

THE IMPLEMENTATION OF COOPERATIVE LEARNING: NHT MODEL IN IMPROVING STUDENTS' READING COMPREHENSION ABILITY

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ABSTRACT

Iqra (reading) is the first verse of Al Qur'an. Reading is very important. One of the skills in language learning is reading. Reading is a passive activity in language learning. Skills in reading is not restricted only reading or sounding groups of words in a text, more than that skill in reading include the skill to comprehend and understand the whole text being read. Reading comprehension skill becomes very important to the higher students for they read to gain many information and knowledge from the books and reference they read in order to improve and widen their knowledge and skills. Preliminary survey found that most of students had already got good mark for English, but their reading comprehension skill was still needed to practice and improve. For this reason then, an alternative model of learning namely NHT model was chosen to be conducted to prove that it could improve students' reading ability as well as their participation in learning.

This research conducted Class Action Research using Kemmis and Taggart model with the sample 45 persons of the second semester students A.Y. 2020/2021 AKBID Langkat. This research was conducted with the objective to improve the ability of the students in comprehending text, especially written text.

The result of the research showed the improvements of the students' ability in reading comprehension after two cycles of action as well as their participation in the class activity. In cycle 1, it was found that the average score of the students improved from 73,60 to 76,04 and the classical study completeness improved form 44,44 % to 66,67%. In cycle 2, the result showed that the average score of the students' reading comprehension improved from 76,04 to 79,36 and the

classical completeness improved from 66,67% to 82,2 %. This result showed that the classical completeness was above the expected target,75%, meant the cycle could be stopped in cycle 2, and it could be said that Cooperative Learning: NHT Model could improve students' reading comprehension ability.

Keywords: Reading Comprehension Ability, NHT Model, Cooperative Learning

INTRODUCTION

English is one of the most popular world languages which plays an important role in communication among nations especially in the era of technology nowadays. Sharing knowledge and information recently done by people not only restricted to the people surround him but wider to the people over the area and even over the countries.

The importance of English makes Indonesian government put it as a compulsory subject at school from primary level to university. Government realizes that Indonesia young generation must be prepared with the knowledge and skills needed to be able to take part in the development of the world and especially to the development of this beloved country. Through education which puts English as one of the languages to be mastered in order to be able to communicate and read reference, government expects the development of this country can be done faster.

The mastery of English has become an object of English learning including in midwifery academy. The mastery of vocabulary and reading comprehension is needed in language learning for these elements will much help in understanding text, oral or spoken. With the ability of reading comprehension and

comprehending text well, information can be gained well and this will improve and develop students' knowledge and skills.

Reading is the process of taking the sense or meaning of letters, symbols, etc, especially by sight or touch. It is a complex process that draws on many different skills. Reading can also be defined as the process of looking at a series of written symbols and getting meaning from them. Reading is typically an individual activity, done silently although an occasion a person reads aloud for other listeners, for better comprehension.

By reading, we use our eyes to receive written symbols (letters, punctuation marks, and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading becomes the third of the four language skills.

Comprehension on the other hand is the action or capability of understanding something. So, reading comprehension is the action or capability of understanding something we read. It is the ability to process text, understand its meaning and to integrate it with what the reader already knows. Ability to comprehend text is influenced by readers' skills and their ability to process information.

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. It is an instructional method in which students work in a small groups to accomplish a common learning goal under the guidance of the lecturer.

Cooperative Learning Methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In cooperative learning methods the students' tasks are not to do something as a team, but to learn something as a team.

There are some elements to be the characteristics of cooperative learning:

1. Positive interdependence
 - The group has a clear task or goal. The efforts of each person benefit not only the individual, but also everyone else in the group. A personal success means the success

of every member of the group.

