

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Overview of Research Location

1. Brief History of MTs Matholi'ul Huda Posono Gembong Pati

As the results of observations, interviews, and documentation conducted by the researcher from March 20 until April 20, 2022, a brief history of MTs Matholi'ul Huda Posono Gembong Pati can be presented as follows.

The village environment of Klakahkasihan Gembong Pati, especially the religious Posono area and its surroundings, is an excellent social setting for the development of an Islamic educational institution called Madrasah, which MTs Matholi'ul Huda Posono Gembong Pati was founded in 1995. After MI Matholi'ul Huda graduated the students, the management consulted with the Matholi'ul Huda institution about continuing schools from the MI level to a higher level, namely MTs. Therefore, considering the growth and development of madrasah organized by the Matholi'ul Huda institution, it was then managed by the Matholi'ul Huda management Posono Gembong Pati.

The administrators of the Matholi'ul Huda institution appointed three people as pioneering figures for the founder of MTs Matholi'ul Huda Posono Gembong Pati, who consisted of Mr. KH. Muhammad Mu'in, KH. Suwaji, and KH. Abdullah Fauzan. Furthermore, for their efforts and cooperation, MTs Matholi'ul Huda Posono Gembong Pati was inaugurated by the Matholi'ul Huda Posono Gembong Pati's administrators on November 20, 1996 (No. SK Operational Permit WK/5.C/PP.00.6/ 4772/1996).

MTs Matholi'ul Huda Posono Gembong Pati operating from 1996 until 2017, have experienced a lot of progress, but from 2018 until now, it has experienced a slight setback. Because it is caused by several factors and has an impact on the number of students each year, in this regard, seen from the data of teachers and employees of MTs Matholi'ul Huda Posono Gembong Pati, they have good

educative staff because all teachers and employees have undergraduate education. Then the location of MTs Matholi'ul Huda Posono Gembong Pati is also very strategic, making it easy to reach using public transportation. In addition, the developing MTs Matholi'ul Huda Posono Gembong Pati always strives to add facilities needed in the teaching and learning process. However, sometimes these efforts have obstacles to the limitations of the institution.

In 2019 MTs Matholi'ul Huda Posono Gembong Pati participated in accreditation (assessment/certificate of acknowledgment of eligibility as an education provider institution) by obtaining a “B” predicate.¹

2. Profile of MTs Matholi'ul Huda Posono Gembong Pati

- a. Name of Institution : MTs Matholi'ul Huda Posono
- b. NSM : 121233180098
- c. NPSN : 20364060
- d. Name of Head of Institution : Kasdono, S.Pd.I
- e. Institution Address : Klakahkasihan RT.01/07, Kec. Gembong, Kab. Pati.
- f. Operational License Date : November 20, 2016
- g. Accreditation Status : B
- h. Email : mts.mh95@gmail.com

3. Vision, Mission, and Goals of MTs Matholi'ul Huda Posono Gembong Pati

Vision:

“Formation of religious, honest, disciplined and caring students.”

Mission:

- a. Foster students' appreciation of the teachings of Islamic law and national culture so that they become a source of wisdom in thinking and acting that are religious, honest, discipline, and care for the environment/society.
- b. Carry out professional and meaningful learning that fosters and develops students' national test scores/exams

¹ Mr. KD, The Interview from The Researcher, Interview 1, KD-02, Transcript, April, 05th, 2022.

with a religious, honest, discipline, and care for the environment/society.

- c. Cultivate and develop religious, honest, discipline habits and care for the environment/society.
- d. Carry out madrasah management with participatory management by involving all madrasah residents and interest groups based on religious values, honesty, discipline, and and care for the environment/society.

Objective:

- a. Students have the habit of practicing fardhu prayers together on time and do fasting sunnah.
- b. Students learning activities are 99% on time.
- c. The average academic achievement of students (UAMBN/UN) is satisfactory.
- d. The discipline of students in implementing madrasah rules increased by 99%.
- e. Madrasah has a representative library and optimal service.
- f. The madrasah environment is comfortable and conducive.
- g. Minimum Service Standards of Madrasah are 100% fulfilled.²

4. Facilities and Infrastructure of MTs Matholi'ul Huda Posono Gembong Pati

The facilities and infrastructure of MTs Matholi'ul Huda Posono Gembong Pati consist of three classrooms, principal's room, teacher's room, administration room, computer laboratory, student council room, library, school health business room, toilets for teachers, bathrooms for students, mosque, and sports fields in the school environment.³

² Data Obtained from the Documentation of MTs Matholi'ul Huda Posono Gembong Pati, April, 05th, 2022.

³ Mr. KD, The Interview from The Researcher, Interview 1, KD-10, Transcript, April, 05th, 2022.

B. Research Results

Based on the problem formulation in chapter 1, the description of the data obtained in this study is grouped into three problem formulations, namely: (1) How is the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati? (2) What are the supporting factors faced in the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati? (3) What are the inhibiting factors faced in the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati?

This data was obtained through observations, interviews, and documentation. Then, the data obtained from the interview technique, the researcher took 12 interviewees. Of them are the principal of MTs Matholi'ul Huda, an English teacher, and ten other eighth-grade students of MTs Matholi'ul Huda Posono Gembong Pati. Source data in this study are as follows:

Table 4.1 List of interviewees

No.	Interviewee	Initial	Gender
1.	The principal	Mr. KD	Male
2.	The English teacher	Mrs. MW	Female
3.	Student 1	NFA	Female
4.	Student 2	FNA	Female
5.	Student 3	NZR	Female
6.	Student 4	WFM	Male
7.	Student 5	MLR	Male
8.	Student 6	DAB	Male
9.	Student 7	NNA	Female
10.	Student 8	SS	Female
11.	Student 9	AFR	Male
12.	Student 10	KAP	Male

1. The Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique

The discussion of the data that the researcher put forward regarding the implementation of reading comprehension teaching in recount texts using the Numbered Heads Together technique at one of the MTs in Pati, namely MTs Matholi'ul Huda, and the factors faced in the implementation. Then, the researcher presented descriptively qualitatively about how to implementation of teaching reading comprehension through the Numbered Heads Together technique at MTs Matholi'ul Huda Posono Gembong Pati.

An educator in carrying out teaching and learning activities must have planned and structured steps or procedures so that every learning carried out can run effectively and follow the expected goals. In the implementation of learning English, the teacher first must make a plan, namely the learning steps, before entering the class. Starting from teaching preparation, what material will be delivered to students, what techniques will be used, and what form of evaluation will be.

As stated by Mr. KD as the principal of MTs Matholi'ul Huda Posono Gembong Pati. He suggested that an educator must make a plan in advance from the beginning to the end of learning. He requires each teacher to make a lesson plan because it is used as the essential capital in evaluating during the learning implementation process. Therefore, the teacher must be physically and mentally prepared about the learning material that will be delivered to students, then choose learning techniques that follow the material being taught, as well as what evaluations are used to determine students' understanding of mastering the material.⁴

In the focus of this research, the researcher describes the data in the field regarding the steps of teaching reading comprehension in recount text material using the

⁴ Mr. KD, The Interview from The Researcher, Interview 1, KD-06, Transcript, April, 05th, 2022.

Numbered Heads Together technique at MTs Matholi'ul Huda Posono Gembong Pati. These steps include:

a. The Preparation Stage of Teaching Reading Comprehension

Preparation is the initial stage that must be done in carrying out the learning process. Based on the results of an interview with an English teacher at MTs Matholi'ul Huda Posono Gembong Pati, she stated that an educator must make preparations before starting learning. One of the preparations made by the English teacher in teaching reading comprehension using the Numbered Heads Together technique includes physical and technical preparation.⁵

Based on the results of interviews that researchers have conducted with Mrs. MW, that first, she prepares physically to carry out her activities, namely as a competent teacher. Like, preparing for a prime body condition. Thus, she assumes that an excellent body condition can support the maximum quality of learning.

Then the technical preparation meant the English teacher stated that the first thing to be prepared was to make a lesson plan, which starts with formulating the learning objectives to be achieved at the end of each lesson. Thus, this learning objective can be used as material to measure students' abilities and determine the next steps. In addition, it can be said that this technical preparation is used as a series of activities that the teacher will carry out during teaching and learning.

Furthermore, other preparations made by Mrs. MW in preparing for teaching reading were making a vocabulary list related to the material to be taught, then collecting the materials, and looking for some additional references to teach students, such as looking for supplementary material from YouTube videos to support teaching reading comprehension using the Numbered Heads Together technique.

⁵ Mrs. MW, The Interview from The Researcher, Interview 2, MW-08 Transcript, April, 18th, 2022.

The thing that characterizes the preparation of learning with the Numbered Heads Together technique at MTs Matholi'ul Huda is that the English teacher prepares rainbow paper to make numbering for each group, and the numbering has a different color from the other groups. Miss Murwati assumes that teachers in learning must use innovative learning techniques, attract students' attention to learning, have a fun learning atmosphere, and make students active. So that students' activities and understanding of learning can develop so that it can affect learning outcomes.⁶

b. The Implementation Stage of Teaching Reading Comprehension

Based on the results of observations made by the researcher, there are steps taken by Mrs. MW as an English teacher. These steps include pre-teaching activities, whilst-teaching activities, and post-teaching activities. The implementation of the learning are:

- 1) Pre-teaching activities

Table 4.2
Observation Sheet (Pre-teaching activities)

No.	Description	Yes	No	Statement
	A. Pre-teaching activities			
1.	The teacher prepared the lesson plans.	✓		The teacher prepares a lesson plan before teaching reading in the recount text material.
2.	The teacher greets students.	✓		The teacher greets the students when they enter the class and asks them how they are doing, and the students respond according to what the teacher says.
3.	The teacher asks students prayers.	✓		The teacher directs students to pray because teaching and

⁶ Mrs. MW, The Interview from The Researcher, Interview 2, MW-20, Transcript, April, 18th, 2022.

No.	Description	Yes	No	Statement
	A. Pre-teaching activities			
				learning activities start at 07.30 AM.
4.	The teacher checks the student's attendance.		✓	The teacher does not check student attendance, so the teacher does not ask students who are absent and do not participate in teaching and learning activities.
5.	The teacher gives motivation to students.		✓	The teacher does not motivate the students, so when the teacher enters the class, they immediately pray together, and the teacher focuses on providing material to the students.
6.	The teacher introduces the Numbered Heads Together technique and explains the use of the technique.	✓		The teacher explains the Numbered heads together technique to the students. She mentions the meaning and steps of using the NHT technique.

