

## **IMPROVING THE VII A GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING NUMBERED HEADS TOGETHER TECHNIQUE AT SMPN 1 KEDUNGJAJANG, LUMAJANG**

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### **ABSTRACT**

*This research was intended to know whether or not the use of Numbered Heads Together (NHT) technique could improve the VII A grade students' descriptive text reading comprehension achievement and their active participation at SMP Negeri 1 Kedungjajang, Lumajang. Therefore, this research used Classroom Action Research (CAR) as a research design which consisted of planning the action, implementation the action, observation, evaluation, and reflection. The research participants was 24 students of class VII-A at SMP Negeri 1 Kedungjajang, Lumajang. The data collection methods that were required in this research were reading test and observation for primary data. Meanwhile, interview and documentation were used to get supporting data. The collected data were analyzed by using simple statistic with percentage formula. Based on the data analysis of this research, it could be showed that the percentage of the students' active participation increased from 65,2% in Cycle 1 to 83,3% Cycle 2. Moreover, the results of the percentage of students who got at least 70 in reading comprehension test increased from 66,6% in cycle 1 to 73,9% in cycle 2. Based on the result of this research, it was concluded that the use of NHT technique was able to improve the students' participation and their reading comprehension achievement.*

**Key words** : *Numbered Heads Together technique, Students' Participation, Reading Comprehension Achievement*

### **INTRODUCTION**

English consists of four language skills; speaking, listening, writing and reading. Reading is one of the language skills that should be mastered in learning English (Badan Standart Nasional Pendidikan, 2006:277). According to Harmer (2004:70) reading is not a passive skill it is an incredibly active occupation. It means that when reading a text the reader not only sits and reads as a passive receiver but also explores the knowledge and the language to guess and know what the text is about. In line with this, Grellet (1981:8) says that reading is an active skill involving some activities such as guessing, predicting, checking and asking oneself question. Those activities are important to do in order to know the text deeply. Therefore, reading is an active skill and an interactive process

between the reader and the text in order to get meaning from the text. According to Richard and Renandya (2002:273), the readers commonly read the text because they need information for their career and study purpose. Actually the goal of reading is to understand the text (Economic social research council, 2013). It means that while reading the reader must understand all the text to get extrinsic and intrinsic information they need by comprehending. Reading always relates to comprehension. Graham and Haris (2007:2) define that reading comprehension is the process of construction meaning of the text, it means that the reader must find the ideas of the text and explore organization of the text to enable comprehension text well.

Those reading comprehension is the process of interaction between the reader and the text for

comprehension. In other words, when the students read the text, they are expected to understand its content. They comprehend the implicit and explicit information from the text. In reality, between all of the four skills, most students face difficulties in comprehending the text. There are still many junior high school students who have problems in comprehending the text. They usually forget easily what they have read after reading. This happens to the VII-A grade students of SMPN 1 Kedungjajang, Lumajag. It was found that the students, especially the VII-A grade students still face some problems in reading comprehension.

Based on the preliminary study which was conducted by interviewing the English teacher of SMPN 1 Kedungjajang, Lumajang, it was revealed that the class VII-A of SMPN 1 Kedungjajang, Lumajang still faced some problems in reading comprehension, the students are also difficult to get the point of the text. Besides, most of the students didn't actively participated during teaching learning process of reading. Furthermore, the English teacher only used monotonous method when teaching reading comprehension that made the students have less activities.

In this case, it is important to use appropriate and interesting technique in teaching English to improve the students' Active Participation and reading comprehension. To overcome the problem above, the teacher collaborated with the researcher applied an interesting and appropriate teaching technique, that is NHT technique. NHT is one the teaching techniques that can be used in the teaching learning process. NHT is an effective technique to overcome the students' problems that have difficulty in reading comprehension and lack of active participation in teaching learning process. Basuki (2013), states that Numbered Heads Together is a cooperative learning developed by Spencer Kagan in 1992. This technique holds each student cooperatively to learning the material. In this technique the students do not work alone but they work in the small group, they discuss the problem that is given by the teacher with their group silently to get the right answer. Richard and Rodgers, (2001:196) add that, in this technique the success of the team depends on the individual effort. So, NHT technique is the suitable technique for teaching learning activities including teaching reading.

