Students' Perceptions on The Use of Numbered Head Together Technique in Teaching Reading Comprehension

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ABSTRACT

The aim of this study was to find out students' perceptions on the use of Numbered Head Together technique in teaching reading comprehension. The participants of the study were 30 students of Grade VIII SMP N 35 Medan. The data were analyzed by using descriptive qualitative. The data were collected by conducting observation, questionnaire, and interview. The questionnaire was designed based on Likert scale. The result of this study showed that most students gave positive response on the use of Numbered Head Together technique in teaching and learning reading comprehension process. There were only 9 students who gave negative response to the used of Numbered Head Together technique in teaching reading comprehension which could not help them in learning many reasons namely; they felt uncomfortable to learn in group discussion and they felt boring during the teaching and learning process. In short, the used of Numbered Head Together technique in teaching reading comprehension can motivate and attract them to be more enthusiastic in learning reading comprehension.

Keywords:
Numbered Head Together, Reading Comprehension, Recount Text, Students' Perception

INTRODUCTION

In an academic environment, reading is regarded as the primary tool for acquiring new knowledge and gaining access to several explanations and interpretations (Marianne, 2014). It indicates that reading is an important tool for students to use to gain new information. However, based on several research studies on English teaching in Indonesia, the objective of learning English has never been perfectly achieved (Gunarwan, 2000).

According to Nurkamto (2000), there are several challenges in teaching English in Indonesia, including: (1) English is a second language in Indonesia, and students just

acquire it in class; (2) Indonesia is thousands of miles distant from English-speaking countries, providing students limited opportunities to apply the target language within real-life contexts; (3) Indonesia has several traditional viewpoints that do not motivate students to learn as much as possible; and (4) the professional and academic environment in Indonesia.

English teaching experts have devised several techniques to help teachers in overcoming the problem. The Cooperative Learning model is one of them. According to Bern and Erickson (2001:5), cooperative learning is a learning model that sets up learning in small groups in which students work together to accomplish academic objectives. Cooperative learning is a teaching model in which students work together in small groups to help one individual understand the academic subject of another. According to Slavin (1994), in cooperative learning, students are supposed to assist one another, discuss, and debate one another, assess one another's present knowledge, and fill gaps in one another's understanding. This demonstrates that cooperative learning refers to a variety of teaching techniques in which students cooperate in small groups to assist one another in learning academic topics. Cooperative learning employs a variety of techniques. The researcher chose the Numbered Head Together technique for this study.

Numbered Head Together (NHT) is a type of cooperative learning technique that requires each student in the group to be accountable for learning the subject matter. Students must collaborate in groups and think collaboratively to solve problems with all group members in this technique. Every person is responsible for figuring out the answer because no one knows which group will be asked to present the answer by the teacher. According to Cooper (1999: 282), the NHT technique provides incentives for students to improve their interest in socializing with an academic objective, invest in their teammates' learning, and work hard on their own. Furthermore, the NHT technique is a learning technique that allows students to be more active in understanding the subject matter, both in groups and individually (Kusumojanto,2009).

Several previous studies have found that implementing NHT can assist students in improving their reading comprehension skills. A study titled "The Implementation of Numbered Head Together (NHT) in Improving Reading Comprehension Skill of The Eight Grade Students of SMP Negeri 16 Banda Aceh" by Oulia (2021) found that NHT is a good teaching technique that can be used to teach reading. Meanwhile, Eko and Giyoto (2017) discovered in their study "Improving Students' Reading Comprehension through

Numbered Head Together Techniques" that most students with low average reading comprehension abilities benefit from the use of NHT.

Based on the previous research and explanations, numbered head together are useful in enhancing pupils' reading comprehension. However, to establish the effectiveness of the NHT technique in the educational environment, students' perceptions of learning reading comprehension must be observed. Perception is the process through which an individual receives stimuli through his senses, also known as the sensory process. Stimulation will persist, and the perceptual process will continue (Walgito, 2010). The teacher's teaching method is influenced by students' perceptions of learning. After realizing the students' perceptions, teachers can select the appropriate technique and model in teaching and learning activities.