At this stage, namely the pre-teaching activities stage, the English teacher takes about 10 minutes before teaching and learning activities begin. During this time, the teacher opened the learning activity by greeting and asking how the students were doing. Then the response given by the students is that they look enthusiastic in answering questions from the English teacher. But at this stage, the teacher does not attend to students because it is seen that all students are present. The following is evidence of pre-teaching activities carried out by the teacher.



Figure 4.1 Pre-teaching activities

Furthermore, the step taken by the English teacher is to conduct a brief review related to the previous subject matter, namely material about the past tense.⁷ As stated by Mrs. MW, in teaching recount text, students must know and understand the past tense because in the recount text material to be taught explains stories or events in the past, so the verb used is undoubtedly the past tense.⁸ Therefore, the review that the teacher has given that he has the aim of knowing the extent to which the level of understanding of students in understanding the material and strengthening their memory, as well as knowing the readiness of students before receiving the following material, namely the recount text material to be taught.

2) Whilst-teaching activities

Table 4.3
Observation Sheet (Whilst-teaching activities)

No.	Description	Yes	No	Statement
	B. Whilst-teaching activities			
1.	Discuss material about recount text.	✓		The teacher explains the material about recount text to

⁷ Data Obtained from Observations (Observation Guidelines at point 3) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

⁸ Mrs. MW, The Interview from The Researcher, Interview 2, MW-14, Transcript, April, 18th, 2022.

No.	Description	Yes	No	Statement
	B. Whilst-teaching activities			
				students starting from the meaning of recount text and the characteristics of recount text.
2.	The teacher gives some examples of recount text.	✓		The teacher gives examples from recount texts, in which in learning reading comprehension, he focuses on personal recounts, such as How about your holiday, A short journey, and others.
3.	The teacher asks students to read the recount text.	✓		After the teacher explains the material, the teacher appoints students to read the text that has been provided, and students are assigned randomly with the aim that students understand the material being taught.
4.	The teacher asks students to translate the recount text.	✓		The teacher asks students to translate the recount text together.
5.	The teacher divides the students into group.	✓		The teacher divides the students into five groups, each consisting of 4-5

No.	Description	Yes	No	Statement
	B. Whilst-teaching activities			
				students. The teacher divides the groups fairly by counting.
6.	The teacher makes questions using 5W + 1H.	✓		The teacher provides questions related to 5W + 1H. These questions are obtained according to the exercises in the student manual. In addition, there are questions for implementing the Numbered heads together technique.
7.	The teacher asks students to Heads Together (<i>Berfikir Bersama</i>) on questions in the form of recount text.	✓		The teacher asks each group to discuss gathering the correct answers related to the generic structure, then mentions the verbs in the text and analyzes the meaning of the text that has been read.
8.	The teacher calls a certain number at random.	✓		After the duration of the discussion that the teacher has given is up, then the teacher calls the student numbers at random.
9.	Students present answers to questions that the teacher has asked.	✓		After the teacher mentions a number at random, the student who raises his hand

No.	Description	Yes	No	Statement
	B. Whilst-teaching activities			
				the fastest will be selected to present the answers from the results of the group discussion, in which the presentation is carried out in front of the class. Then, the teacher allows other students to respond to the answer, and if the answer is correct, the representative of the group who answers will get a score.
10.	The teacher assesses to students.	✓		The teacher assesses the students in the form of scores for each group. So each group with the other groups gets a different score, depending on how much they answered the question correctly.
11.	The teacher asks students to remember the vocabulary in the text.	✓		The teacher directs students to remember the vocabulary and verbs related to the recount text. Which in the recount text uses the past tense and the teacher provides a list of

No.	Description	Yes	No	Statement
	B. Whilst-teaching activities			
				verbs in the form of regular verbs and irregular verbs.

Based on the results of classroom observations conducted by the researcher during three meetings, from April 05, 2022, to April 18, 2022. At this stage, an activity that lasts 55 minutes at each session, the teacher previously explains the recount text material, which is related to generic structure, then the type of recount text, language features, and social function of recount text.



Figure 4.2 The teacher explains the recount text material

Then after the teacher explained the recount text material, the students were divided into five groups, each consisting of 4-5 students. The teacher divides the students into several groups to implement the Numbered heads together technique in teaching reading comprehension. The Numbered heads together technique has four stages: Numbering, questioning, heads together (discussion), and answering.⁹

⁹ Data Obtained from Class Observations (Observation Guidelines at point 3) at MTs Matholi'ul Huda Posono Gembong Pati, April, 11th, 2022.

This follows the statement from WFM as an eighth-grade student of MTs Matholi'ul Huda that, in teaching reading, the teacher always required students to read the text first, concerning teaching reading that has been taught, where the teacher teaches recount text by appointing students to reading practice. Thus, the practice of reading can help students understand the lesson content and find new vocabulary. Then the teacher asks students to write vocabulary that is not known to mean, and the teacher asks students to memorize it so that it is easier for students to interpret and understand the contents of the text.¹⁰

The following is evidence of whilst-teaching activities in teaching reading comprehension in text recount material using the Numbered heads together technique.¹¹

a) Numbering

The results of observations in the classroom during the implementation of the Numbered heads together technique show that the first step the teacher does is numbering. In which the teacher divides students into five groups with 4-5 students, then the teacher provides numbers made of round colored paper and has been given different numbers, namely 1-5. Next, the number is distributed to students according to each group. The numbering stage in the Numbered heads together technique is formed with different colors to make it easier for teachers to distinguish between groups from one another. The following is evidence of the teacher's numbering stage in the implementation of the Numbered heads together technique.

¹⁰ WFM, The Interview from The Researcher, Interview 4, WFM-10, Transcript, April, 18th, 2022.

¹¹ Data Obtained from Class Observations (Observation Guidelines at point 3) at MTs Matholi'ul Huda Posono Gembong Pati, April, 18th, 2022.



Figure 4.3 The teacher, when dividing groups and giving numbers to each group

b) Questioning

In the second stage, in implementing the Numbered heads together technique, namely asking questions or questioning to be discussed with each group. The teacher gives several questions in the form of recount text, intending to test their understanding of the text that has been read. The questions vary, in which the teacher makes questions based on the recount text given to each group. The recount text is in the form of random paragraphs and missing sentences that the teacher makes randomly in each section so that students can arrange the paragraphs into a recount text that good and right.

The following is evidence of the questioning stage carried out by the teacher in the application of the Numbered heads together technique.



Figure 4.4 Questioning stage

c) Heads together

In this third stage, the teacher asks students to discuss with each group. Then each member has to share ideas and put their opinion together in response to the questions given by the teacher. In addition, each group member must ensure that his group members already know and understand the answers from the discussion results. Because in addition to discussing to determine the correct answer, they will present the solution according to the number called by the teacher at random, and the number that the teacher has mentioned must be ready to be a representative of the group to present the answer in front of the class. Mrs. MW stated that the heads together stage is a crucial stage in applying the Numbered heads together technique because students are trained to work together and practice a sense of responsibility in solving problems. Because basically, this stage is focused on students exchanging ideas, then combining these ideas into the correct answer, and ensuring that each group member understands the answers to the questions asked by the teacher.¹²

The following is evidence of classroom observations in implementing the NHT technique at the heads-together stage, where students have discussions with each group.



Figure 4.5 Heads together stage

¹² Mrs. MW, The Interview from The Researcher, Interview 2, MW-19, Transcript, April, 18th, 2022.

d) Answering

This stage is the last in implementing the Numbered heads together technique. Because after students have discussed with each group, the teacher calls a number at random, and the number that the teacher has mentioned must answer the question in front of the class.¹³ As stated by Mrs. MW that she calls numbers randomly, so those whose numbers have been mentioned can raise their hands quickly, and who is the fastest in raising their hands will be chosen by the English teacher to answer questions related to the recount text that they have discussed with their group. And this stage is a stage that requires a reasonably long duration of time because students take turns presenting answers according to the number mentioned.¹⁴

The following is proof of the answering stage in implementing the Numbered heads together technique.



Figure 4.6 Answering stage

3) Post-teaching activities

Table 4.4 Observation Sheet (Post-teaching activities)

No.	Description	Yes	No	Statement
	C. Post-teaching activities			

¹³ Data Obtained from Class Observations (Observation Guidelines at point 3) at MTs Matholi'ul Huda Posono Gembong Pati, April, 18th, 2022.

¹⁴ Mrs. MW, The Interview from The Researcher, Interview 2, MW-20, Transcript, April, 18th, 2022.

No.	Description	Yes	No	Statement
	C. Post-teaching activities			
1.	Discuss the results of students reading activities.	✓		After the delivery of the recount text material is complete and the implementation of the Numbered heads together technique has ended. Then the next stage is to discuss together, namely discussing the results of reading activities. Teachers in teaching reading didn't only practice reading, but they must understand the meaning, content, and purpose of the text that has been discussed with their group.
2.	The teacher provides opportunities for students to ask questions about the recount text.	✓		The teacher provides a question and answers session for students who do not understand the material presented.
3.	The teacher asks students to give conclusions from the contents of the recount text.	✓		The teacher asks the students to make conclusions and mention the essential points contained in the text that the teacher has given to each group.
4.	The teacher closing the lesson and dismissed the class.	✓		The teacher closes the lesson and gives individual assignments to students to be done directly in class to

No.	Description	Yes	No	Statement
	C. Post-teaching activities			
				determine students' understanding of the material after applying the Numbered heads together technique.

This stage is a closing, which lasts about 10 minutes in this activity. The teacher carries out activities by reinforcing students' understanding of the material presented. Next, the teacher instructs students to remember the vocabulary that has been read and described in the recount text that they have practiced.¹⁵ Because basically, vocabulary is essential in teaching reading comprehension. As Mrs. MW has stated, the problem in teaching most students is that they often ask about the meaning of the vocabulary in reading texts. She said that usually, in reading, there are some implied questions, which students must answer according to what they understand and conclude the contents of the assignment. Thus, is the reason. Therefore, in summary, they must understand the vocabulary used in understanding the text.¹⁶

Furthermore, the teacher concludes some of the recount texts that have been taught and briefly explains the material related to the material to be studied at the next meeting. In other grades, the teacher asks students to do the exercises in the student manual. Then, at the end of the lesson, the teacher learns the lesson by reading Hamdalah together and saying salam.¹⁷

¹⁵ Data Obtained from Class Observations (Observation Guidelines at point 3) at MTs Matholi'ul Huda Posono Gembong Pati, April, 18th, 2022.

