

## Numbered Head Together To Foster Reading Comprehension And Self-Confidence In For Pesantren Students

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### Abstract

*This study focuses on seeing the effectiveness of the application of Numbered Head Together (NHT) in helping to learn cooperatively and developing students' confidence in their reading comprehension in the English area environment at the secondary level in the Karang Durin Islamic boarding school, the findings of this study showed that the use of the Numbered Head Together (NHT) method was able to encourage and maximize student collaboration, Active participants, able to build students' self-confidence and increase cooperation possessed by students in groups, to build reading learning comprehension more enjoyable. Researchers acknowledge the lack of limitations due to limited sample size and duration, but this study still underlines further research to provide an understanding of the importance of applying cooperative learning methods, Numbered Head Together NHT. This research method used a qualitative approach and proposed a recommendation emphasizing the importance of testing NHT cooperative learning methods in education, as evidenced in proven references.*

**Keywords :** Cooperative learning , Numbered Head Together, Self-confidence

### Introduction.

Each student has different characteristics; some are brave and optimistic, while others are typical students who lack confidence. In English class, if a student has confidence in himself, he can develop his potential well. Students will be more courageous and quick to make decisions. Syaipul and Amri (2018) state that self-confidence is a very important aspect in measuring an important personality trait in a person. Without a sense of confidence, they will have problems themselves. Self-confidence is valuable in a person's social life because, with self-confidence, a person can actualize all the potential within him. This

self-confidence trait can also be influenced by the abilities and skills possessed. Rismayanti (2016) reinforces that students will find it difficult to collaborate with their colleagues without self-confidence. Moreover, Generation Z students do not directly interact easily with their colleagues because they prefer to spend their time surfing the internet. So, in English classes, the group method is more suitable for teaching Gen Z, who are more likely to be passive and less cooperative.

Using cooperative learning models is a very effective approach to strengthening students' understanding as a group and building their confidence in various aspects of learning. In the cooperative method, students will obtain four skills, including critical, collaborative, communicative, and creative skills. One strategy is Numbered Head Together (NHT). Sari (2013) explains that NHT is a good type of cooperative learning to cover overall or individual group responsibilities that lead to cooperative interactions between students. This method suits educators to develop group work and peer interaction and build student confidence.

Materials suitable for the use of the NHT method include comprehension of Reading. Reading is an activity of a skill that is stored in the brain. In English, Reading must be learned by students as Reading is a process by which information is received, interpreted, and encoded in the form of language through printed media (Grabe, 2009, p. 14). Reading activities must be fun so that students can understand the Reading. For this reason, a teacher must have interesting, creative, and innovative techniques so that students can understand as a whole when reading. Nurdiana (2016) stated that the positive impact on students through the application of the NHT method in Reading, among others, students are more enthusiastic in learning, students are more courageous in giving their opinions, it easier to complete the tests given, more interactive and active in working with their colleagues. Novitasari & Abdullah (2013) suggest that learning by applying the NHT method shows that this technique can improve students' ability to understand Reading, influence attention, and motivate students in learning activities due to group discussions.

This HHT technique can help students participate in the teaching and learning process, listen to the teacher's explanation seriously, and cooperate with

their classmates in groups (Gustadevi, Ngadiso & Asib, 2012). NHT methods are effective because all students in the group have the same responsibilities and motivation to support each other's learning. This makes students more active, confident, and enthusiastic in explaining the answer, especially for students who lack confidence and are usually too shy to engage with their friends in class. Through the NHT method, students can express their thoughts without fear and work together to solve problems. Besides that, students will have an easier to develop self-confidence, easier to compromise with friends, not easily bored in learning, can be closer to friends at work, more accustomed to working in groups, and more interested in sharing knowledge in groups (Selong, 2019). Using NHT techniques can change positively impacting students' attention. During the learning process, students are more enthusiastic, more confident in answering questions given by researchers, and able to actively participate in group discussions so that the classroom atmosphere becomes more lively and communicative. Students can also be more attentive and serious in participating in lecture activities without feeling bored and sleepy. From several opinions expressed, it can be concluded that cooperative teaching using the NHT method has advantages in maximizing student cooperation and ability that will provide an understanding of the students. This is due to the characteristics of Gen Z, who prefer technology and prefer to communicate in cyberspace. Therefore, researchers want to know the effectiveness of teaching through the NHT cooperative learning method as far as possible, helping students foster confidence in doing the same activities with their peers.