Therefore, the researcher needs to investigate how the NHT technique itself from the student's point of view, so that teachers can evaluate the teaching technique used in teaching reading comprehension, and this technique will be expanded by other teachers. Furthermore, teachers must be aware of their students' perceptions of the classroom learning activity. This study is important because student perceptions can be utilized to determine the student's understanding of learning.

Based on the explanation above, the researcher was interested in knowing the students' perceptions of learning reading comprehension of recount texts using the Numbered Head Together technique, therefore the researcher conducted a study entitled "Students' Perceptions on the Use of the Numbered Head Together Technique in Teaching Reading Comprehension at Eight Grade SMP N 35 Medan.

METHOD

This research used a descriptive qualitative method. This research aims to determine the student's perceptions on the use of Numbered Head Together technique in teaching reading comprehension at eighth grade.

The participants of this study were 30 students from classes VIII-10 in SMP Negeri 35 Medan. The data of this study came from the observation of the learning process in the classroom and, the student's answers to the questionnaires about their perceptions on the use of NHT technique in teaching reading comprehension, and results of the interview of some of the students about learning reading comprehension of recount text through Numbered Head Together at eight grade, and questionnaires which shared to the students

to find validity, not forgetting the complementary data documentation. The location of this research is at SMP N 35 Medan.

RESULTS

The Results of Observation of the Teaching and Learning Process

To reveal the results of the classroom practice on the use of Numbered Head Together technique in teaching reading comprehension, the researcher observed the teaching and learning process and take video and photo recordings when the teacher taught reading comprehension using the NHT technique, and then the student's scores were taken to support the data.

The researcher observed some good practices regarding the English teacher based on classroom observations. The teacher began the meeting by greeting all students in the classroom in English, and students responded in English. After that, the teacher checked the attendance list of students one by one. The teacher motivated the students before explaining the learning objectives and materials to them. Following that, the students paid close attention to the teacher.

Next, the researcher also observed the main activities in the learning process. The teacher began the class by showing a sample of recount text and then explaining the text. The teacher effectively managed the class and carried out the learning process, as evidenced using fun materials and learning media at the start of the class meeting. Students listened and attempted to comprehend the learning media presented by the teacher.

Then, the teacher asks several questions to students that encourage students to think critically while learning the recount text. After that, students answered these questions. The teacher next showed students an example of recount text. After reading the text, the teacher asked students to listen and repeat what he said. The teacher asked one of the students to read the recount text. After the students understood the explanation, the teacher assigned them the task of writing a recount text based on their experiences. After the students completed their task, the teacher asked them to compare their results with those of each of the participants in the group, and after that, the teacher asked two of them to represent the group by reading the recount text in front of the classroom.

The teacher and students made summaries or conclusions at the end. Next, the teacher concluded the lesson by encouraging students to remain motivated to learn. Following that, the teacher asked one of the students to lead the prayer together. Then, the

teacher and all the students prayed together. To conclude the meeting, the teacher gave closing greetings then the students responded.

The Results of Questionnaire Analysis

This research aimed to find out what are the students' perceptions on the use of Numbered Head Together in teaching Reading Comprehension at 8 th grade SMP N 35 Medan. The questionnaire contained 10 questions and took the form of a checklist. The item in each question 4 alternative answers. The score for each answer were 4 for strongly agree, 3 for agree, 2 for disagree and 1 for strongly disagree (Sugiyono,2016).