¹⁶ Mrs. MW, The Interview from The Researcher, Interview 2, MW-11, Transcript, April, 18th, 2022.

¹⁷ Data Obtained from Class Observations (Observation Guidelines at point 3) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

Thus, from the results of classroom observations, the learning technique Numbered heads together is a learning technique that is carried out in groups. In which each member is mutually responsible for the group's tasks. It means that the implementation of the Numbered heads together technique shows that there is no separation between students from one another to give and receive opinions, namely exchanging ideas with each group. Implementation of the Numbered heads together technique at MTs Matholi'ul Huda Posono Gembong Pati, primarily used by the teacher in teaching reading to provide opportunities for students to exchange opinions and help each other find information with an understanding of the texts they have read.

c. The Evaluation Stage of Teaching Reading Comprehension

The last component in the learning process is evaluation. Therefore, in implementing teaching reading comprehension on recount text material using the Numbered heads together technique, it is necessary to evaluate learning. The English teacher conducts an assessment by looking at three aspects of learning: cognitive, affective, and psychomotor. At this evaluation stage, the teacher evaluates verbally and in writing, in which the evaluation includes several things related to the recount text material that has been taught.

Based on the results of observations made by the researcher, at the evaluation stage carried out by English teachers, namely by giving tests to students to measure students' abilities. The test is in the form of an assignment to do some of the questions in the student manual. The English teacher explained that she always gave readings to students because the given assignments could measure students' level of understanding. So, from the task can take the next step. Then for the evaluation in teaching reading, he emphasized that the actions taken were to

provide a recount text along with questions related to the text. The questions could be in the form of multiple choice, essays and complete the missing sentences.¹⁸

Based on the statement above, it is explained that the evaluation of learning is prioritized to determine the level of understanding or cognitive aspects of students regarding the recount text material that has been delivered. Furthermore, affective observations were also carried out by English teachers by assessing the attitudes of students in participating in teaching and learning activities when implementing the Numbered heads together technique, namely when students had discussions with each group. Where the teacher pays attention to each student in being responsible with his group, such as when they think together to determine the correct answer. In addition, student discipline is also essential in the evaluation of learning. Then the teacher also pays attention to students' attitudes in communicating with their groups and their participation or activeness in conducting discussions with each group. Meanwhile, for psychomotor evaluations, namely the assessment carried out by the teacher when students answer questions, namely at the answering stage in the NHT technique, in which students answer or present the results of discussions from blank texts into correct recount texts, as well as team cohesiveness. also be considered in this aspect.¹⁹

With the Numbered heads together technique, it is also necessary to evaluate the learning techniques teachers use in teaching reading. Based on observations made by the researcher, when implementing the Numbered heads together technique, students feel enthusiastic and enthusiastic in participating in teaching and learning activities because in using this technique, the teacher

¹⁸ Data Obtained from Class Observations (Observation Guidelines at point 4) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

¹⁹ Mrs. MW, The Interview from The Researcher, Interview 2, MW-20, Transcript, April, 18th, 2022.

directs students and carries out learning following the Numbered heads together technique steps. In addition, the teacher is also creative so that the classroom atmosphere during education is not monotonous, and students are invited to think critically and understand the reading text because it is focused on reading comprehension of the text. Then, the existence of groups formed by the teacher makes students able to discuss with their friends and have a sense of solidarity so that students have a more sense of responsibility and have new insights gained from discussions with their groups. From this, it can be seen that students' enthusiasm for learning is more developed than during conventional education without using the Numbered heads together technique. The teacher has used the Numbered heads together technique as much as possible with the help of learning media provided by the teacher and other tools to support learning so that the teaching and learning process becomes comfortable and fun.²⁰

In connection with student responses regarding the learning techniques used by the teacher, it is also necessary to evaluate whether the learning techniques are appropriate or not with the material being taught. Therefore, the researcher sought more in-depth information from some students. First, NZR stated that the learning techniques used by the teacher in each material were appropriate. In addition, she also likes the Numbered heads together technique that the teacher has implemented in teaching reading. Because according to her, the use of the Numbered heads together technique can trigger students' enthusiasm in understanding the recount text material. Then she said that the Numbered heads together technique in teaching recount texts can develop students' understanding of reading texts because with the Numbered heads together technique, all students are emphasized to fully understand the material. Each

²⁰ Data Obtained from Class Observations (Observation Guidelines at point 6) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

member must be responsible for his group. So, there are no students who depend on each other.²¹

Second, it is the same as SS statement that the learning techniques used by English teachers are exciting because they can use different techniques, one of which is the Numbered heads together technique. Implementing the Numbered heads together technique makes students not feel bored, and they find it easy to understand the material presented. In addition, the Numbered heads together technique also makes students active and dare to give their answers in front of the class.²²

The results of the above interviews with several students show that using the Numbered heads together technique in teaching reading comprehension makes students more active in learning. Students feel happy and enthusiastic by using the Numbered heads together technique, and the emphasis is on reading skills and group collaboration in understanding the text the teacher has given. The implementation of reading comprehension teaching by using the Numbered heads together technique leads students to practice starting by reading the recount text correctly and also knowing the meaning of the text.

2. The Supporting Factors Faced in the Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique

The Supporting Factors Faced in the Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique.

In a teaching and learning activity, several things must support the implementation of the learning process. If students can understand the content of the material that the teacher has conveyed, it is the effectiveness of the teaching and learning process. Therefore, the success of a learning

²¹ NZR, The Interview from The Researcher, Interview 5, NZR-27, Transcript, April, 18th, 2022.

²² SS, The Interview from The Researcher, Interview 10, SS-27, Transcript, April, 19th, 2022.

process is primarily determined by the quality of the teacher and has been regulated following predetermined competency standards.

Several supporting factors make the success of the learning process in the classroom. Likewise, the form of development of the material being taught is used as a reference in the learning process. According to the opinion of several resource persons, several factors can support teachers and students in implementing teaching reading comprehension in recount texts using the Numbered heads together technique, including:

a. Completeness of Facilities and Infrastructure in Learning

Based on the results of interviews with English teachers, it was explained that the supporting factors in the implementation of reading comprehension teaching using the Numbered heads together technique was the existence of adequate facilities and infrastructure. Utilization of learning infrastructure is the existence of pleasant classroom conditions, and then the English teacher uses learning media as a means in the ongoing process of implementing learning. She explained the recount text material using PowerPoint, which was displayed with facilities provided by the school, namely a projector. The English teacher also shows interactive videos as examples of recount text explanations. Therefore, the implementation of the Numbered heads together technique in teaching and learning activities can be supported by the existence of learning media and facilities provided by the school.²³

Thus, the implementation of the Numbered heads together technique at MTs Matholi'ul Huda Posono Gembong Pati, apart from being supported by adequate classroom conditions and good learning facilities, the learning process is also supported by the use of learning media that can make it easier for teachers to convey some indicators or points contained in the subject matter.

²³ Mrs. MW, The Interview from The Researcher, Interview 2, MW-22, Transcript, April, 18th, 2022.

Students are easier to understand the material and more enthusiastic about accepting the learning given by the teacher. The presence of a projector supports the use of learning media used by the teacher. The use of speakers is also used as a support when the video is shown so that the explanation of the material contained in the video can be heard clearly by students.²⁴ The following is evidence of the teaching and learning atmosphere when a video includes an explanation of the recount text material.

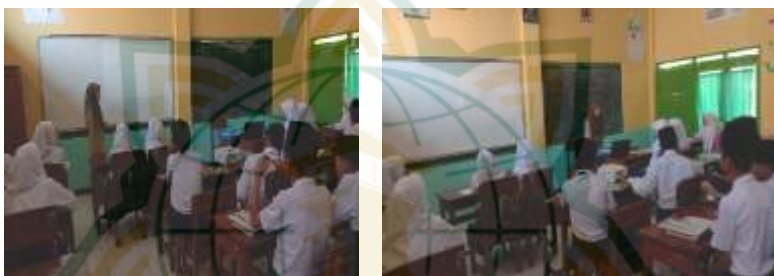


Figure 4.7 Completeness of facilities and infrastructure in learning

b. The Teacher's Ability to Teach

The success in implementing the Numbered heads together technique in teaching reading comprehension is primarily determined by the quality of a teacher. In teaching and learning activities, the teacher not only guides students but the teacher also acts as a learning manager. Therefore, teacher professionalism is one thing that can be used as a support for the success of the implementation of reading comprehension teaching by using the Numbered heads together technique. Teacher professionalism is formed by the skills teachers possess in learning preparation, classroom management, the use of facilities and infrastructure that the school has provided, and the use of learning media. Then the teacher is a mediator for students who has a crucial role in dealing

²⁴ Data Obtained from Class Observations (Observation Guidelines at point 6) at MTs Matholi'ul Huda Posono Gembong Pati, April, 18th, 2022.

with problems that occur during the learning process, and the teacher has a great responsibility for the success of the learning objectives.²⁵

This follows the statement that Mr. KD has expressed as the principal of MTs Matholi'ul Huda Posono Gembong Pati. He stated that the intelligent teacher managing the class is the supporting factor in implementing learning. Besides that, the school also provides facilities such as a projector as a supporter of learning so that students are enthusiastic about participating in learning in class. In addition, the infrastructure that can support learning is the existence of a language laboratory that can be used to facilitate the learning process. And the use of PowerPoint to display the material is also used by the teacher in teaching so that the teacher does not fully utilize the guidebook but also the use of PowerPoint is expected to make it easier for students to understand the material presented.²⁶

c. Enthusiasm of Students in Participating in Learning

Another supporting factor in implementing the Numbered heads together technique is that it can make students more enthusiastic about learning because in implementing this technique, students are invited to be active and directly involved in the teaching and learning process. In addition, students' enthusiasm for learning increases when discussing with each group. This follows NFA statement, which said that in teaching reading comprehension using the Numbered heads together technique, the supporting factor is the students, who have an enthusiastic attitude towards learning. besides that, the learning media provided by the teacher can also support the implementation of the teaching.²⁷

²⁵ Data Obtained from Class Observations (Observation Guidelines at point 6) at MTs Matholi'ul Huda Posono Gembong Pati, April, 18th, 2022.

