



**IMPROVING THE SEVENTH GRADE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT BY USING NUMBERED  
HEAD TOGETHER TECHNIQUE**

**THESIS**

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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2020**



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**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Program, Language and Art Department, the Faculty of  
Teacher Training and Education, Jember University

**By:**

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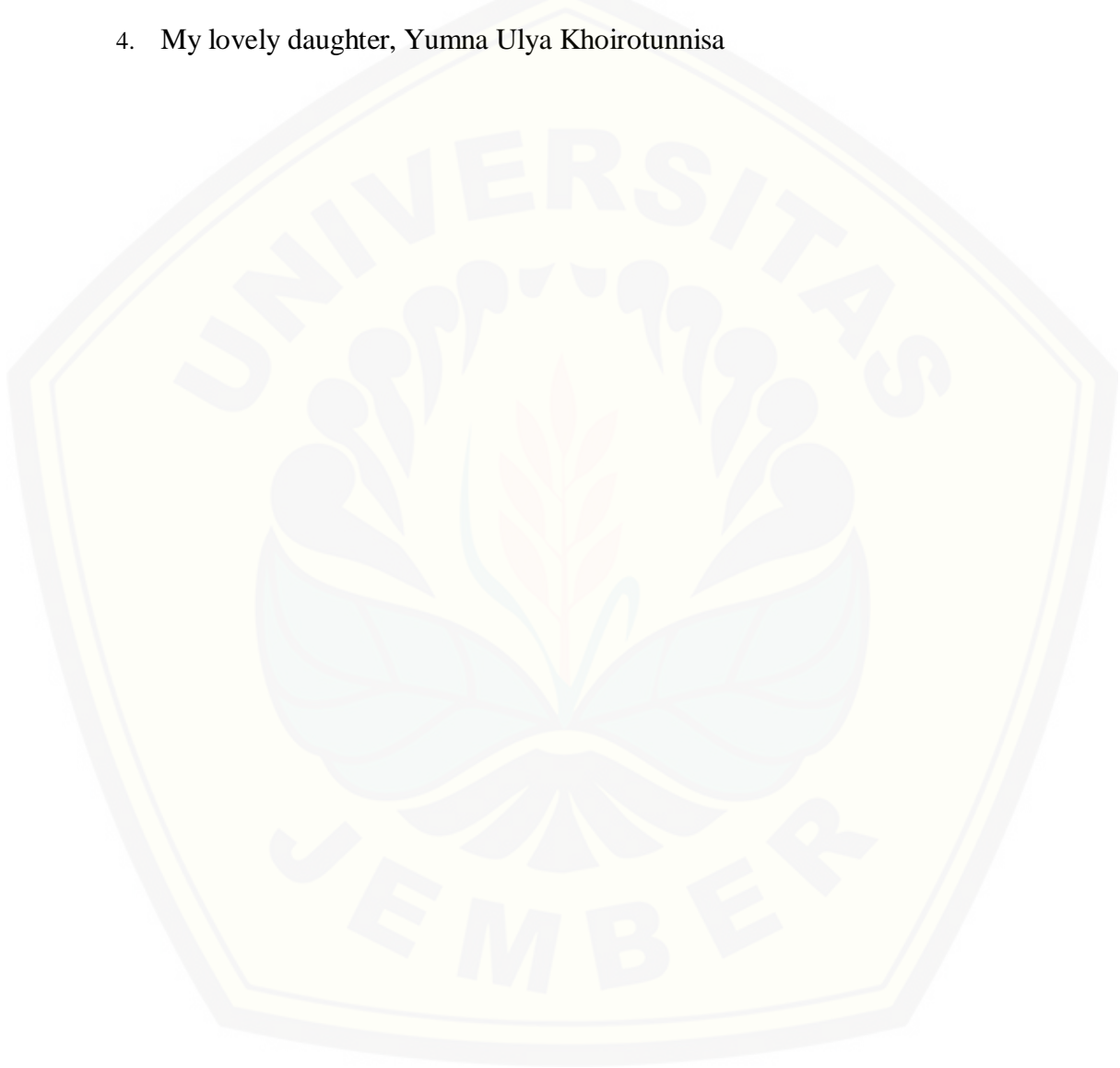
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UNIVERSITY**