2. Individual and group accountability
 - The group is accountable for achieving its goal, and each member must be accountable for contributing a fair share of the work toward the group goal. The performance of each individual must be assessed and the results given back to the group.
3. Interpersonal and small group skills
 - These are required to function as part of a group. Group members must know how to – and be motivated to – provide effective leadership, make decision, build trust, communicate and manage conflict.
4. Face to face promoted interaction
 - This means that students each other's success by sharing resources. They help, support, encourage and praise each other's effort to learn.
5. Group processing
 - Group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments.

One of the models of cooperative learning applied here was Number Heads Together (NHT). Kagan in Ibrahim (2000:28) said that Number Heads Together (NHT) is a model of structural cooperative learning which focus on the special structures designed to influence the pattern of the students' interaction with special objective to improve students' academic achievement by getting involve the students to analyze the materials and the understanding of the students about the materials.

The steps in Number Heads Together (NHT) Model are:

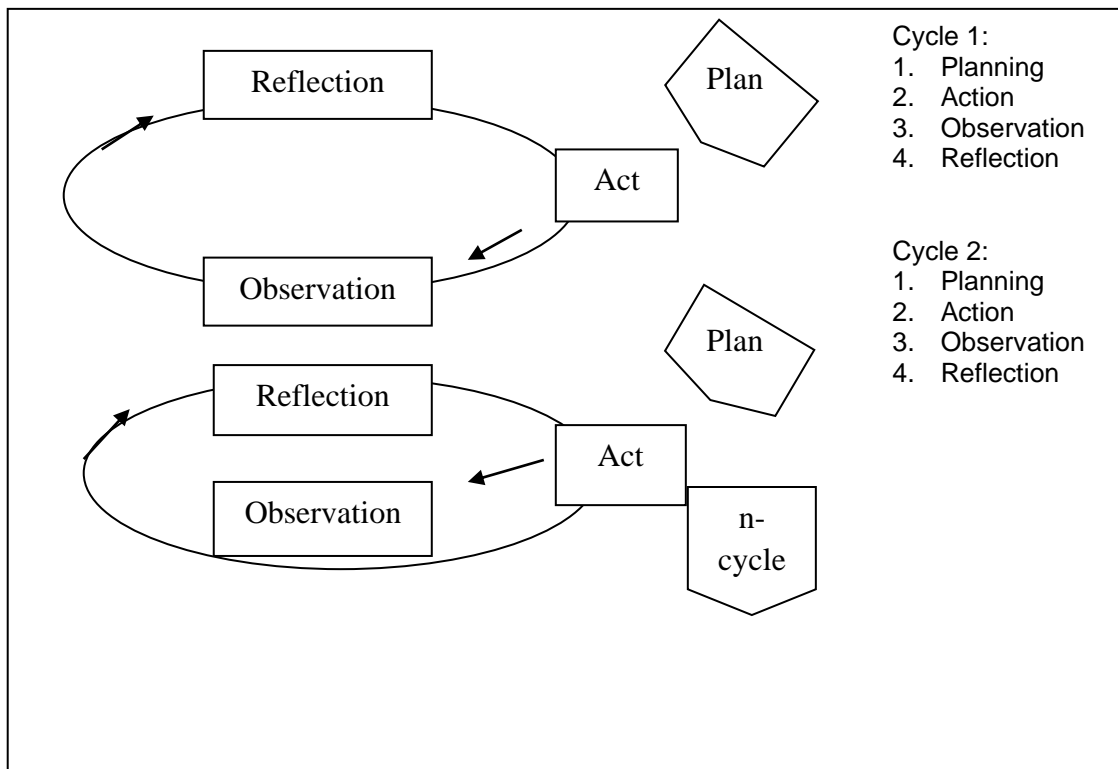
1. Students are divided into small groups of 5 persons, and given numbers.
2. Teacher gives tasks to be done by the students in groups.

3. Groups discuss the tasks, find the answer and make sure each group member can understand the task.
4. Other students from other groups are asked by the lecturer to give comment.

