategy can be used as an alternative in learning because this strategy refers more to students' learning activeness, students are also required to collaborate with their peers. With this method students will be more enthusiastic in following the lessons and do not feel bored when learning takes place in class.

Based on the above problem, the researcher is interested in wanting to conduct an action research as an effort to make improvements to learning with the title "Improving Reading Comprehension by using Numbered Head Together strategy in VA at SD IT Fadilah Pekanbaru ". Various definitions of reading are stated by some experts. First, "reading is about understanding and being able to process what we see at the metacognitive level; without comprehension, true reading does not occur. Reading growth does not end at a specific age; we never truly master reading, but continue to build our skills and background knowledge over our lifetimes" (Tankersley, 2003:86). It means that a reader needs several processes to get knowledge to comprehend the reading materials.

Furthermore, Stones (2009:85) states that "reading is an interactive process in which readers shift between sources of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the setting to focus their interpretation". He also states that "reading is a comprehending and also developing of human learning in other words, reading is more than just receiving meaning in a literal sense". In short, reader needs some processes to comprehend reading materials like using strategies, and focus to interpret meaning words.

Clarifying the nature of the interaction, Harmer (2001: 201) states that "sometimes it is the individual details that help us understand the whole; sometimes it is over view that allows up to process the details". Carrell and Eisterhold (1988) highlight "the important roles of both the reader and the text in facilitating the process of reading and understanding". It means that, the reading process had helped in

understanding how message in a reading text can be comprehended by the readers.

Reading is essentially a complex thing that involves many things, not just reciting writing, but also involves visual, thinking, psycholinguistic, and metacognitive activities. As a visual process of reading is the process of translating written symbols (letters) into other words. As a thought process, reading includes word recognition activities, literal understanding, critical reading interpretation and creative understanding.

Furthermore, it was stated by Hodgson in Tarigan that reading is a process that is carried out and used by the reader to obtain a message, which the writer wants to convey through the media of words / written language. A process that demands that groups of words which are a unity be seen at a glance, and so that the meaning of individual words will be known. If it is not fulfilled, then the written and implied messages will not be captured or understood, and the reading process will not be carried out properly.

At a young age, in this case elementary school age, indeed the teacher gives more explanation, instructions, games, singing songs, etc. to students. Submission of learning requires special skills of teachers. The teacher must provide instructions, explanations, games, songs, etc. in a language that is easy for students to understand and choose simple vocabulary. The role of vocabulary possessed by students greatly determines students are better able to understand what students hear then remember or students do not understand what the teacher is talking about. When the teacher explains that students are expected to learn little by little the vocabulary students get, after that when Reading or Reading Skills

Readings are found everywhere, including in the world of students. Even the main source of knowledge comes from books, without reading skills of course students have difficulty understanding the contents of the reading. Reading skills according to Brewster (2003: 110) in some contexts are given after speaking skills, especially when students have not mastered primary language literacy or their mother tongue. However, when students have not mastered their native language literacy, students have difficulty understanding foreign language literacy.

Reading skills for elementary school students are a difficulty, considering that students at this age are still in the word recognition stage, including speaking skills that

students must master first. Especially when students' mother tongue is very different from English. The spelling in English is also very different from the Indonesian language, which is quite difficult. But honing students' reading skills can be started from small things, starting from classroom decoration.

At a young age, in this case elementary school age, indeed the teacher gives more explanation, instructions, games, singing songs, etc. to students. Submission of learning requires special skills of teachers. The teacher must provide instructions, explanations, games, songs, etc. in a language that is easy for students to understand and choose simple vocabulary. The role of vocabulary possessed by students greatly determines students are better able to understand what students hear then remember or students do not understand what the teacher is talking about. When the teacher explains that students are expected to learn little by little the vocabulary students get, after that when Reading or Reading Skills.

Numbered Head Together (NHT) or numbering thinking together is a type of cooperative learning that is designed to influence patterns of interaction and as an alternative to traditional classroom structures. Numbered head together (NHT) was first developed by Spencer Kagan (1993) to involve more students in studying the material covered in a lesson and checking their understanding of the contents of the lesson.

In presenting the results of the discussion all students are numbered so that students must continue to follow the discussion to solve the problems and really master the answers. Because each student has the possibility that the number will be called by the teacher to present the results of the discussion. In addition, the NHT learning model also trains students to express their opinions and encourages students to study this NHT model indirectly trains students to share information, listen carefully and speak with calculations, so students are more productive in learning.