**2020**

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Suparto and Umi Kulsum
2. My beloved brother and sister Baehaqi and Imroatual Karimah
3. My dearest husband, Alifuddin Zizi Prasetyo
4. My lovely daughter, Yumna Ulya Khoirotunnisa



### STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty has been followed.

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Jember, January 23<sup>rd</sup> 2020

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**CONSULTANTS' APPROVAL**

**IMPROVING THE SEVENTH GRADE STUDENTS' READING  
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Jember, January 23<sup>rd</sup> 2020

Arifatus Solehah



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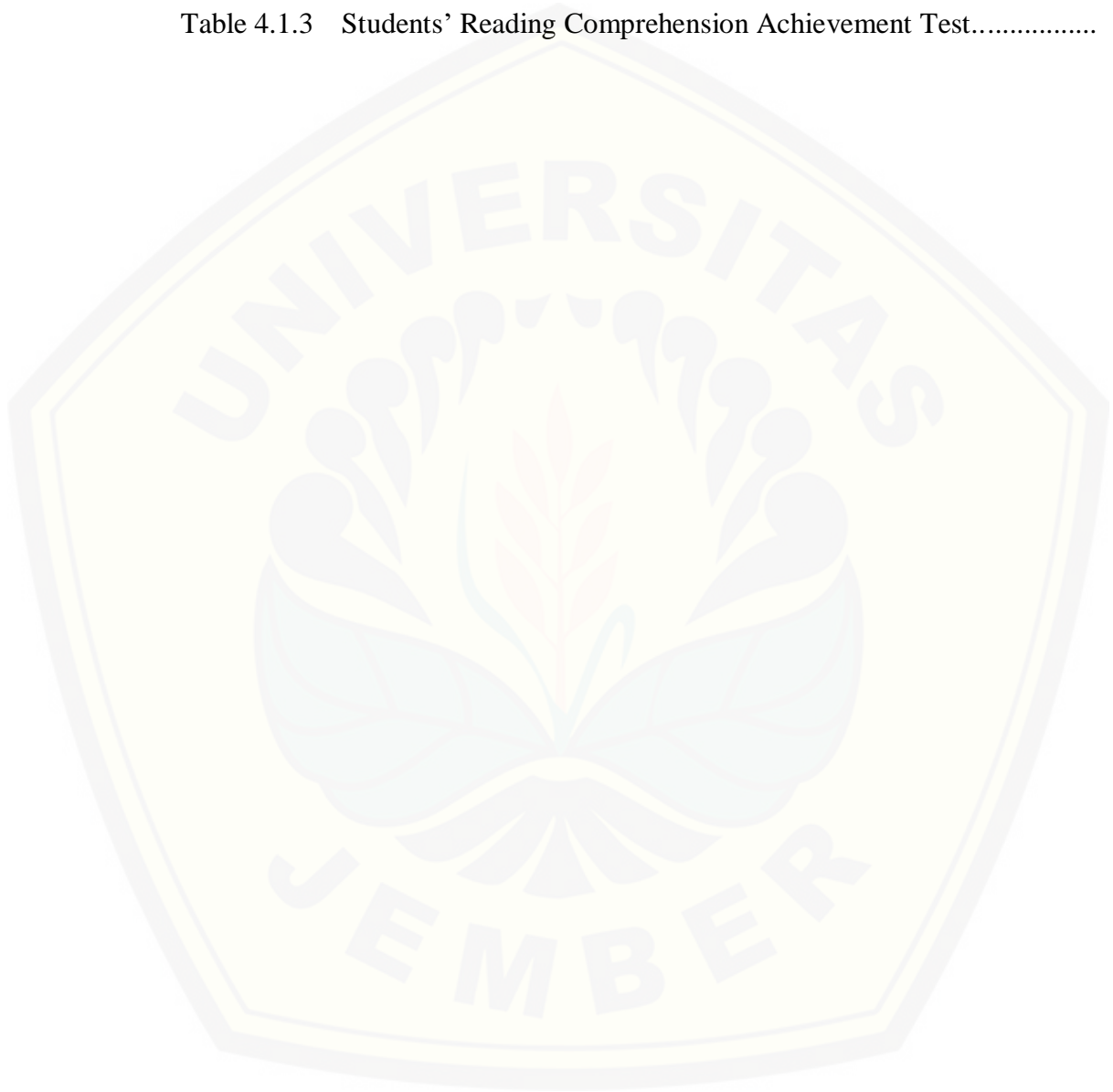
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## SUMMARY