The student's responses to the questionnaires were analyzed with the Likert scale, the data obtained from the questionnaire were in the form of numbers which were then analyzed and explained based on the following table:

Table 4.1 The Percentage of Students' Perceptions

No.	Statement	Answer	Frequency (F)	Percentage (P)
1	*Saya pernah mendengar Numbered Head Together sebelumnya* (I had heard the Numbered Head Together before)	Strongly Agree	6	20
		Agree	21	70
		Disagree	3	10
		Strongly Disagree	0	0
2	*Saya menyukai teknik Numbered Head Together yang digunakan oleh guru dalam mengajar pemahaman membaca* (I like the Numbered Head Together technique used by the teacher in teaching reading comprehension)	Strongly Agree	23	77
		Agree	6	20
		Disagree	1	0,3
		Strongly Disagree	0	0
3	*Belajar dengan menggunakan teknik Numbered Head Together (NHT)dapat menghilangkan rasa bosan saya saat proses kegiatan belajar mengajar* (Learning by using the Numbered Head Together technique can eliminate boredom during the learning process)	Strongly Agree	17	57
		Agree	11	37
		Disagree	2	6,7
		Strongly Disagree	0	0
4	*Teknik Numbered HeadTogether (NHT) membuat saya lebih serius dalam mempelajari teks recount* (The Numbered Head Together technique make me more serious in learning the recount text)	Strongly Agree	10	33
		Agree	17	57
		Disagree	2	6,7
		Strongly Disagree	1	0,3

No.	Statement	Answer	Frequency (F)	Percentage (P)
5	*Belajar dengan menggunakan teknik Numbered Head Together (NHT) membuat saya lebih aktif dalam kegiatan pembelajaran*	Strongly Agree	13	43
		Agree	17	57
		Disagree	0	0

	(Learning by using the Numbered Head Together	Strongly Disagree	0	0
6	*Teknik Numbered Head Together (NHT) Membuat motivasi saya untuk belajar semakin meningkat* (The Numbered Head Together technique increases mymotivationin learning)	Strongly Agree	9	30
		Agree	18	60
		Disagree	3	10
		Strongly Disagree	0	0
7	*Belajar teks recount melalui teknik Numberd Head Together sangat menyenangkan* (Learning recount text by using Numbered Head Together was interesting)	Strongly Agree	14	47
		Agree	15	50
		Disagree	1	0,3
		Strongly Disagree	0	0
8	*Saya lebih memahami teks recount setelah menggunakan teknik Numbered Head Together karena boleh saling berdiskusi* (I understood the recount text after using the Numbered Head Together technique because I am allowed to discuss	StronglyAgree	13	43
		Agree	12	40
		Disagree	5	17
		StronglyDisagree	0	0
9	*Saya merasa lebih semangat belajar setelah menggunakan teknik Numbered Head Together* (I felt more enthusiastic about learning after using the Numbered Head Together technique)	StronglyAgree	13	43
		Agree	17	57
		Disagree	0	0
		StronglyDisagree	0	0
10	*Saya tertarik belajarbahasa Inggris melalui teknik Numbered Head Together karena membuat saya nyaman selama kegiatan pembelajaran* (I interested in learning English through the Numbered HeadTogether technique becauseit makes me	StronglyAgree	19	63,3
		Agree	7	23,3
		Disagree	4	13,3
		StronglyDisagree	0	0

Table 4.1 presented the percentage distribution of students' perceptions on their feeling after learning reading comprehension by using numbered head together technique. The result of statement number one showed that 3 of the students who disagreed with the statement. In fact, there were 21 of the students who agreed, and 6 people who strongly agreed that they have ever heard the NHT technique. This meant that the majority of the students agreed that they have ever heard the technique used by the teacher in teaching reading comprehension.

The result of statement number two showed that none of the respondents strongly disagreed and only 1 disagreed that they like the NHT technique used by the teacher in teaching reading comprehension. There were 23 who strongly agreed and 6 of the students who agreed that they like to learn English using numbered head together technique. In fact, most of the students strongly agreed with the statement. This indicated that the majority of the students considered that they like the using of the numbered head together technique in teaching reading comprehension.

Statement number three resulted the fact that none of the students strongly disagreed and only 2 students who disagreed that learning by using the NHT technique can eliminate the tedious during the teaching and learning process. Meanwhile, there were 17 of the students who strongly agreed, and 11 of the students who agreed that learning reading comprehension through Numbered Head Together technique can eliminate the tedious during the teaching and learning process. The conclusion of this statement was that the NHT technique can eliminate the tedious during the learning process. In other words, the majority of the students agreed that learning through the NHT technique was an interesting technique used by the teacher. As a result, they mostly give positive perceptions of this statement.