There are some advantages of NHT technique in teaching learning process. NHT Technique can make students ready to do the task. Students more confident when they answer and give respond in the teaching learning process. All

members in each group whether he/ she less ability or not can learn together to solve the problem that the teacher given. According to the result of interview with the English teacher Mr. R of SMP Negeri 1 Kedungjajang, Lumajang, the English teacher has never applied NHT technique to teach Reading Comprehension. In this research, the researcher just focused on the teaching of Descriptive text because this material was taught in this grade.

Considering the explanation on the introduction above, a research entitled "Improving the VII-A Grade Students' Reading Comprehension Achievement and their Active Participation by using Numbered Heads Together technique at SMPN 1 Kedungjajang, Lumajang " was conducted. The problems of the research in this study were; "1) Can the use of Numbered Heads Together improve the VII A Grade students' Participation in teaching and learning process at SMPN 1 Kedungjajang Lumajang in 2013/2014 academic years?. 2). Can the use of Numbered Heads Together improve the VII A Grade students' Reading Comprehension achievement at SMPN 1 Kedungjajang Lumajang in 2013/2014 academic years?." The main objective of this research were; "1) To improve the VII-A grade students' Active Participation in teaching and learning process at SMPN 1 Kedungjajang Lumajang in 2013/2014 academic years.2) To improve the VII-A grade students' Reading Comprehension Achievement at SMPN 1 Kedungjajang Lumajang in 2013/2014 academic years".

## RESEARCH METHOD

The design of this research was a classroom action research (CAR). Classroom action research is a research that is intended to overcome or improve students' practical problem in the teaching and learning process. This research was intended to overcome students' participation as well as their problem in reading comprehension achievement by using NHT technique. The data in this classroom action research comprise the primary data and the supporting data. The methods that were used in collecting the primary data were reading test and classroom observation. The reading test was used to get the students' reading comprehension achievement while students' participation was obtained through classroom observation. The supporting data were gathered through an interview and documentation. The participant of this research were 24 students of class VIIA at SMP Negeri 1 Kedungjajang, Lumajang in the 2013/2014 Academic Year.

This research was conducted collaboratively with the English teacher. The collaboration was focused on finding and defining the research problem, planning the action, carrying out the action of the research, class observation and doing reflection.

### RESEARCH FINDINGS AND DISCUSSION

The result of the action in the first Cycle both students' active participant and reading comprehension achievement showed improvement, but the improvement did not achieve the target required of the research that was 75% for active participation and 70% for achievement test. Based on the observation checklist the students' active participation was 65.2% and based on the percentage of students' reading comprehension achievement test, students who got the score  $\geq 70$  were only 66.6%. It was still below the target required of the research. So the action was continued in the second cycle. In the second Cycle both students' active participation and reading comprehension achievement showed improvement. Based on the observation checklist the students' active participation was 83.3% for the second meeting outreached the target required of the research. Based on the reading comprehension achievement test, the reading achievement was 73.3% the required of the target was reached.

Based on the results of the data analysis and discussion above, it could be concluded that, the use of NHT technique was able to improve the VII-A grade students' participation during the teaching learning process of reading Comprehension at SMPN 1 Kedungjajang, Lumajang in the 2013/2014 Academic Year. The evidence of improvement can be seen from the average percentage of the students who participated actively in cycle 1 as many as 65.2% to 83.3% in cycle 2. Besides, the use of NHT technique was able to improve the VII-A grade students' reading comprehension achievement at SMP Negeri 1 Kedungjajang, Lumajang in the 2013/2014 Academic Year. The improvement can be seen from the percentage of the students who got score at least 70 comprised as many as 66.6% in cycle 1 increased to 73.9% in cycle 2.

The result of this research showed that the use of NHT technique was able to improve the students' active participation and their reading

comprehension achievement. For teacher is suggested that the English teacher also use NHT technique as the alternative technique in teaching reading comprehension. It is due to the fact that Numbered Heads Together technique could improve the students' reading comprehension achievement as well as their active participation. For the students, The VII grade students of SMPN 1 Kedungjajang, Lumajang are suggested to use NHT technique in their study, especially in reading comprehension. They can use this technique to improve their reading comprehension achievement; furthermore, by knowing this discussion technique, they can also apply this discussion technique independently to improve their academic achievement and social skills. The future researchers, it is suggested that the results of this research may be used by the future researchers as a reference or information in conducting the same study in the further research by using different model of cooperative learning, different level of students or different research design such as improving the eighth grade students' reading comprehension achievement, but more focus on Active Participation.

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