**Improving The Seventh Grade Students' Reading Comprehension Achievement by Using Numbered Head Together Technique: Arifatus Solehah, 140210401041; 64 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.**

This classroom action research was intended to improve the VII-D grade students' reading comprehension achievement by using Numbered Head Together (NHT) technique. It was conducted to 25 students of VII-D class at MTs. Bustanul Ulum Panti Jember. Based on the interview with the English teacher, the technique used by the teacher is not enough to improve the students' reading comprehension. Besides, the students' previous score showed that only 11 out of 26 students who achieved the standard minimum score. Therefore, Numbered Head Together (NHT) technique was chosen to improve the students' reading comprehension achievement and their active participation. Numbered Head Together (NHT) technique consists of five steps; Numbering, Reading, Questioning, Thinking together, Answering and Evaluating.

There were four collection methods, they were interview, observation, reading comprehension achievement test and documentation. The interview was done in the preliminary study in the form of list questions designed by the reseracher. The observation in the form of observational checklist and it consisted of 4 indicators, they were; 1). Paying attention to the teacher's explanation. 2). Doing the reading assignments. 3). Cooperating with group members. 4). Answering the teacher's oral questions correctly. The reading comprehension achievement test was done in the final meeting and there were 20 questions. The documentation in the form of data and it consisted of the result of observation and reading comprehension achievement test.

This research was done collaboratively with the English teacher in one cycle that consisted of three meetings by following the procedures of action research, planning, acting, observing and reflecting. The first and the second meeting were the implementation of the action, while the last meeting was

administered for reading comprehension test. The criteria of success decided by the researcher was 75% of the students actively participated in the teaching and learning process of reading and 75% of the students achieved  $\geq 75$  as a standard minimum score in the reading test. The result of the observation showed that the students' active participation improved from the first meeting that was 64% to 88% in the second meeting. It means that the technique used by the researcher successfully improved the students' active participation. Besides, the result of the students' reading comprehension test improved from pre-cycle (42%) to 80% in the test of cycle 1. It could be concluded that the implementation of this action succeeded in improving the students' reading comprehension achievement because more than 75% of the students achieved the standard minimum score that was 75. Therefore the action only was done in one cycle because the result of the observation and reading comprehension test had achieved the research criteria of success, that was  $\geq 75\%$  of the students achieved  $\geq 75$  as a standard minimum score in the reading test.

Based on the result above, it could be concluded that Numbered Head Together technique could improve the students' active participation and reading comprehension achievement. NHT technique was able to gain the students' attention during teaching and learning process. It happened because it was interesting technique for students who were passive, unenthusiastic, and bored in learning English.

## CHAPTER I. INTRODUCTION

This chapter explains some aspects dealing with the topic of the research. They are the research background, the research problems, the research objectives and the research significances.

### 1.1 Research Background

Reading is one of the important skills in teaching learning process of English. Reading constitutes an activity to understand what the text is about. As one of the language skills, reading contributes to the success of language learning together with the other skills (Bin-Tahir, 2012; Zulfiqar, 2013). Reading is a lifelong skill to be used both at school and throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. Reading enables students to know how English is actually used in printed and written forms, By reading the students can get information and knowledge from many sources, it can be from an array of texts, ranging from textbooks, newspapers, magazines, advertisements, brochures, and many others. It is supported by Beatrice (1996:7) who explains that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, and give us a chance to gain more knowledge. In reading activities, the students use their knowledge and skill to understand what the meaning of the text is. Then, Nurdiana (2012) states that comprehension is the active process of constructing meaning concepts, making inferences, and linked key ideas. To improve the reading comprehension ability in English, Alfassi (2004) states that students should “understand the meaning of text, critically evaluate the message, remember the content, and apply the new-found knowledge flexibly”. Since reading is a complex cognitive process, it is very important for teachers to train students to take active control of their own comprehension processes.