So far, several studies have demonstrated the applicability of the NHT method in various contexts, resulting in classes that are more efficient and cooperative (Johnson & Johnson, 2014). Using the NHT cooperative learning model has improved student learning outcomes in higher education based on validated theories. Slavin (2015) found that the NHT-type cooperative learning model was more effectively implemented in elementary schools to improve student learning outcomes. Kagan (2015) stated that the NHT-type cooperative learning model is an effective method for improving classroom learning quality. Gillies (2016) reviewed various research and practices implementing cooperative learning, including the NHT type, and found that this method effectively

improved student learning outcomes. McMillen et al. (2016) revealed that the NHT approach was designed to create a more active response from students when teaching. Webb (2016) researched interactions between peers and learning in small groups and found that cooperative learning models, including the NHT type, positively impacted student learning outcomes. Vygotsky (2017) emphasized that using the NHT-type cooperative learning model was by principles of social interaction in learning. He also emphasized the importance of interaction between students in the learning process, and the NHT model can provide opportunities for students to interact with each other and build mutual understanding. Nur (2005) added that in implementing the NHT model, it is necessary to involve students in reviewing the material in the lesson or checking their understanding of the material provided.

From several studies that have been presented, it can be seen that more in-depth exploration is needed related to the application of (NHT) to increase the effectiveness of cooperative learning and self-confidence, especially at the intermediate learning level. In addition, it is also important to thoroughly understand the context of applying the (NHT) method in the Islamic boarding school environment so that it can be the basis for further research later. Therefore, this study aims to explain the application of the (NHT) method in reading learning at the intermediate level in the Islamic boarding school environment, focusing on evaluating the quality of cooperative learning and self-confidence.

## Method

This study uses a qualitative approach to understand the application of the NHT method in depth, which can improve reading comprehension for intermediate students in the English area of the Karang Durin Islamic boarding school. The reason for choosing the Islamic boarding school is because the Karang Durin Islamic Boarding School provides a level of education that is packaged with a discipline system, so sometimes an area is required to use English and carry out a learning schedule for students who are in the English area every morning after Istighosah Ba'da Fajr, where tutors implement different methods such as using

this NHT method. The participants were 60 students, with 6-7 students in each group. The criteria for selecting participants are using the same number and using counting media to take the same participant numbers; the same count will join numbers 1-8. The research instrument of the present study includes observation and interviews to collect data on the application of the NHT method and its benefits to student collaboration, active participation, and understanding of the material.

1) Observations:

Researchers made observations during English learning in the Karang Durin Islamic boarding school's English area to record the NHT model's application in teaching reading comprehension. The observations focused on how the NHT method facilitated student collaboration and active participation. Researchers also observed students' responses and engagement with the material while using the numbered heads.

2) Interview:

In addition to observation, researchers also conducted interviews with English teachers and students in the English area of the Karang Durin Islamic boarding school. The interviews aimed at gathering insight into students' experiences with the NHT method and its impact on their reading comprehension. The interview also explored the advantages of the numbered head together method in improving discipline, confidence and pleasure in the reading learning process.

Data collected from observations and interviews were analyzed to identify patterns and themes related to applying the NHT method. The analysis focused on students' perceptions of these methods, their level of engagement, and students' cooperative impact and methods on their reading comprehension.

## **Finding**

The results of observations in this study clearly show that applying the Numbered Head Together (NHT) method in teaching reading comprehension to secondary-level students in the English headquarters area effectively improves discipline, active participation, and cooperation. Collaboration between students is clearly seen in a significant increase in scores in assessing disciplinary aspects,

active participation, and student collaboration after implementing the Number Head Together (NHT) method. This has led to the application of the numbered head together (NHT) method, providing students with a deeper understanding of the positive contribution of the NHT method in improving class dynamics and interaction among students, strengthening the teaching foundation in their learning at the secondary level within the context of the English Course.

The findings of the application of the Number Head Together (NHT) method in helping students increase confidence in understanding Reading teaching for students in the Karang Durin English area are shown in Table 1.

Table 1. Gain confidence assessment

Interview Date	Self-confidence level (scale 1-5)
05 August 2019	4
06 August 2019	3
07 August 2019	5
08 August 2019	5
09 August 2019	5

The data in Table 1 showed that most students experienced a significant improvement in their confidence levels after applying the Numbered Head Together (NHT) method. The interview was conducted with Karang's students During the English Course (KEC). NHT's learning method makes it easier for students to understand the material and allows active participation in the learning process, both reported by teachers and students. The following is an excerpt from a teacher interview regarding the application of NHT:

"Before we applied the numbered head together (NHT) method, there were indeed obstacles in learning in the English area classroom; it was also very difficult to control students when providing material because there were so many students in the English area and also related to too short time for teaching program because of the program in the boarding school. However, after the application of this method is carried out, there are conveniences obtained, including students in this English area, fewer passive students, they are more active because they receive the same

understanding, for that we are very helped and often use group methods to teach students".