²⁶ Mr. KD, The Interview from The Researcher, Interview 1, KD-10 transcript, April, 05th, 2022.

²⁷ NFA, The Interview from The Researcher, Interview 3, NFA-25, Transcript, April, 18th, 2022.

Second, NNA stated that, when implementing the Numbered heads together technique, several things supported the learning process. According to him, using these learning techniques makes students more active in answering questions from the teacher. In addition, the media used is very interesting, and creative teachers are also a supporting factor in learning. Moreover, teachers skilled in conditioning the class will make learning comfortable for active students.²⁸ Third, AFR added that students are more critical in conducting discussions to determine the correct answer from the statement given by the teacher because he prefers the use of the Numbered heads together technique because it is done in groups and allows students to develop their abilities, especially in reading skills in writing. understand the content and text that has been read.²⁹

Based on the above statement that the principal and English teacher have explained. Several 8th-grade students of MTs Matholi'ul Huda regarding the supporting factors of the implementation of reading comprehension teaching using the Numbered heads together technique, namely the existence of adequate facilities and infrastructure, such as utilizing good learning facilities including the fact of laptops, projectors, and additional references used by teachers to support learning success, a sense of enthusiasm for students in participating in learning, students participating and students being more enthusiastic in the learning process, which makes it easier for students to understand the material being taught by the teacher. Thus, it can be proven that using the Numbered heads together technique can help expedite the learning process.³⁰

²⁸ NNA, The Interview from The Researcher, Interview 9, NNA-25, Transcript, April, 19th, 2022.

²⁹ AFR, The Interview from The Researcher, Interview 11, AFR-25, Transcript, April, 19th, 2022.

³⁰ Data Obtained from Class Observations (Observation Guidelines at point 6) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

3. The Inhibiting Factors Faced in the Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique

In teaching reading comprehension using the Numbered heads together technique, it was also found that there were inhibiting factors, in which the inhibiting factors were factors that could become obstacles in the implementation of learning activities so that the objectives of these activities had not been achieved optimally. The inhibiting factors in teaching Reading comprehension by using the Numbered heads together technique are as follows:

a. Students Lack of Self-Awareness

One of the inhibiting factors in implementing the Numbered heads together technique is the students' lack of self-awareness in participating in learning. There are still students who are noisy with their friends, students who ignore the teacher's explanation, students who are busy with unimportant activities, and there are still students who sleep while learning takes place. The following is evidence of observations in the classroom during the implementation of the Numbered together technique, in which some students are less active in teaching and learning activities.³¹



Figure 4.8 Students who are noisy with their friends during learning

³¹ Data Obtained from Class Observations (Observation Guidelines at point 7) at MTs Matholi'ul Huda Posono Gembong Pati, April, 11th, 2022.



Figure 4.9 Students who lack discipline during learning



Figure 4.10 Students sleeping in class during the implementation of the NHT technique

As stated by Mrs. MW, the inhibiting factor in the implementation of teaching reading comprehension by using the Numbered heads together technique is that the skills possessed by students are not very mastered, let alone the lack of awareness of students about the importance of teaching English, especially in teaching reading comprehension. Then sometimes, the monopoly of students against other students is also an obstacle. Thus, in the discussion carried out by each group, there are usually several students who only follow their friends' answers without thinking about determining the correct answer.³²

This follows the statement that Mr. KD has expressed as the principal that several things become

³² Mrs. MW, The Interview from The Researcher, Interview 2, MW-23, Transcript, April, 18th, 2022.

obstacles in the learning process, such as lack of time in teaching and low student interest, and these inhibiting factors can be obtained from the surrounding conditions. Therefore, it can be said that the environment and hanging out with friends who have less interest in learning English are also inhibiting factors.³³

NFA also expressed that the inhibiting factor in implementing the Numbered heads together technique is that some students still have difficulty understanding the material because there are still students who talk alone with their side friends without listening to the explanation from the teacher. Some students have a sense of dependence with their friends, as if they just copied the answers from their group without participating in the discussion to determine the correct answer.³⁴

Thus, from the statement above, it can be understood that classroom conditioning also needs to be prioritized in teaching reading comprehension using the Numbered heads together technique. Among the ways to condition, the class includes the teacher constantly checking the students' work and giving a warning to students who ignore the teacher's explanation.³⁵



Figure 4.11 The teacher's efforts when conditioning the class

³³ Mr. KD, The Interview from The Researcher, Interview 1, KD-11, Transcript, April, 05th, 2022.

³⁴ NFA, The Interview from The Researcher, Interview 3, NFA-26, Transcript, April, 05th, 2022.

³⁵ Data Obtained from Class Observations (Observation Guidelines at point 4) at MTs Matholi'ul Huda Posono Gembong Pati, April, 11th, 2022.

b. Students' Lack of Self-Confidence

As happens in general, not all students have the confidence to speak in front of the class. They feel ashamed to answer the questions given by the teacher, namely in the fourth stage, namely answering. Some students choose to answer questions in their seats without presenting in front of the class because they lack self-confidence and don't feel brave. The following is evidence when the teacher appoints students to give their answers, but they do not dare to answer in front of the class.³⁶



Figure 4.12 Students who lack confidence present their answers in front of the class

This is as expressed by DAB as an 8th grader that the inhibiting factor in the implementation of the Numbered heads together technique is that there are students who lack confidence in presenting answers in front of the class. Usually, students do not have the mental courage to speak.³⁷ Furthermore, KAP statement that the inhibiting factor of implementing the Numbered heads together technique may be felt by students whose thinking is slow due to a lack of self-confidence. Thus, some students still find it challenging to identify the recount text using the NHT technique.³⁸ In addition, MLR

³⁶ Data Obtained from Class Observations (Observation Guidelines at point 7) at MTs Matholi'ul Huda Posono Gembong Pati, April, 18th, 2022.

³⁷ DAB, The Interview from The Researcher, Interview 8, DAB-26, Transcript, April, 18th, 2022.

³⁸ KAP, The Interview from The Researcher, Interview 12, KAP-26, Transcript, April, 19th, 2022.

added that the inhibiting factor in implementing the Numbered heads together technique was fewer active students in each group. Some students were not brave enough to present answers from the discussion results.³⁹

Thus, the statement above shows that the lack of mentality or self-confidence possessed by students can be categorized as an inhibiting factor in the implementation of reading comprehension teaching by using the Numbered heads together technique. Therefore, from the teacher's statement that students who lack self-confidence are allowed to present their answers by reading the results of group discussions by standing in their seats because this can train students' self-confidence so that they dare to answer with the aim that students' abilities can develop. They understand the material that the teacher has explained.⁴⁰

c. Limited Time in Teaching

Another inhibiting factor in the implementation of reading comprehension teaching using the Numbered heads together technique is the limited time in teaching. This follows the statement that Mrs. MW has expressed that the lack of time needed by the teacher in teaching is also an inhibiting factor in the implementation of the Numbered heads together technique. Because the teacher must condition the class, divide groups, make numbers, ask questions, conduct discussions with each group, and present answers from the results of group discussions. From these steps, it will take quite a long time. Therefore, adjusting the time is crucial in implementing the Numbered heads together technique.⁴¹

FNA added that the inhibiting factor of implementing the Numbered heads together technique

³⁹ MLR, The Interview from The Researcher, Interview 7, MLR-26, Transcript, April, 18th, 2022.

⁴⁰ Data Obtained from Class Observations (Observation Guidelines at point 7) at MTs Matholi'ul Huda Posono Gembong Pati, April, 11th, 2022.

⁴¹ Mrs. MW, The Interview from The Researcher, Interview 2, MW-23, Transcript, April, 18th, 2022.

was the time it took for the teacher to teach for a long time. Then, several students had different answers in the heads together stage or the third stage in the NHT learning technique. Therefore, when conducting discussions, these differences of opinion also spent time in teaching and learning activities.⁴²

Thus, of the several inhibiting factors in the implementation of the Numbered heads together technique found by researchers during class observations, it was because of noisy students during learning, lack of mentality of students to present answers in front of the class, and limited time in teaching. However, at the next meeting, the students were enthusiastic about participating in learning. The existence of inhibiting factors in the process of implementing learning depends on the teacher in conditioning the class, how students respond when obstacles occur, and how the teacher uses to minimize these obstacles so that learning activities continue to run smoothly following the learning objectives to be achieved.⁴³

C. Discussion

Based on research carried out by the researcher at MTs Matholi'ul Huda Posono Gembong Pati, the data was obtained from observations, interviews, and documentation. Then the researchers analyzed the data that had been collected. This is done by the researcher so that the resulting data can be interpreted so that they can make research decisions following the formulation of the problem that has been proposed. Furthermore, the results of this study are associated with existing theories, including the following:

⁴² FNA, The Interview from The Researcher, Interview 4, FNA-26, Transcript, April, 18th, 2022.

⁴³ Data Obtained from Class Observations (Observation Guidelines at point 7) at MTs Matholi'ul Huda Posono Gembong Pati, April, 11th, 2022.

1. The Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique

The results of research conducted from March 20, 2022, to April 20, 2022, at MTs Matholi'ul Huda Posono Gembong Pati shows that implementation is the provision of facilities to organize an activity that will provide feedback between teachers and students. The implementation of teaching carried out by the teacher will have an influence or impact on students. Therefore, it can be seen that implementation is an activity planned and carried out in earnest, focused on specific rules for achieving learning objectives.⁴⁴

Furthermore, Numbered heads together is an approach developed by Spencer Kagan (1993) by involving more students in understanding the material covered in a lesson and measuring their understanding of the lesson's content, namely by giving a number to each student. The teacher proposes questions to students to be discussed with their groups, and the teacher calls one number to answer questions that have been asked to each group. Numbered heads together are one of the cooperative learning models.⁴⁵ Cooperative learning is a strategy that places students in groups of 3-5 heterogeneous students. Heterogeneous means that the group members consist of various student abilities, genders, and different levels of learning activity.⁴⁶

The implementation of teaching reading comprehension using the Numbered heads together technique shows that the learning technique used by the teacher can

⁴⁴ Uddin B. Sore dan Sobirin, *Kebijakan Publik*, (Makasar: CV Sah Media, 2017), p. 121.