Steps in implementing NHT

a. Numbering

Numbering is the main thing in NHT, in this stage the teacher divides students into groups or teams of three to five people and each group member is given a number between 1 to 5 so that each student in the team has a different number, according to the number of students in the group.

b. Asking question

The next step is asking questions, the teacher asks a question to students. The questions given can be taken from certain subject matter which is indeed being studied, in making the questions try to vary from specific to general nature and with varying degrees of difficulty as well.

c. Think Together

After getting questions from the teacher, students unite their opinions on the answers to questions and explain the answers to members in their team so that all members know the answers to each question.

d. Giving an Answer

The final step is the teacher calls one number and each student from each group with the same number raises his hand and prepares an answer for the whole class, then the teacher randomly chooses the group that has to answer the question, then the student whose number is called the teacher of the group raises his hand and stand up to answer questions. Other groups with the same number respond to the answer.

There are several benefits to the NHT type of cooperative learning model for students with low learning outcomes, including:

- a. Your sense of self-esteem becomes higher
- b. Improve attendance
- c. Acceptance of individuals is greater
- d. Disruptive behavior becomes smaller
- e. Conflict between people is reduced
- f. Deeper understanding
- g. Increases kindness, sensitivity and tolerance
- h. Higher learning outcomes

By doing this NHT learning model, students whose learning outcomes are low become motivated to improve learning because this NHT learning model can reduce habits that are not good in class.

METHOD

This research was conducted in class V (A) SD IT Fadilah Pekanbaru with a total of 24 students consisting of 10 male students and 14 female students. The research setting is the

English class of sixth grade at SD IT Fadillah in Pekanbaru. It is located in Pekanbaru. This school consists of six classes, from first grade until sixth grade. Physically, this primary school has two floors. It has a teachers' office, headmistress office, canteen, library, praying place, and computer room. The school yard is large enough to play. There are also two small parking places; one is for the students and the other is for the teachers and headmistress. There are 84 students in the fifth grade. They are classified as those with the middle economic background. They are also in the same cultural background.

This research is an action research, because research is conducted to solve learning problems in the class. The analysis of the data was presented by the reflection of cycles of the research. The researcher collaborated with a teacher in the field of study, the presence of researcher as a teacher in class. The procedure for carrying out the first class action research consists of two cycles which include: (1) planning, (2) implementing the action, (3) observation, and (4) reflection in each cycle (Arikunto, 2009). To analyze the level of success or the percentage of students' success after the teaching and learning process each round is done by providing an evaluation in the form of written test questions at the end of each round. The minimum value of completeness of the test participants uses the minimum completeness criteria (KKM) guidelines set by the school for English subjects, which is 60.

FINDINGS AND DISCUSSION

The data has been collected at the implementation and observation stages later analyzed. The data analysis performed is:

1. Teacher Activity Data

The teacher activity data can be seen in the table below.

Table 1. Teacher Activity Data

Description	Cycle I		Cycle II	
	Meeting I	Meeting II	Meeting I	Meeting II
Score	14	16	21	22
Persentase	58,20	64,52	87,37	91,66
Category	Kurang	Cukup	Baik	Sangat Baik

Based on the table above, it can be seen that the teacher's activity has increased in each cycle, in the first cycle of the first meeting the teacher's activity scored 14 (58.20%) with less categories, in the first cycle of the second meeting the teacher's activity increased with a score of 16 (64.52%) with a sufficient category, in the second cycle of the first meeting teacher activity again experienced an increase with the acquisition of a score of 21 (87.37%) with a good category. And in the second cycle of the second meeting the teacher activity has increased with a score of 22 (91.66%) with a very good category.

2. Student Activity Data

Student activity data obtained are then calculated and presented in the table below.

Table 2. Student Activity Data

Description	Cycle I		Cycle II	
	Meeting I	Meeting II	Meeting I	Meeting II
Jumlah Skor	13	15	20	22
Persentase	54,60	62,37	82,21	93,66
Kategori	Kurang	Cukup	Baik	Sangat Baik

Based on the table above, student activity has increased at each meeting in each cycle. At the first meeting of the first cycle the students' activities gained a score of 13 (54.60%) with a less category, at the second meeting of the second cycle the student activity increased by a score of 15 (62.37%) with enough categories, at the first meeting of the second cycle the student activity increased with the acquisition of a score of 20 (82.21%) in the good category. And in the second meeting of the second cycle the activity of students increased again with the acquisition of a score of 22 (93.66%) in the frightening good category.

3. Analysis of Student Learning Outcomes Data

a. Individual and Classical Learning and Mastery Learning Results

The acquisition of data on individual completeness and classical presented in the table below.

Table 4. Individual and Classical Completeness

Description	Students	Completed	Uncompleted	Classical	Result
Skor Dasar		10	14	42,92	uncompleted
UH I	24	18	6	79,31	uncompleted
UH II		22	2	92,94	completed

Based on the table, it is known that individual completeness and classical classification of students have increased. In the basic score the number of students who reached the KKM or completed was 10 students (42.92%), in UH I increased by the number of 18 students (79.31%) and in UH II increased by the number of 22 students (92.92%). So based on the explanation above, it shows that the application of Numbered Head Together (NHT) strategy can improve English learning outcomes of fifth grade students at SD IT Fadilah Pekanbaru.

b. Improved Student Learning Outcomes

As for the data increase in reading comprehension students outcomes an increase in each cycle after NHT strategy applied. In the basic score of student learning outcomes obtained a value of 54.60 with a low category, in UH I increased learning outcomes with the acquisition of a value of 65.76 in the medium category, and in UH II student learning outcomes increased again with the acquisition of a value of 79.25 with high category.