In addition, students expressed pleasure and interest in learning English when the Numbered Head Together (NHT) model was used. This is stated in the following excerpt:

"I am very happy because of the use of this NHT method. I am more helped by a group of friends about what I do not understand with the material the teacher usually explains. I can ask friends in my group without asking the teacher which makes it easier for me. This method is also easier to understand even though a little command from the teacher".

## Discussion

The findings of this study show that the application of the NHT method has positively impacted students' confidence in learning. The NHT model has proven effective in increasing discipline, active participation, and student collaboration, resulting in a better understanding of the material. This is consistent with previous research highlighting the benefits of collaborative learning models in increasing student engagement and understanding (Smith et al., 2018; Johnson & Johnson, 2019). Observations and interviews conducted as part of the study revealed that the NHT model facilitated active participation and instilled confidence and readiness among students. This aligns with findings on cooperative learning that emphasize the positive impact of collaborative activities on students' self-confidence and academic performance (Slavin, 2014; Kagan, 2019). Furthermore, the findings of this study show that the NHT model made the learning process more enjoyable for students, as evidenced by their expression of pleasure and interest in English lessons. This aligns with research that promotes the importance of creating a positive and engaging learning environment to increase student motivation and academic achievement (Ryan & Deci, 2017; Fredericks et al., 2004). In conclusion, the results of this study support the effectiveness of the NHT model in teaching reading comprehension to third graders. This model encourages collaboration and active participation and contributes to students' confidence and excitement in the learning process. These

findings underscore the potential of cooperative learning strategies in improving student outcomes and creating positive classroom environments.

The study concluded that the NHT model provides benefits in teaching reading comprehension and helps students master the material more effectively. Furthermore, this study highlights that the NHT model encourages students to discuss and collaborate proactively, resulting in a deeper understanding of the material before it is presented in front of the class. This model also gives students a sense of discipline and responsibility, making the material less difficult and passive students becoming more active in class. In addition, the NHT teaching method gives students the confidence to convey their thoughts and be more active in learning. The study also emphasizes the advantages of the NHT method in facilitating teamwork and ensuring that all students in a group understand and are valued equally. In the context of learning to read English in Islamic boarding schools, this method allows students to prepare and discuss the material in advance, empowering them to understand the material better and supporting their friends. Overall, this study concludes that the NHT model is important in helping students master reading material and enjoy the learning process. In conclusion, from this research, applying the NHT method in teaching reading comprehension to intermediate-stage students has effectively encouraged collaboration, active participation, and a deeper understanding of the material. This model provides advantages in teaching reading comprehension and facilitating teamwork, thus making the learning process more enjoyable for students.

The findings of this study have some limitations in the form of a limited study sample size to intermediate karangdurin English Course (KEC), which may limit the generalisability of the findings to the wider population. Therefore, further research is needed in various educational contexts and with the wider population to test conclusions in general. In addition, observations of this study were conducted over a limited period, potentially not capturing long-term impacts or changes in student engagement and understanding over time. If the duration of the study is extended, it will be possible to find different results. Given that this study used interview instruments with a small number of participants, and the responses may be influenced by social desirability bias, they

might affect the accuracy of the data. Moreover, this study relies heavily on the point of view of English teachers, thus potentially causing bias in the interpretation of the effectiveness of the NHT method. For this reason, follow-up research involving the perspectives of students, parents, and other educational staff is still needed to gain a more comprehensive understanding of the impact of the NHT method.

Research findings still open opportunities for future studies that consider external factors such as individual differences in students, previous knowledge possessed by students, or environments such as home that can affect the results of applying the NHT method. Because the context in this study is an Islamic boarding school environment with intermediate-level learners, it needs to be tested at other learner levels, such as English for young learners. Thus, this also has implications for training teachers or coaches in English areas and smaller courses on effectively applying NHT methods and other collaborative strategies. This further action will help deepen understanding of the usefulness of the Number Head Together method to enhance student understanding and provide a solid foundation for practical application in various educational contexts.

### **Conclusion**

This research allows for a comprehensive exploration of the application of the NHT method and its effect on student collaboration, active participation, and understanding of the material. Students also expressed pleasure and interest in English lessons using the NHT model. The study concludes that the NHT model provides advantages in teaching reading comprehension and contributes to a positive and engaging learning environment. The qualitative approach provides valuable insight into the advantages of the NHT method in improving reading comprehension for third graders in the Karang Durin English area and yielded positive results. This research has implications for further research so that it can be applied in Islamic boarding schools for English language teachers and tutors in other Islamic boarding schools.

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