⁴⁵ Putu Putra Adnyana and R Runimeirati, "Pembelajaran Number Head Together (NHT) Pada Keterampilan Berbicara Siswa," *Indonesian Collaboration Journal of Community Services* 1, no. 4 (2021): 232, <https://doi.org/https://doi.org/10.53067/icjcs.v1i4>.

⁴⁶ Muhamad Firdaus, "Penerapan Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Ditinjau Dari Aktivitas Belajar Siswa Kelas VIII SMP," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 6, no. 2 (2016): 94, <https://doi.org/10.30998/formatif.v6i2.942>.

provide alternative opportunities to interact with each other, show learning areas, and develop reading comprehension with a framework that organizes students.⁴⁷

Based on the theory that Spencer Kagan has put forward, that Numbered heads together is a learning technique that conditions students to be able to combine and draw conclusions from various thoughts from the results of exchanging ideas or opinions among members of their group. The Numbered heads together technique is applied to emphasize students so that they can be responsible individually and in groups. The process of teaching and learning activities using the Numbered heads together technique requires students to be active in answering questions when the number is randomly called by the teacher, which can motivate students because the points obtained are not only for individual students but the points earned are accumulated. in each group.⁴⁸

Teaching reading comprehension in recount text using the Numbered heads together technique was carried out at MTs Matholi'ul Huda Posono Gembong Pati, namely the English teacher through learning steps including preparation of learning, implementation of learning, and evaluation of learning.

a. The Preparation Stage of Teaching Reading Comprehension

Preparation is the initial stage that the teacher must do in compiling all matters relating to the implementation of learning. A teacher must prepare everything so that the learning process can run smoothly. In the preparation stage, the teacher starts by setting the desired learning objectives through needs analysis and the completeness needed in the teaching and learning process.

⁴⁷ Putu Putra Adnyana and Runimeirati, "Pembelajaran Number Head Together (NHT)..... p. 232.

⁴⁸ Erwin Putera Permana, "Penerapan Metode Pembelajaran Kooperatif Numbered Heads Together (NHT) Untuk Meningkatkan Hasil Belajar Dan Berpikir Kritis Siswa Pada Mata Pelajaran IPS SD," *Jurnal Pendidikan Dasar Nusantara* 1, no. 2 (2016): 51, <https://doi.org/10.29407/jpdn.v1i2.210>.

As stated by Azmi Asra, in implementing Numbered heads together type of cooperative learning, teachers are required to play a relatively different role from conventional education, which starts from formulating learning objectives. He stated that teachers need to prepare two learning objectives: academic and collaborative skill objectives. Thus, academic objectives are developed according to the level of student development and task analysis or concept analysis. Furthermore, collaborative skills objectives include leadership skills, communication, respecting the opinions of each group member, and managing differences of opinion or conflict.⁴⁹

The second preparation carried out by the teacher is compiling a plan that is made and described into a learning implementation plan. The preparation of the lesson plans refers to the syllabus and the applicable curriculum, which is then developed according to the conditions in the education unit. The lesson plans can be modified according to the learning objectives required by the teacher. Therefore, in preparing the lesson plan, the teacher will plan the number of meetings and see the materials and activities carried out in the teaching and learning process.⁵⁰ Thus, the preparation of learning implementation plans made by the teacher can be used as a guide in carrying out learning activities in the classroom according to the subject matter that will be taught to students.

The teacher's third preparation is designing teaching materials for students. The practice of teaching

⁴⁹ Azmi Asra, "Implementasi Metode Pembelajaran Kooperatif Model Numbered Head Together (NHT) Untuk Meningkatkan Hasil Belajar Mata Pelajaran Fisika Siswa Kelas X SMA Negeri 1 Rambah Hilir," *EDU RESEARCH; Jurnal Pendidikan* 1, no. 1 (2012): 38.

⁵⁰ Mayong Maman and Andi Aryani Rajab, "The Implementation of Cooperative Learning Model Number Heads Together (NHT) in Improving the Students' Ability in Reading Comprehension," *International Journal of Evaluation and Research in Education (IJERE)* 5, no. 2 (2016): 178, <https://doi.org/10.11591/ijere.v5i2.4536>.

materials and their use in a learning activity can determine the effectiveness of achieving student learning goals. With the provision of teaching materials, teachers can distribute them to all students so that they can participate in achieving the learning objectives that have been set. In addition, the teacher also prepares teaching materials in the form of PowerPoint and interactive videos that are used as support in learning reading comprehension. Namely, the teacher displays a short animation video to explain the recount text material to students. Which animated video can be shown during the explanation of the material before the teacher continues at the group division stage for the implementation of the Numbered heads together technique.⁵¹

The fourth preparation made by the teacher is to prepare numbers for students. Making the numbers is made of colored paper that is round shaped, and the teacher prepares for each group to get several different colors so that the learning process looks interesting. This follows Azmi Astra's research that, in preparing for the implementation of the Numbered heads together technique, the teacher first determines the number of members in the study group. The number of members in each group should not be too large, usually consisting of 2-6 students.⁵²

Thus, from the preparations made by the English teacher, it can be seen that the teacher is a learning designer. Teachers are expected to prepare and organize all learning activities effectively with a conducive learning atmosphere. Teachers must have sufficient knowledge about learning as a basis for preparing learning activities, such as formulating learning objectives, choosing learning techniques, choosing learning media, and planning to learn evaluations after teaching and learning activities end. Therefore, before carrying out learning, Miss Murwati always makes a lesson plan for the subject matter and the needs of the

⁵¹ Azmi Asra, "Implementasi Metode Pembelajaran..... p. 39.

⁵² Azmi Asra, "Implementasi Metode Pembelajaran..... p. 38.

students. In this case, it is focused on students' reading ability in recount text material using the Numbered heads together technique.

b. The Implementation Stage of Teaching Reading Comprehension

The implementation stage of learning is the implementation stage of the planning design made by the teacher. The essence of the implementation stage is an operational learning activity. In this stage, the teacher conducts teaching and learning interactions through learning techniques that have been prepared and the use of a set of learning media so that students are more motivated to participate in teaching and learning activities.⁵³

Based on the results of the research conducted by the researcher, it was found that the implementation of reading comprehension teaching at MTs Matholi'ul Huda Posono Gembong Pati using the Numbered heads together technique can be said to have been going well due to the appropriate interaction between the teacher and students. This is evidenced by in-class observations that students are more enthusiastic about participating in learning and being active when answering questions from the teacher, namely at the answering stage contained in the Numbered heads together technique. Students also more easily understand the recount text material and some examples of recount text given by the teacher to test their understanding of the content of the reading.⁵⁴

The results of this study are also following previous research conducted by Mayong Maman and Andi A. Rajab (2016) entitled "The Implementation of Cooperative Learning Model Numbered Heads Together

⁵³ Ropisa and Rahimah Embong, "Penerapan Model Pembelajaran Numbered Head Together Di Sekolah Rendah Wilayah Aceh Barat," *BITARA International Journal of Civilizational Studies and Human Sciences* 1, no. 1 (2018): 34.

⁵⁴ Data Obtained from Class Observations (Observation Guidelines at point 3) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

(NHT) in Improving the Students' Ability In Reading Comprehension.” It states that the Numbered heads together technique can improve students' competence in reading comprehension. All students actively participate in teaching and learning activities, and student cooperation increases due to group discussions. The application procedures carried out by previous studies include numbering, questioning heads together, and answering. Research conducted by Mayong and Andi focuses on the development, namely, building in-depth discussions based on the correct answers so that students can find solutions to problems given by the teacher.⁵⁵

In addition to the results of research conducted by Mayong and Andi, research conducted by Yustina Selong (2019) entitled “Improving Students' Reading Comprehension Through the Use of Numbered Heads Together (NHT) Technique.” The results of this study indicate that the improvement experienced by students after using the Numbered heads together technique is not only in reading comprehension but also in students' activeness in teaching and learning activities. The application of the Numbered heads together technique through several procedures, including, Numbering, questioning, heads together, and answering. When the teacher calls students to answer questions, the teacher tries to pay attention to students with low abilities. The teacher does this with the aim that students with low skills can understand the results of the discussion and the content of the material that has been delivered.⁵⁶

The steps taken by the English teacher in implementing reading comprehension teaching in recount text using the Numbered heads together technique include

⁵⁵ Maman and Rajab, “The Implementation of Cooperative.....” p. 178.

⁵⁶ Yustina Selong, “Improving Students' Reading Comprehension Through the Use of Numbered Head Together (NHT) Technique,” *Journal of English Educational Study (JEES)* 2, no. 2 (2019): 84, <https://doi.org/10.31932/jees.v2i2.500>.

pre-teaching activities, whilst-teaching activities, and post-teaching activities.

1) Pre-teaching activities

The English teacher carried out pre-teaching activities at MTs Matholi'ul Huda Posono Gembong Pati, and the teacher spent about 10 minutes before the teaching and learning activities started. At first, the teacher opened the learning activities by greeting and asking how the students were. Then they looked enthusiastic in answering questions from the English teacher, but the teacher did not attend to the students because the teacher had noticed that all students were present. Furthermore, the teacher warms up by briefly reviewing the past subject matter. This activity was carried out to determine the students' understanding of the previous material. The review is about the simple past tense material, namely the material at the last meeting related to the material to be taught, namely recount text material.

In the pre-teaching activities carried out by the English teacher, it is the same as the statement of Muhamad Afandi et al. that the teacher must inform the material to be discussed or relate the material to be discussed with the previous material. Then, the teacher explains to students the specific learning objectives to be achieved and conveys the learning techniques to be implemented.⁵⁷ Therefore, the teacher explains to students that the Numbered heads together technique is a learning technique that prioritizes student activities in finding, managing and providing answers to questions that the teacher has asked. In the end, students will present the answers in front of the class. Next, the teacher explained that there were four steps in implementing the Numbered heads together

⁵⁷ Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, *Model Dan Metode Pembelajaran Di Sekolah, Perpustakaan Nasional Katalog Dalam Terbitan (KDT)* (Semarang: UNISSULA PRESS, 2013), 67.

technique, including Numbering questioning, heads together, and answering.⁵⁸

Thus, from the statement above, there is conformity with the learning implementation plan that the English teacher has prepared so that the teaching of reading comprehension in recount texts using the Numbered heads together technique can run optimally.