RESEARCH METHODOLOGY

This research was class action research with cooperative learning: NHT model in two cycles. Each cycle consisted

of 4 times meeting using Kemmis and Taggart model: Planning, Action, Observation and Reflection. This research took place in AKBID Langkat through on line class using google meeting media for 8 times during May – June 2021. The population of this research was all 2nd semester students in AKBID Langkat. Total sample was 45 students and all was girls. This research was conducted in two cycles using Kemmis and Taggart model: Planning, Action, Observation and Reflection as shown below:



A test was given to students at the end of each cycle to see the improvements of the students' ability in reading comprehension. The steps for each cycle as follows:

- a. Planning
 - The researchers formulated the activities to be done by the class: the students group, the materials, the tasks, and the discussion. All was arranged in learning plan.
- b. Action
 - The researchers implemented the learning plan, acted in the class. Since this was an on line class, then, Google meet classroom was used as the media.

- c. Observation
 - Observation was done by the second researcher helped by two assistant-students. They observed the first researcher, the students and their groups, and the activity ran. They took some notes for the revised cycle.
- d. Reflection
 - In this step, the researchers and students discussed all the activities they had done in the first cycle. A test was given to students in this step. When the result was not good enough, then revised plan was arranged. On the other hand, if the result showed it was good enough and

80% of the students got 80, then the cycle was stopped.

Assessment used in this research based on Ahmad Rofi'udin and Dirmiyati Zuhdi. The assessment was divided into two aspects; language and non-language. Language aspects consist of: (1) Intonation, (2) Pronunciation, (3) Pitch and Rhythm, and (5) Structure of Sentences. Non-language aspects consist of: (1) Fluency, (2) Topic Mastery, (3) Braveness, (4) Hospitality, (5) Attitude.

Collecting data was done through: (1) Observation for all activities done by lecturer and students during cycles based on the observation sheet; (2) Action in each cycle, analysis, reflection for each action: (3) Discussion among the researchers and students about the implementation of cooperative learning - NHT model in improving students' reading comprehension ability: (4) Analyzing and discussing the improvement of the students' reading comprehension ability by giving test at the end of each cycle.

Data analysis in this research was qualitative and quantitative descriptive. Analysis was done to all data got from the observation and test. Qualitative descriptive analysis drew facts from the data of the observation sheets about the improvements of students' and lecturer's activities during the learning process. Quantitative data got from the result of the test given at the end of each cycle. Quantitative descriptive analysis was done by counting the mean of the students' test results. The result of the reflection in cycle 1 underlay the action plan in cycle 2, and so on.

1. Analysis data for the observation sheet was done using the formulae:

$$NP = \frac{R}{SM} \times 100$$

Which:

NP = expected % score

R = raw score

SM = maximum score

100 = constant number

(Ngalim Purwanto, 2010: 102)

2. Analysis for Result Test was done using the formulae:

$$S = \frac{R \times 100}{N}$$

Which:

S = expected mark

R = score in item

N = maximum score of the test
(Ngalim Purwanto, 2010: 112)

3. The formulae of descriptive quantitative analysis was:

$$X = \frac{\sum x}{N}$$

Which:

X = class average (*mean*)

$\sum x$ = total score of the students

N = numbers of the students

(Suharsimi Arikunto, 2007: 284-285)

The Criterion of Success for this NHT model was that the students mark was ≥ 75 , and the class success, the number of students got ≥ 75 was $\geq 75\%$ of all number of students.

RESULT AND DISCUSSION

Based on the observation, the lecturer had done the steps of cooperative learning: NHT model. The steps of the cooperative learning: NHT model had been implemented well in every meeting in each cycle as well as the improvements in students' activity.

Based on the observation done to the students during the implementation of cooperative learning: NHT model in cycle 1, it showed that the raw score (R) of the student's activity was 34 of the maximum score, 48. It means that the Expected % Value (NP) of the student's activity was 70.8%. If it was compared to the pre-act, cycle I improved 8 point, the percentage of expected value improved 16.64 %. In cycle 2, the observations result showed that R of the student's activity improved to 40, with the percentage of expected value 83.3%. It means that there was significant improvement from cycle 1.