Statement number four showed that 1 of the students strongly disagreed and 2 of the students who disagreed with the statement. However, there were 17 of the students who agreed, and 10 of the students who strongly agreed that the Numbered Head Together technique makes the students more serious in learning recount text. As a result, it can be inferred that most of the students agreed that they became more serious in learning recount text through the using of the NHT technique. The students mostly gave the positive perception to statement number four.

The result of statement number five showed that none of the students strongly disagreed and none of the students who disagreed with the statement. However, there were 17 of the students who agreed, and 13 of the students who strongly agreed that learning with the NHT technique makes the students more active during the teaching and learning process. This indicated that every student agreed that the Numbered Head Together technique made students more active during the teaching and learning process.

The result of statement number six showed that none of the students strongly disagreed and 3 of the students who disagreed that they feel motivated in learning reading comprehension by using Numbered Head Together technique. However, there were 18 of the students who agreed and 9 of the students who strongly agreed that they feel motivated in learning reading comprehension by applying Numbered Head Together technique. This indicate that most of students agreed that they were motivated in learning reading comprehension through Numbered Head Together technique.

The result of statement number seven showed that none of the students who strongly disagreed and 1 of the students disagreed that learning recount text by using Numbered Head Together technique was very pleasant. However, there were 15 of the

students who agreed and 14 of the students who strongly agreed that learning recount text by using the NHT technique was very pleasant. This indicate that most of students agreed that learning recount text by using NHT technique was very pleasant.

Statement number eight showed that none of the students who strongly disagreed and 5 of the students who disagreed that the students more understood recount text after using the NHT technique because they could discuss with each other. However, there were 12 of the students who agreed and 13 of the students who strongly agreed that the students more understood the recount text after using the Numbered Head Together technique because they could discuss with each other.

Statement number nine was about whether the students felt spirit in learning reading comprehension after using the Numbered Head Together technique or not. The result presented that there were 17 of the students who agreed, and 13 of the students who strongly agreed that they felt spirit in learning reading comprehension after using Numbered Head Together technique. The result presented none of the students who strongly disagreed and none of the students who disagreed. As a result, statement number nine showed that none of the students who were tired and lost spirits in learning reading comprehension after using Numbered Head Together technique.

The last statement presents that there were 19 of the students who strongly agreed and 7 of the students who agreed that the students were interested in learning reading comprehension by using the NHT technique because the technique made the students comfortable during the teaching and learning process. Meanwhile, none of the students who strongly disagreed, and 4 of the students who disagreed with the statement.

According to the data shown above, most of the students had positive perception to the using Numbered Head Together technique. It was clear that most of the students were given positive perceptions by put the check mark on the positive option namely "agree" and "strongly agree".

The Results of the Interview
Following the collection of data on the students' perceptions on the use of Numbered Head Together in teaching reading comprehension.

Data 1

Rscr: *Apakah anda pernah mendengar Numbered Head Together sebelumnya? Bagaimana pendapat kamu tentang penerapan teknik pembelajaran Numbered Head Together di dalam kegiatan pembelajaran?*

(Have you ever heard the Numbered Head Together technique? What do you think about the implementation of Numbered Head Together technique in learning activities?)

BA: *Iya. Teknik ini sangat menyenangkan karena saya bisa berdiskusi dengan teman kelompok.* (Yes. This technique is interesting because I can discuss the material with my friends in group)

The response above showed a positive response because according to the respondent, this technique is an interesting technique and through this technique, students can discuss the material provided by the teacher. While the positive response here is presented by the emergence of the words "yes" and "interesting"

Data 2

Rscr: *Apakah kamu menikmati diskusi kelompok yang lalu?*

(Did you enjoy the group discussion?)