Based on the above research data, it appears that student learning outcomes in English have improved after Numbered Head Together (NHT) strategy. This is because cooperative learning of Numbered Head Together (NHT) types generally involves students in reviewing the material in the reading comprehension and checking or checking their understanding of the material provided. Nur (2005) states that Numbered Head Together is basically a variant of group discussion, its characteristic is that the teacher only appoints a student who represents his group, without informing first who will represent the group.

Teacher activity data increased in each cycle, in the first cycle of the first meeting the teacher's activity gained a score of 14 (58.20%) with less categories, in the first cycle of the second meeting the teacher's activity increased with the acquisition of a score of 16 (64.52%) with the category enough, in the second cycle of the first

meeting the teacher activity again experienced an increase with the acquisition of a score of 21 (87.37%) in the good category. And in the second cycle of the second meeting the teacher activity has increased with a score of 22 (91.66%) with a very good category. Student activities have increased at each meeting in each cycle. At the first meeting of the first cycle the students' activities gained a score of 13 (54.60%) with a less category, at the second meeting of the second cycle the student activity increased by a score of 15 (62.37%) with enough categories, at the first meeting of the second cycle the student activity increased with the acquisition of a score of 19 (79.17%) in the good category. And in the second meeting of the second cycle the activity of students increased again with the acquisition of a score of 22 (93.66%) in the frightening good category.

Individual completeness and classical classifications of students have increased. In the basic score the number of students who reached KKM or completed was 10 students (42.92%), in UH I had an increase with 18 students (79.31%) and in UH II had increased by the number of 22 students (92.94%). So based on the explanation above, it shows that the application of Numbered Head Together (NHT) strategy can improve reading comprehension outcomes of Grade V (A) of SD IT Fadilah Pku. In addition, student's reading comprehension have increased in each cycle after Numbered Head Together (NHT) strategy is applied. In the basic score of student learning outcomes obtained a value of 51.25 with a low category, in UH I experienced an increase in learning outcomes with the value of 65.76 with the moderate category, and in UH II student learning outcomes again increased with the acquisition of values of 79.25 with a high category.

So based on the explanation above, it shows that the application of Numbered Head Together (NHT) strategy can improve reading comprehension outcomes of fifth (A) grade students of SD IT Fadilah Pekanbaru.

CONCLUSION

The action research implemented at fifth (A) grade students' of SD IT Fadilah Pekanbaru began in February and ended in March during the second semester of the academic year of 2018/2019. All stages in the action research were completely done. The main problem to be solved in this study was concerning the students' difficulties in comprehending the English text. Therefore, the researcher and the English teacher

formulated the problem as follows, How can NHT strategy be applied to improve students' reading comprehension of the fifth (A) grade students' in SD IT FADILLAH Pekanbaru.

Based on results and discussion of the study it can be concluded that the application of the NHT strategy can improve reading comprehension outcomes in fifth (A) grade students of SD IT Fadilah Pekanbaru. The improvement in this research was marked by several things, including:

1. Teacher activity data increased in each cycle, in the first cycle of the first meeting the teacher's activity gained a score of 14 (58.20%), in the first cycle of the second meeting of 16 (64.52%), in the second cycle of the first meeting of 21 (87.37%). And in the second cycle II meeting with a score of 22 (91.66%). Student activity has increased at the first meeting of the first cycle to get a score of 12 (50.00%), at the second meeting of the second cycle of 15 (62.37%), at the first meeting of the second cycle of 20 (82.21%). And at the second meeting of the second cycle was 22 (93.66%).
2. Individual completeness and classical classifications of students have increased. In the basic score the number of students who reached the KKM or completed was 9 students (40.90%), in UH I increased by the number of 17 students (77.27%) and in UH II experienced an increase in the number of 20 students (90.90%). In the basic score of student learning outcomes obtained a value of 51.25 with a low category, in UH I experienced an increase in learning outcomes with the value of 65.76 with the moderate category, and in UH II student learning outcomes again increased with the acquisition of a value of 79.25 with high category.

Based on the research and the conclusions above, the researcher gives the following suggestions:

1. For teachers, it should apply Numbered Head Together NHT strategy because it is close daily lives of students.
2. For researchers who want to conduct similar research should be able to conduct research with three variables, for example by combining the application of learning based models and the use of instructional media or teaching aids to improve reading comprehension outcomes.

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