During this class, observation was done to get the information about the basic reading comprehension ability of the students, situation and condition of the class which were going to be the object of the research. A pre test was conducted to get former information about the student's reading comprehension ability as shown below:

Table 1. The recapitulation of the student's reading comprehension ability in pre action class research

No	Description	Result
1	Average Score of the class (mean score)	73.60
2	Number of students pass the minimum completeness criterion	20
3	The percentage of the class in completing the minimum criterion	44.44

The class action research for cycle 1 was done during 4 – 29 of May 2021. Based on the observation, it was found that the students' motivation to be active in class improved slowly from the first

meeting to the forth. The result of the test given to students at the end of this cycle showed that there was an improvement in student's reading comprehension ability as shown in table below:

Table 2. The recapitulation of the student's reading comprehension ability in cycle 1, action class research

No	Description	Result
1	Average Score of the class (mean score)	76.04
2	Number of students pass the minimum completeness criterion	30
3	The percentage of the class in completing the minimum criterion	66.67

The table above showed that the students got the average score 76.04 and the classical study completeness 66.67 %, or from 45 students, there were only 30 students completed their study. This result showed that in cycle 1, classically students had not completed their study yet, since the students got ≥ 75 was only about 66.67% from the expected

percentage, 75%, then the result study had to be improved in cycle 2.

Cycle 2 was done during June 2021. In this case, the researcher was still as the lecturer, the other researcher was the observer, and two other students as assistants. The data of the research in cycle 2 was as follow:

Table 3. The recapitulation of the student's reading comprehension ability in cycle 2, action class research

No	Description	Result
1	Average Score of the class (mean score)	79.36
2	Number of students pass the minimum completeness criterion	37
3	The percentage of the class in completing the minimum criterion	82.2

The table 3 showed that the average score of the student's reading comprehension ability was 79.36 and the completeness of the classical study was

82.2 %, or from the 45 students, 37 students could pass their completeness in study.

Table 4. The recapitulation of the student's reading comprehension ability in cycle 2, action class research

No	Description	Pre-Test	Cycle 1	Cycle 2
1	Highest Score	80	80	94
2	Lowest Score	57	69	57
3	Mean Score	73.60	76.04	79.36
4	Number of Students completed >75	20	30	37
5	Number of Students incompleted <75	25	15	8
6	Percentage of Completeness	44.44	66.67	82.22
7	Percentage of Incompleteness	55.56	33.33	17.78

The result showed that in cycle 2, there was an improvement in students' mean score in reading comprehension ability, and the percentage of class completeness was 82.2%, higher than the expected average that was 75%. This meant that the cycle could be stopped.

CONCLUSION

With reference to the result of the research it can be concluded that cooperative learning : NHT model could improve the reading comprehension ability of the 2nd semester students of AKBID Langkat Medan in the Academic Year 2020/2021. This could be signed by the improvement of the student's reading comprehension ability in cycle 1 with the average score of the students 76.04 improved to 79.36 in cycle 2. Meanwhile, the classical completeness in cycle 1, 66.67 % improved to 82.2 % in cycle 2 as well as the students' and lecturer's activities were in good criterion.

Based on the result of the research and the conclusion above, then there are suggestions to be given as follows: (1) to lecturer: The lecturer is suggested to apply this cooperative learning : NHT model in learning reading English as it was proved that it can improve the reading comprehension ability of the student's; (2) To students: Students must have focus on reading a lot in order to enrich their vocabulary and exercise their knowledge about grammar. Rich vocabulary and knowledge about grammar can help students understand and comprehend a text; (3) To the next researcher that This research can be developed by the next researcher and give learning experience which can encourage and motivate innovation in learning English.

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Lily : The Implementation of Cooperative Learning : NHT Model

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