C: *Iya, sangat menikmati.*

(Yes, really enjoyed)

The response above indicate a positive perception of group discussion using the numbered head together technique. Respondents showed positive perceptions as indicated by the appearance of the words "yes" and "really enjoyed"

Data 3

Rscr: *Menurut kamu apa kelebihan dari penggunaan teknik Numbered Head Together dalam belajar pemahaman membaca?*

(In your opinion, what are the advantages of using the Numbered Head Together technique in teaching reading comprehension?)

ES: *Dengan penggunaan teknik ini, pekerjaan menjadi lebih mudah dan lebih banyak berdiskusi sehingga pekerjaan menjadi lebih mudah.*

(Through the using of this NHT technique, the tasks become easier than before and more discussion, so that the tasks become easier)

The above response indicate a positive perception of the technique. Through the NHT technique, students can discuss material so that the material becomes easier to learn.

Data 4

Rscr: *Apakah anda termotivasi untuk mempelajari teks recount setelah menggunakan teknik Numbered Head Together?*

(Did you feel motivated to learn recount text after using Numbered Head Together technique?)

RS: *Ya, saya merasa termotivasi sehingga saya ingin mempelajari teks recount lebih mendalam lagi*

(Yes, I feel motivated so I want to study recount text more deeply)

The response above showed a positive perception to the numbered head together technique. This showed that the respondents feel motivated in learning, so they want to study the recount text more deeply. This positive response was indicated by the words "yes" and "feel motivated"

Data 5

Rscr: *Menurut anda, apakah teknik Numbered Head Together dapat membuat anda lebih semangat belajar teks recount?*

(In your opinion, can this Numbered Head Together technique make you more enthusiastic about learning recount texts?)

A: *Iya, teknik Numbered Head Together dapat membuat saya semangat belajar teks recount*

(Yes, the Numbered Head Together technique can make me enthusiastic about learning recount texts)

The response above showed a positive perception of the Numbered Head Together technique. This showed that the Numbered head together technique made students enthusiastic in learning recount text. Positive perceptions are shown from the words "yes" and "enthusiastic" However, this instrument identified not only positive responses but also negative responses from students. There were several respondents who gave negative perceptions which showed as follows:

Data 1

Rscr: Apakah *kamu pernah mendengar teknik Numbered Head Together sebelumnya?*
Bagaimana pendapat kamu tentang penerapan teknik pembelajaran Numbered Head
Together di dalam kegiatan pembelajaran?
(Have you ever heard the Numbered Head Together technique? What do you think about
the application of Numbered Head Together technique in learning activities?)
SNH: *Tidak, saya sudah pernah mendengar teknik Numbered Head Together Sebelumnya.*
Menurut saya, teknik ini sedikit menyenangkan dan diskusi kelompok kemarin juga saya
menyukainya, tetapi belajar bahasa inggris tetap membuat saya bosan walaupun
menggunakan teknik ini dan saya juga tidak terlalu serius dalam belajar menggunakan
teknik ini, mungkin karena saya masih kurang memahami langkah-langkah kegiatan belajar
yang ada pada teknik ini.
(No, I have never heard of the Numbered Head Together technique before. I think this
technique was a bit fun and I also liked the group discussion yesterday, but learning
English still makes me bored even using this technique and I also not too serious in
learning to use this technique, maybe because I still don't understand the steps of the
learning activities involved exist in this technique.)

The response above showed negative perception of the Numbered Head Together
technique. This showed that the respondent never heard the Numbered Head Together
technique before and according to the respondent the Numbered Head Together technique
was a bit fun and she liked the group discussion. The respondent gave a negative
perception because she still does not understand the steps of the learning activities
involved exist in this technique. This negative response was indicated by the words "never"
and "does not understand".

Data 2

Rscr: *Apakah kamu menikmati diskusi kelompok yang lalu?*
(Did you enjoy the group discussion?)
KD: *Tidak begitu menikmati, karena saya tidak begitu senang bekerja di dalam kelompok*
dan saya lebih senang jika bekerja sendiri.

(I did not really enjoy it, because I do not really like working in groups and I prefer to do the task by myself.)

The response above showed the negative perception to the Numbered Head Together technique. This showed that the respondent did not really enjoy the group discussion because she does not like working in a group and she prefer to do the task herself. This negative response was indicated by the words "did not enjoy" and "does not like working in a group".