2) Whilst-teaching activities

The implementation of the Numbered heads together technique in reading comprehension learning activities was carried out by the English teacher at MTs Matholi'ul Huda Posono Gembong Pati. This activity begins by explaining the recount text material. The teaching material used by the English teacher is that he uses the 2013 curriculum English guidebook, PowerPoint, and an interactive video containing an explanation of the recount text material. The implementation of the teaching and learning process of a teacher must have the ability to create pleasant learning conditions, not monotonous, and a comfortable atmosphere in learning so that it can foster student interest and motivation to learn. As stated by Yuliansah, the use of media in learning can generate interest, and inspiration, provide stimulation and bring psychological influence on students in learning. Learning media at the learning orientation stage can help to discover activities and deliver messages from the learning content.⁵⁹

The teacher emphasized the students' reading ability when explaining the recount text material. The teacher asked the students to read the recount text

⁵⁸ Rizka Indahyanti, "Number Head Together NHT Technique in Improving Students' Reading Skill on Hortatory Exposition Text Cooperative Learning Method," *Algazali International Journal of Educational Research* 1, no. 1 (2018): 70.

⁵⁹ Yuliansah, "Efektivitas Media Pembelajaran Powerpoint Berbasis Animasi Dalam Meningkatkan Motivasi Dan Prestasi Belajar," *Jurnal Efisiensi* XV, no. 2 (2018): 26, <https://jurnal.untirta.ac.id/index.php/Candrasangkala/article/download/2886/2253>.

related to the recount text's definition and the recount text characteristics. In addition, the teacher asks students to translate the recount text that has been read with the aim that students understand the meaning or content of the text. In teaching reading comprehension, the teacher pays attention to the crucial points that students must understand and do. The first is to determine the main idea. In developing reading skills, determining the main idea in a text is an essential part of the reading text. The main idea is different from the topic. The topic is the subject of discussion that includes the content of the reading, while the main idea is the core of the main problem of a paragraph. Meanwhile, determining the main idea in a text, students must read carefully because knowing the main idea of each paragraph can help students to understand the main idea that the author wants to convey.⁶⁰

The second point is inference, where the teacher trains students to understand the indirect (implied) information in the recount text. Hence, students have to look for clues and try to decipher the contents of the reading. In other words, inference means understanding what is implied by the information stated explicitly in the text.⁶¹ As the teacher invites students to make conclusions from the recount text that has been read.

The third point is that the teacher teaches students in detail. Details are also an important part that needs to be learned in reading comprehension. Details are properties or characteristics related to the subject or topic of the text being read. The purpose of the teacher teaching details in reading skills is to make it easier for students to understand paragraphs or texts,

⁶⁰ Rosnani Sahardin, Mukarramah, and Anwar Hanafiah, "A Study on Improving Students' Reading Comprehension Using The Numbered Heads Together Technique," *SIELE Journal* 2, no. 2 (2015): 139.

⁶¹ Sahardin, Mukarramah, and Hanafiah, "A Study on Improving Students' p. 139.

and the teacher explains that details are usually stated directly in the text.

The fourth point that the teacher teaches in reading comprehension is vocabulary. The English teacher stated that she provided notes containing vocabulary related to the recount text that would increase students' knowledge and benefits students, especially in practicing oral communication or reading a textbook. In other words, if students master the vocabulary well, it will make it easier for students to understand the reading text.⁶²

After the English teacher explained some of the points above, she then implemented the Numbered heads together technique which refers to group learning of students. Each member has a section with a different number. Then each student gets the same opportunity to support their group to get the maximum score so that students can be motivated to learn to understand the text that has been read together with their group.⁶³

The results of class observations show that the implementation of the Numbered heads together technique in teaching reading comprehension is carried out by the teacher through 4 stages: Numbering, questioning, heads together and answering. The first is Numbering. At this stage, the teacher divides students into five groups of 4-5. Then each student from each group is numbered in the order of 1-5.

The second is questioning. At this stage, the teacher asks questions to each group. Questions can vary, in which the teacher has prepared a recount text for students so that they analyze the generic structure and language features of the recount text. In addition,

⁶² Sahardin, Mukarramah, and Hanafiah, "A Study on Improving Students' p. 139.

⁶³ Shinta Putri Prihanto, Romdanih, and Sari Astuti, "Penggunaan Teknik Numbered Heads Together Dalam Mengajar Pemahaman Membaca," *Jurnal.Stkipkusumanegara.Ac.Id*, 2021, 171, <http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/1203>.

students are also given several questions in the form of multiple choice or essays. Students must be able to identify wording in the form of V_2 , and the teacher asks students to mention V_2 in the recount text, and students are asked to give meaning to the vocabulary.

The third is heads together (discussion). Students must discuss with group members to find answers by collecting opinions from each group member. Then, determine the correct answer to the questions the teacher has asked.

The fourth stage is answering. At this stage, the teacher calls a number at random, and the student whose number is called by the teacher can raise his hand and must answer the questions that have been given as representatives of his group by presenting the answers in front of the class so that other members can respond. At the answering stage in the Numbered heads together technique, it is done alternately, and if the answers that students have presented are correct, then each group will get a score.⁶⁴

3) Post-teaching activities

The closing activity of learning is an activity that provides confirmation or conclusions and an assessment of the mastery of the material explained by the teacher in the core activity. This conclusion is made by the teacher together with the students. In other words, closing learning activities are carried out by teachers to end teaching and learning activities. The efforts made by the teacher in closing the lesson are aimed at providing a comprehensive picture of the material that has been studied by students, knowing the level of student achievement and the level of success of the teacher in the teaching and learning process.⁶⁵

⁶⁴ Data Obtained from Class Observations (Observation Guidelines at point 3) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

⁶⁵ Maya Safhida, "Penerapan Model Pembelajaran Number Head Together (NHT) Pada Siswa Kelas IV SD Negeri Peudada Memahami Isi Bacaan," *Jurnal Samuda Bahasa* 1, no. 1 (2018): 33.

In this activity, the English teacher briefly reviews the recount text material. Then the teacher allows students to ask questions about the content they do not understand. Next, the teacher concludes the recount text material and provides additional answers from students regarding examples of recount texts that they have discussed with their groups. The teacher provides a summary of the recount text material to make it easier for students to understand and remember the points in teaching reading comprehension in the recount text material. Therefore, knowing the essence of the material studied will make students have a good perception.

Thus, based on the research above, it can be said that implementing the Numbered heads together technique in teaching reading comprehension at MTs Matholi'ul Huda Posono Gembong Pati is quite effective. Because it can be seen that the implementation of the Numbered heads together technique can provide opportunities for students to exchange opinions, determine the most appropriate answers, and increase the spirit of student cooperation. In addition, student interactions can be well established, where they help each other and each group member. Students with high abilities can help students with low abilities to answer questions from the teacher. Because group collaboration can support the acquisition of scores from each group, these scores are used as material to evaluate student learning outcomes.

c. The Evaluation Stage of Teaching Reading Comprehension

Evaluation of a series of activities prepared to measure the effectiveness of the overall learning system.⁶⁶ Learning evaluation is an effort made by teachers to

⁶⁶ Burhan Syahalla, Zaini Rohmad Ch, And Siti Rochani, "Komparasi Metode Numbered Head Together (NHT) Dan Metode Two Stay Two Stray (TSTS) Serta Pengaruhnya Terhadap Hasil Belajar Sosiologi Siswa Kelas XI IPS SMA Negeri 2 Boyolali Tahun Pelajaran 2015/2016." p. 6.

obtain information about student learning outcomes as a whole, namely knowledge, concepts, attitudes, values, and the learning process. The teacher in carrying out teaching and learning activities using the Numbered heads together technique also needs to be evaluated. Therefore, the evaluation of learning can be used by teachers as feedback and decisions that are indispensable in determining appropriate teaching strategies and improving the teaching and learning process. With the evaluation, teachers need to pay attention to learning about the learning process and student learning outcomes.⁶⁷ In other words, evaluation is an action in determining through the teaching and learning process, various basic rules determine the results of the goals to be achieved.

Based on research from Ina Magdalena et al. that the purpose of the evaluation is to find out whether the student learning process is following the implementation of the learning plan that has been implemented, check the learning outcomes, whether there are deficiencies or not in the learning process, find solutions to the shortcomings that students experience, and determine student mastery in the competencies applied. So, the evaluation of learning is essential to be done by the teacher because the teacher must know whether or not a learning technique that has been used is effective.⁶⁸

The evaluation conducted by the English teacher at MTs Matholi'ul Huda Posono Gembong Pati in teaching reading comprehension using the Numbered heads together technique was judged to be on target according to the competencies and skills being prepared. The English teacher conducts an assessment by looking at three aspects of learning, including cognitive, affective, and psychomotor aspects. The first is an evaluation of the

⁶⁷ Nelli and Elysa Hartati, "Improving Students' Reading Comprehension through Cooperative Learning Strategies Using Numbered Heads Together," *JELE (Journal of English Language and Education)* 4, no. 1 (2018): 30.

⁶⁸ Ina Magdalena, Hadana Nur Fauzi, and Raafiza Putri, "Pentingnya Evaluasi Dalam Pembelajaran Dan Akibat Memanipulasinya" 2, no. 2 (2020): 252, <https://ejournal.stitpn.ac.id/index.php/bintang>.

cognitive aspect, namely the assessment of students' knowledge in answering daily questions or discussion questions during the implementation of the Numbered heads together technique. Second, evaluation of the affective aspect is an assessment in the form of student attitudes in participating in teaching and learning activities, such as politeness, discipline, and responsibility in conducting discussions using the Numbered heads together technique. Third evaluation of the psychomotor aspect, namely the assessment of students' skills. In this assessment, the teacher focuses on students' skills when presenting the results of group discussions in compiling missing sentences into correct recount texts.

The implementation of the Numbered heads together technique in teaching reading comprehension got a positive response from the students. This can be seen from the results of interviews conducted by researchers with several students who were used as resource persons. In this study, the results of interviews conducted by researchers showed that 8th-grade students of MTs Matholi'ul Huda Posono Gembong Pati liked learning by using the Numbered heads together technique because, according to them, learning using the Numbered heads together technique could develop their ability to read recount texts, they are more enthusiastic in participating in teaching and learning activities. And students are easier to understand the material because the peer tutors understand the content and meaning of the recount text. Saimah added that learning using the Numbered heads together technique can increase teacher activity and student activity in teaching and learning activities.⁶⁹

After being analyzed, implementing the Numbered heads together technique in teaching reading comprehension has advantages and disadvantages. Based on observations and interviews that the researcher has

⁶⁹ Saimah, "Meningkatkan Hasil Belajar Siswa Pada Materi Ketrampilan Membaca Teks Bahasa Inggris Dengan Menggunakan Model Pembelajaran Number Head Together Di Kelas XI TIPTL SMK Negeri I Bireuen," *Jurnal Serambi PTK* III, no. 2 (2016): 75.

conducted with English teachers, the benefit of the Numbered head together technique is that it can help students learn together with each group and share ideas. Knowledge construction will be excellent so that students can understand the content and the meaning of the recount text. The students were very enthusiastic about raising their hands when the teacher called a number at random because they fought each other to answer the questions given by the teacher.⁷⁰

Yarni Valentina Gultom added that the advantages of the Numbered head together technique include the first, the Numbered heads together technique can help students not only focus on teacher teaching but the technique can have a positive influence on working with group members. Using this technique, students can share ideas and unite each member's ideas into the correct answer. Second, students become more active in teaching and learning activities, where at the answering stage, students present answers from the results of discussions, and students argue with each other in expressing their opinions. Third, through the Numbered heads together technique, students can build interactions with group members, and students can work together with their groups. Fourth, implementing the Numbered heads together technique makes the classroom atmosphere more lively and dynamic because the Numbered heads together technique can be applied to all types of subjects and all grade levels. Furthermore, the Numbered heads together technique provides fun, interest, and motivation in building self-confidence in students.⁷¹

While the weakness of the Numbered heads together technique is the lack of time in teaching. From the results of interviews that the researcher has done, the

⁷⁰ Murwati, The Interview from The Researcher, interview 2, transcript, April, 18th, 2022.

⁷¹ Yarni Valentina Gultom, "Teaching Reading Skills to Non-English Native Speaker Students: The Numbered Head Together (NHT) Technique and Students' Reading Ability in Bengkulu," *International Journal of Language Teaching and Education* 2, no. 1 (2018): 30.

teacher needs a lot of time to condition the class, in dividing groups, then making various numbers also takes time. Furthermore, calling numbers randomly and students presenting answers, in turn, will spend time learning. According to Burhan Syahalla et al. Stating, the disadvantages of the Numbered heads together technique include the first, the tendency of intelligent students to dominate the group, which can lead to passive attitudes, and in-group members. Second, grouping students require different seating arrangements according to the group order and particular time in managing the class.⁷²

Based on the statement above, the implementation of reading comprehension teaching using the Numbered heads together technique at MTs Matholi'ul Huda Posono Gembong Pati has comprehensive learning steps, meaning that the learning steps are well planned and structured, and the learning carried out can run effectively and following the expected goals. Thus, the evaluation of learning that the English teacher has carried out follows the lesson plan that was prepared previously.

2. The Supporting Factors Faced in the Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique

The application of learning techniques in teaching and learning activities will run optimally and achieve the desired learning objectives if factors can support the learning process. Based on the research data, it can be analyzed that the supporting factors in the implementation of teaching reading comprehension on recount text material using the Numbered heads together technique at MTs Matholi'ul Huda Posono Gembong Pati, including completeness of facilities and infrastructure in learning, the teacher's ability to teach, and enthusiasm of students in participating in learning.

⁷² urhan Syahalla, Zaini Rohmad Ch, And Siti Rochani, "Komparasi Metode Numbered Head Together (NHT)..... p. 8.

a. Completeness of Facilities and Infrastructure in Learning

Facilities and infrastructure are facilities the school has provided. Learning facilities can be defined as things that allow teachers to carry out their work to the fullest and help students to learn effectively. Therefore, from the definition of teaching facilities, it can be seen that they consist of teaching facilities and infrastructure. The first is that learning tools are direct tools to achieve learning objectives. While learning infrastructure is an indirect tool to achieve learning objectives, such as library rooms, laboratory rooms, and so on.⁷³

Learning facilities can be divided into three types when viewed from the series with the teaching and learning process, for example, books, teaching aids, stationery, and learning media. The three learning facilities can be used in the planning and design prepared by the teacher as an opportunity to improve academic results and create effective learning.⁷⁴ With the learning media used by the teacher it means as a physical means used to deliver learning materials, such as the use of PowerPoint in explaining recount text material, along with displaying animated videos as examples of understanding recount text. Learning media can provide several benefits, such as making it easier to explain subject matter, arousing enthusiasm for learning, encouraging interaction between students and teachers, fostering independent understanding, and helping shape perceptions of learning materials.⁷⁵

⁷³ Zafira Yasmin and Budi Santoso, "Fasilitas Belajar Dan Metode Mengajar Guru Sebagai Faktor Yang Mempengaruhi Hasil Belajar Peserta Didik (Learning Facilities and Teaching Methods as a Factor in Affecting Student Learning Outcomes)," *Jurnal Pendidikan Manajemen Perkantoran* 4, no. 1 (2019): 136, <https://doi.org/10.17509/jpm.v4i1.14964>.

⁷⁴ Zafira Yasmin and Budi Santoso, "Fasilitas Belajar Dan Metode Mengajar....." p. 136.

⁷⁵ Suwanto, Ahmad Muzaki, and Muhtarom, "Pemanfaatan Media YouTube Sebagai Media Pembelajaran Pada Siswa Kelas XII MIPA Di SMA Negeri 1 Tawangsari," *Media Penelitian Pendidikan : Jurnal Penelitian Dalam*

The learning infrastructure that the school has provided is classified into two types. The first is the learning infrastructure that is directly used for teaching and learning processes, such as classrooms, libraries, skills practice rooms, and computer laboratories. The second is learning infrastructure, which is indirectly used by the teaching and learning process. Still, its existence can support the teaching and learning process, including office space, prayer room, canteen, toilet, school health business room, educator room, principal's room, and parking lot vehicle.⁷⁶

According to Saniatu N. Jannah and Uep T. Sontani, suggesting that facilities and infrastructure are essential factors in the learning process because the facilities and infrastructure can encourage students' interest in learning better and more fun, and the provision of facilities as support in learning also makes students easier to understand the subject matter. The learning facilities and infrastructure provide benefits to teachers and students in carrying out teaching and learning activities, including (1) the use of learning facilities can describe messages and information to provide understanding to students in improving learning processes and outcomes. (2) arouse students' attention so that they can develop learning motivation, direct interaction between students and their environment, and enable students to learn according to their abilities, and (3) provide experience to students regarding direct interaction with teachers, as well as society and the environment.⁷⁷

Bidang Pendidikan Dan Pengajaran 15, no. 1 (2021): 27, <https://doi.org/10.26877/mpp.v15i1.7531>.

⁷⁶ Zafira Yasmin and Budi Santoso, "Fasilitas Belajar Dan Metode Mengajar..... p. 136.

⁷⁷ Saniatu Nisail Jannah and Uep Tatang Sontani, "Sarana Dan Prasarana Pembelajaran Sebagai Faktor Determinan Terhadap Motivasi Belajar Siswa (Learning Facilities and Infrastructure as a Factor Determinant to Student Learning Motivation)," *Jurnal Pendidikan Manajemen Perkantoran* 3, no. 1 (2018): 66, <https://doi.org/10.17509/jpm.v3i1.9457>.

Thus, the facilities and infrastructure owned by MTs Matholi'ul Huda Posono Gembong Pati can support the implementation process of teaching reading comprehension by using the Numbered heads together technique, which in the teaching and learning process, the facilities and infrastructure used are facilities that the school has provided, such as projectors as supporters in displaying learning media, speakers used by teachers as supporters in explaining material through videos such as showing interactive videos in presenting examples of recount texts, then a comfortable and adequate classroom atmosphere.

b. The Teacher's Ability to Teach

The teacher in the teaching and learning process in the classroom has an important role, especially in helping students to build positive attitudes, arouse curiosity, encourage independence and accuracy of intellectual logic, and create a comfortable and practical classroom atmosphere. The teacher also can develop lesson plans. As well as the ability to carry out good interactions with students during teaching and learning activities.⁷⁸ In implementing the Numbered heads together technique in teaching reading comprehension, students are emphasized to be able to identify and find the meaning of personal recount texts related to social functions, generic structures, and language features correctly and in context. With the direction and encouragement from the teacher, students can increase the information they get, develop skills in processing recount texts, and gain more knowledge because of the discussion stage that the teacher has implemented.⁷⁹

The existence of skills or skills possessed by the teacher in preparing learning preparation tools and

⁷⁸ Indri Anugraheni, "Analisa Faktor-Faktor Yang Mempengaruhi Proses Belajar Guru-Guru Sekolah Dasar," *Jurnal Manajemen Pendidikan* 4, no. 2 (2017): 206.

⁷⁹ Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development* (United States: Association for Supervision and Curriculum Development, 2003), p. 140.

learning implementation tools can help, facilitate, and direct students to understand the text and provide more opportunities for students so that they can practice it by reading parts of the text and explaining it to members another from each group. This follows the research of Indri Anugraheni, who said that the teacher as a mediator and facilitator serves to demonstrate a media or learning tool that can support the material being taught so that students can understand and see it directly through PowerPoint or interactive videos. This can be proven by using learning media and facilities provided by the English teacher. In which she explains the material using PowerPoint and interactive videos, intending to give understanding to students and they have an idea when the teacher applies the Numbered heads together technique.⁸⁰

Thus, for teaching and learning activities to obtain maximum results, a teacher must always try to find additional references to support the material being taught, design teaching and learning activities, and design and apply learning techniques following the learning objectives to be achieved, namely developing students' reading skills based on theory and experience possessed by the teacher in adjusting the needs of students.

c. Enthusiasm of Students in Participating in Learning

Implementing the Numbered heads together technique in teaching reading comprehension shows several situations and conditions. At the second and third meetings, the students were already actively involved in teaching and learning activities, and the students looked orderly when joining their respective groups according to the teacher's instructions. Students are responsible when conducting discussions. Namely, they exchange opinions in determining the correct answer, and students look enthusiastically, raising their hands when the number is called by the teacher in answering the questions given. In the observation results, namely at the answering stage,

⁸⁰ Anugraheni, “Analisa Faktor-Faktor Yang Mempengaruhi..... p. 207

students compete with each other in answering questions because they fight over each other's scores.