Data 3

Rscr: *Menurut kamu apa kelebihan dari penggunaan teknik Numbered Head Together dalam belajar pemahaman membaca?*
(In your opinion, what are the advantages of using the Numbered Head Together technique in teaching reading comprehension?)
CS: *Menurut saya, teknik ini hampir sama saja dengan teknik pembelajaran yang lain seperti belajar kelompok biasanya. Tidak begitu menyenangkan dan membutuhkan lebih banyak waktu untuk melaksanakannya.*
(In my opinion, this technique was almost the same as other learning techniques such as group study in general. Not very fun and took more time to apply.)

The response above showed the negative perception to the Numbered Head Together technique. This showed according to the respondent, this technique was almost the same as the other learning techniques, and according to the respondent, this technique was not very fun and took more time to apply. The negative perception was indicated by the word "not very fun" and "take more time to apply".

Data 4

Rscr: *Apakah anda termotivasi untuk mempelajari teks recount setelah menggunakan teknik Numbered Head Together dalam belajar pemahaman membaca?*
(Did you feel motivated to learn recount text after using Numbered Head Together technique?)
NTU: *Tidak, saya tidak termotivasi mempelajari teks recount walaupun setelah menggunakan teknik Numbered Head Together, karena saya tidak serius mempelajarinya*

dan saya belum memahami teks recount tersebut. Selain itu, saya juga tidak nyaman belajar secara berkelompok karena belajar berkelompok itu membuat suasana kelas menjadi ribut.

(No, I am not motivated to learn recount text even after using the Numbered Head Together technique, because I am not serious about learning it and I don't understand recount text yet. Besides that, I am also not comfortable studying in groups because studying in groups makesthe classroom atmosphere noisy.)

The response above showed the negative perception to the Numbered Head Together technique. This showed that according to the respondents, the respondent was not motivated to learn recount text even after using the Numbered Head Together technique. Moreover, the respondent thought that studying in groups made the classroom atmosphere noisy. The negative perception was indicated by the words "not motivated" and "noisy".

Data 5

Rscr: *Menurut anda, apakah teknik Numbered Head Together membuat anda lebih semangat belajar teks recount?*

(In your opinion, can this Numbered Head Together technique make you more enthusiastic about learning recount texts?)

MBB: *Saya rasa tidak, karena menurut saya teknik ini sedikit membosankan untuk dilakukan di dalam kegiatan pembelajaran, misalanya ketika nomor yang dipanggil untuk presentasi itu bukan nomor kita, akan sangat membosankan melihat mereka presentasi di depan kelas, apalagi kalau suara orang yang presentasi itu pelan, maka akan tertutupi dengan suara-suara orang yang sedang berdiskusi didalam kelompoknya, sehingga tidak akan jelas terdengar apa yang mereka jelaskan di depan.*

(I did not think so, because I thought this technique was rather boring to do in learning activities, for example when the number called for a presentation was not our number, it would be very boring to see them presenting in front of the class, especially if the voice of the person presenting was low, it would be covered by the voice of the person who discussing in their group, so it would not be clear what they are explaining in front of the class.)

The response above showed the negative perception to the Numbered Head Together technique. This showed that the respondent thought this technique was rather boring to do in learning activities, and according to the respondent, this technique makes it possible for the students to be noisy so that when there were a number of students presented in front of the class, their voices would not be heard ad covered by the voice of the person who discussed in their group. The negative perception indicated by the words "boring" and "noisy"

From the results of the answers of all respondents, it was concluded that the majority of students gave a positive response to the use of the Numbered Head Together technique in learning reading comprehension, but in the questionnaire analysis there were only 9 students who gave negative response to the use of the Numbered Head Together technique in teaching reading comprehension could not help them in learning for many reasons namely; they felt uncomfortable to study in group discussions and they felt bored during the teaching and learning process. In short, the use of the Numbered Head Together technique in teaching reading comprehension could motivate and attract them to be more enthusiastic in learning reading comprehension, and also provide a fun and interesting learning environment for reading. In addition, the Numbered Head Together technique makes it easier to discuss material because the cleverer students could teach less clever students.