Based on research conducted by Erwin Putra Permana, in which he found that the application of the Numbered heads together learning technique in the teaching and learning process in the second cycle ran smoothly, the conditions and situation of the classroom during the teaching and learning process were also conducive, where students were not busy and able critical thinking during the implementation of teaching and learning activities. The improvement of necessary thinking skills can be seen from the students' responses with indicators, in which students actively ask questions and are enthusiastic when they do not understand the material delivered by the teacher. In addition, at the heads-together stage in conducting discussions, students were seen to be active in collaboration with their group members, then exchanged ideas and considered the correct answers. The implementation of the Numbered heads together technique trains each student to have their responsibility for the tasks given to each group. Students dare to ask, respond, and express opinions on the questions given by the teacher. With the implementation of the Numbered heads together technique, students can respect the views of their friends during the discussion. Then students can express their thoughts by confidently presenting answers from the discussion results. In addition, there is a reward that has been given by the teacher to all students who are active in answering questions from the results of the discussion, namely giving scores to students who are correct in answering, in which the student will get points each group. They are accumulated at the final stage.⁸¹

Thus, the statement above proves that the implementation of the Numbered heads together technique can develop students' reading comprehension, which is from the English teacher's view that by

⁸¹ Permana, "Penerapan Metode Pembelajaran Kooperatif Numbered Heads Together..... p. 55-56.

implementing the Numbered heads together technique, students' reading comprehension can develop because students have enthusiasm in participating in learning. It can be seen that they are willing to memorize V_2 given by the teacher, so they can easily understand the meaning or content of the recount text. Robbica Martino et al. added that implementing the Numbered heads together technique significantly affected students' reading comprehension scores. Also, students were more enthusiastic about learning to read and paid more attention to the material presented by the teacher.⁸²

3. The Inhibiting Factors Faced in the Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together

In the implementation of teaching and learning activities using the Numbered heads together technique in teaching reading comprehension, the English teacher states that it does not always run smoothly. Still, the teacher as a supervisor and class manager always tries to keep learning optimally. Apart from supporting factors in implementing the Numbered heads together technique, the English teacher stated that sometimes in the learning process, there are obstacles, which can be an inhibiting factor in the implementation of learning. Among the inhibiting factors are some students who lack awareness in participating in learning, students who lack confidence when presenting answers in front of the class, and limited time in teaching.

a. Students Lack of Self-Awareness

Self-awareness in students is essential for the learning process. The feedback that students have given regarding the implementation of teaching and learning activities can determine the success or failure of the learning process carried out by the teacher. Self-awareness is an essential standard material to show clarity

⁸² Robbica Martino, Wiwiek Istianah, and Musli Ariani, "The Effect of Using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas," *Jurnal Edukasi UNEJ* 2, no. 1 (2015): 17.

and understanding of the behavior of each individual. In addition, self-awareness is something that can allow others to observe themselves and be able to distinguish themselves from others, and be able to position themselves in a situation.⁸³

Based on the observations that the researcher made at the first meeting when the teacher taught reading comprehension in the recount text material, it was found that some students still lacked awareness of the learning techniques applied by the teacher. Students do not understand that self-awareness is one form that is very important to do, especially in implementing cooperative learning using the Numbered heads together technique. With the learning techniques used by the teacher, students can discuss, understand, and resolve with the provisions or agreement of all group members. Students who lack self-awareness when teaching and learning activities take place can be proven by the presence of students who are noisy with their side friends and disturb their friends during discussions at the heads-together stage. Namely, in the third stage in the implementation of the Numbered heads together technique, some students do not Pay attention to the explanation from the teacher. Namely, there are students who are still busy with their own activities that are not important, and there are still students who sleep when members from other groups make presentations, namely at the answering stage. Therefore, at the first meeting, the teacher always tries to make learning run conducive. The teacher always pays attention by approaching students when they are noisy with their side friends, with the aim that all students pay

⁸³ Laila Maharani and Meri Mustika, "Hubungan Self Awareness Dengan Kedisiplinan Peserta Didik Kelas VIII Di SMP Wiyatama Bandar Lampung (Penelitian Korelasional Bidang BK Pribadi)," *Jurnal Bimbingan Dan Konseling (E-Journal)* 03, no. 1 (2016): 59, <https://ejournal.radenintan.ac.id/index.php/konseli>.

attention to the teacher's explanation and focus on discussing with each group.⁸⁴

Research from Erwin Putera Permana found that in cycle 1, the implementation of the Numbered heads together technique had been carried out well. Still, in whilst-teaching activities, namely, when the teacher explained the material, the material did not run smoothly because many students were busy alone and joking with friends during teaching and learning activities. In addition, when students conduct discussions with their groups using the NHT technique, some groups have not finished working on their group assignments within the allotted time because some group members do not participate in the work. That means some children lack self-awareness.⁸⁵

Thus, the statement above explains that the English teacher can overcome the lack of self-awareness in students because when implementing the Numbered heads together technique at the second and third meetings, students can already be arranged, and students can go through the steps of the learning technique used by teachers in teaching reading comprehension in recount text material.

b. Students' Lack of Self-Confidence

The diversity of individual characters and abilities will give each student a different understanding and acquisition of learning outcomes. Self-confidence in students is a belief in themselves to develop the potential or skills that exist within each individual to achieve something beneficial for themselves and the people around them.

Each student comes from a different environment and background. Therefore, teaching and learning

⁸⁴ Data Obtained from Class Observations(Observation Guidelines at point 7) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

⁸⁵ Permana, "Penerapan Metode Pembelajaran Kooperatif Numbered Heads Together (NHT)..... p. 55.

activities in the classroom will affect the personality of each individual, the formation of self-confidence, and the way individuals interact with their environment. The self-confidence possessed by students will affect how they interact in their learning environment. Based on research conducted by Putu Tita Indriani et al., self-confidence is one of the essential characteristics of students because self-confidence is one of the psychological conditions of a person that can affect physical and mental activity in the process of implementing learning.⁸⁶

Based on the results of observations from the implementation of the Numbered heads together technique, it showed that in the first meeting, some students were less confident in presenting their answers in front of the class, where the activity was carried out by students in the fourth stage, namely the answering stage. Some students are less active in critical thinking in expressing their opinions when presenting the results of discussions from each group. They feel afraid and not confident even though the Numbered heads together learning technique is applied with the aim that students can think critically and be able to understand the characteristics and content contained in the recount text, through which they can exchange opinions or ideas to determine the correct answer from group discussions. Besides that, from the Numbered heads together technique, they can express their views confidently and fearlessly. However, the evidence in the field shows that the students' lack of self-confidence is caused by a lack of students' knowledge of vocabulary mastery in understanding recount texts. They find it difficult to interpret the text in each paragraph, then when the teacher appoints one student to present their knowledge of the content of the reading, they look embarrassed and lack

⁸⁶ Putu Tita Inggriani Cintya Dewi, Kadek Rahayu Puspadewi, and Kadek Adi Wibawa, "Pengaruh Kepercayaan Diri Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 5 Kuta Selatan," no. 20 (2020): 78-79.

confidence.⁸⁷ Mulya Yusnarti added that there were obstacles found during the learning process using the Numbered heads together technique, including students experiencing difficulties at the discussion stage and some students not daring to present their answers in front of the class.⁸⁸

Thus, from the inhibiting factor, namely the lack of confidence in students, the English teacher stated that each individual had different intelligence and abilities from one another. The implementation of teaching reading comprehension using the Numbered heads together technique can measure students' level of understanding so that there are students with good thinking skills but do not necessarily dare to speak in front of the class. This is because students do not have the mental readiness to convey the results of group discussions in front of the class. Therefore, the existence of this inhibiting factor, the English teacher has a solution to train students so that they remain active in answering the questions that have been given. Students who are embarrassed to speak in front of the class are allowed to present their answers by reading the results of group discussions and answering directly by standing in their seats. However, implementing the Numbered heads together technique at the second and third meetings could run better than in the initial meeting, where students still felt awkward presenting their answers.

c. Limited Time in Teaching

In the implementation of the Numbered heads together technique, the English teacher stated that he needed more time because, in its implementation, there were four stages, including Numbering, questioning,

⁸⁷ Data Obtained from Class Observations (Observation Guidelines at point 7) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

⁸⁸ Mulya Yusnarti, "Kesulitan Guru Dalam Menerapkan Teknik Pembelajaran Number Head Together (NHT) Di Sekolah Dasar," *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)* 1, no. 1 (2020): 14.

heads together, and answering. However, the time used is limited because the teacher must condition the class, then divide the students into several groups, make numbering, ask questions related to the recount text, give time for students to have discussions with each group, and randomly name numbers. and the number that has been mentioned must present the results of the group discussion following the questions that the teacher has asked. Therefore, from the implementation of the Numbered heads together technique, another inhibiting factor is the limited time in teaching, especially when students have to give answers in turn, so that the time in conducting discussions is reasonably reduced.⁸⁹

Abdul Sakban and Wahyudin added that the implementation of the Numbered heads together technique was different from the conventional learning model. In conventional learning, students only read, write, and listen, so the teaching and learning process is more teacher-centered and on student manuals, and one-way communication between teachers and students is reduced, thus tending to minimize student involvement. Then when the Numbered heads together technique is applied, some obstacles make the inhibiting factor in the implementation of learning, such as taking a long time to teach, especially if one of the students is noisy, the teacher must condition the class. It will reduce the time in teaching.⁹⁰

Thus, the statement above regarding the inhibiting factors in implementing the Numbered heads together technique include some students' lack of self-awareness, students' lack of self-confidence when presenting their answers, and limited time in teaching. However, at the second and third meetings, the learning implementation process was better than in the first meeting, where the

⁸⁹ Data Obtained from Class Observations (Observation Guidelines at point 7) at MTs Matholi'ul Huda Posono Gembong Pati, March, 20th until April, 20th, 2022.

⁹⁰ Abdul Sakban and Wahyudin, "Penerapan Model Cooperative Learning Tipe Numbered Head Together Terhadap Hasil Belajar Pendidikan Pancasila Dan Kewarganegaraan Sekolah Menengah Pertama" 7, no. 1 (2019): 24.

teacher always paid attention to aspects that students must do. From the limited time in teaching, the teacher makes efforts in classroom management, as well as making more direct contact with students, so that students can participate in learning for the better.