DISCUSSIONS

The analysis of data revealed that the students of grade VIII SMP N 35 Medan perceive the using of Numbered Head Together in learning reading comprehension. From the observations that have been conducted, the learning reading comprehension through Numbered Head Together technique in classroom were effective and ran smoothly. The researcher observed some good practices regarding the English teacher based on the classroom observations. The researcher also observed the students and found that the students paid close attention to the teacher during the learning process.

The questionnaire analysis showed that most of the students had positive perception to the using Numbered Head Together technique. Based on the questionnaire analysis, the researcher concluded that students positively responded to the use of the NHT technique in teaching reading comprehension. Moreover, the responses of students for the questionnaire per item distributed also reached more than 20 of the students for two

alternative responses namely "agree' and strongly agree". It means that the students extremely considered how good the teacher using the Numbered Head Together technique in teaching reading comprehension where students feel better in learning English, especially in recount text. This also affects their study achievements later, but in other cases such as the teacher providing suitable reading texts, creating a good situation for students in reading passages, focuses on students' objectives which always explains clearly the material given to make students feel comfortable with the class.

The results of the interviews showed that students can understand clearly and correctly when the teacher guides them in reading lessons, especially in recount texts, and they can also obtain information from the material presented by the teacher. It can be indicated that the NHT technique is suitable for students and can easily assist students in gaining understanding.

Furthermore, the interview results showed that majority of the students agreed that using the Numbered Head Together technique was very good for fostering a sense of individual responsibility in group discussions. According to Winarno (2002), NHT makes students not bored with learning activities and students can be sharing with their friends to solve the problems given by the teacher. The results of the interview showed positive perception which meant that the respondents show good responses.

Irwanto (2002), stated perceptions can be classified into two types: positive perception and negative perception. Positive perception refers to positive interpretations that involve people evaluating objects around them. Negative Perception which is describes all information negatively or as negative interpretations of the object being perceived. Furthermore, Sugiyono (2016), stated the measurement of the student's perception can be done using the Likert scale. The perception categories are positive if the answer to the interview transcript if the respondents show good responses. For example, in the answer, we find a word like: yes, motivating, interesting, likes, and other words to show a sense of agreement with the questions in the interview transcript. The perception categorizes as negative if the answer of interview transcript the respondents show less common responses such as found words as not interesting, boring, noisy, and the other word that show a sense of disagreement on the question in the interview transcript.

Nevertheless, some students responded negatively to the questionnaire items. Even though most of the students stated that the reading comprehension class was exciting and interesting, then the circumstances were also pleasant, there were a few students who

disagreed that teaching reading comprehension using the NHT technique were good and effective. It has similarity with the previous study conducted by Muhammad (2017) analyzed the students' perceptions, but in different technique used by the teacher in teaching reading comprehension. The study determined students' perceptions of how teachers teach in teaching reading comprehension. In different with this research, this research determined students' perceptions on the using of numbered head together in teaching reading comprehension. The study revealed the same result that most of the students had good viewpoints of the teacher's way or the teacher's technique in teaching reading comprehension.

CONCLUSIONS

Based on data analysis, findings, and discussion, it can be concluded that most of the students gave positive responses to the implementation of the NHT technique in teaching reading comprehension. The students also gave good and positive perceptions of learning reading comprehension using NHT technique. Students stated that the learning process through the NHT technique was good. Moreover, the students also thought that learning reading comprehension by using NHT technique had many advantages, such as making learning more interesting, improving their communication skills throughout the group discussion, motivating students to be more active, and confident, and then the material was easier to understand. Although most of the students gave positive perceptions, some of the students also gave negative perceptions of learning reading comprehension using NHT. Some of the students said the NHT technique in teaching reading comprehension cannot help, motivate, and attract them in learning English, because some reasons namely; they feel uncomfortable learning in group discussion, and they feel bored during the teaching and learning process.

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