Based on the preliminary study by the interview with the English teacher of MTS Bustanul Ulum Jember on July 15<sup>th</sup> 2019, the researcher got the information about some possible problems that made students get difficulties in reading comprehension. First, the strategy. The teaching was basically the



teacher centered where teachers dominate the class instruction. The teacher explained, discussed, and talked a lot that overshadowed the students' participation in the learning process. Second, the students still experienced difficulties in comprehending the text. The students still comprehended every word in the text in order to know the words' meaning by looking at their dictionary. It was only wasting the time and the reading process was not effective. Third, they lacked of confidence. The students were not confident and afraid of asking about what they did not understand. It happened because the teacher only asked the students to read the text and answered the questions without implementing an effective strategy for reading.

Considering the facts above, there is an urgent need to implement a strategy or technique that can solve these problems. There are many alternative strategies to engage students in reading activities (Tahir, 2012; Tahir & Aminah, 2014). One of them is Numbered Head Together. Kagan (1992) notes that NHT is a cooperative learning strategy that incorporates a unique teacher-questioning strategy that actively involves students while increasing their academic scores and behavioral outcomes and checking their understanding of a lesson's content. Further Slavin (2005) claims that NHT is a simple technique that can be utilized repeatedly with a variety of curriculum materials and be applied to almost all subject areas, to every grade level, and in any places in a lesson.

Numerous studies dealing with NHT technique in teaching and learning process had been conducted by researchers from many different views. Some researches conducted classroom action research. First, Maman and Rajab (2016), they investigated the use of NHT to improve the second grade of junior high school students' competence in reading comprehension. The result showed there was improvement on the some aspects toward learning the English language. Second, (Rayanto, 2017) investigated whether NHT as one of the cooperative learning strategy of the eight students' reading comprehension. The result showed there was a progress improvement from 52% to 84%. Third, (Wora, *et al.* 2017) investigated the use of NHT to improve the learning activity and achievement of the tenth grade class of vocational high school. The result showed that the application

of NHT learning model could improve the engagement within the learning activity as well as the level of achievement. Meanwhile the other researcher used the experimental as the research design in implementing NHT technique in investigating the effect of the Assurance Relevance Interest Assessment Satisfaction (ARIAS) strategy set with Numbered Heads Together (NHT) on the students' learning motivation on the eleventh grade students of SMA Makasar (Khalifah, 2018). The result suggested that ARIAS set with NHT had positive effect on the students' motivation. Nevertheless, there is a distinction of this research with those previous researches. The previous researches conducted the NHT technique to the eight, tenth and eleventh grade students. This fact can be the gap and the reason to conduct this present research. Moreover, to fill the gap, new investigation is needed to be done, especially focusing on investigating the use of NHT technique in improving the seventh grade students' reading comprehension achievement of descriptive text.

Therefore, the researcher was interested in conducting a classroom action research entitled, *“Improving the Seventh Grade Students' Reading Comprehension Achievement by Using Numbered Head Together Technique”*.

## **1.2 Research Problems**

Based on the research background, the research problems can be formulated as follows:

1. Can the use of NHT technique improve the seventh grade students' active participation in the teaching learning process of reading comprehension at MTS Bustanul Ulum Jember in 2019/2020?
2. Can the use of NHT technique improve the seventh grade students' reading comprehension achievement of Descriptive Text at MTS Bustanul Ulum Jember in 2019/2020?

## **1.3 Research Objectives**

Based on the problems of the research, the objectives of this research are:

1. To improve the seventh grade students' active participation in the teaching

learning process of reading comprehension by using NHT technique at MTS Bustanul Ulum Jember in 2019/2020.

2. To improve the seventh grade students' reading comprehension achievement by using NHT technique at MTS Bustanul Ulum Jember in 2019/2020.

#### **1.4 Research Contributions**

The result of this study is expected to give practical, empirical and theoretical contributions.

##### **1.4.1. Practical Contribution**

The result of this study is expected to give the students a new experience in learning reading through NHT technique instead of working individually. NHT technique hopefully will help students learn reading and comprehend the passages more effectively.

##### **1.4.2. Empirical Contribution**

The result of this study is expected to be useful information and the empirical data can be used for future researchers who want to conduct a research using NHT technique but applying it with different research design, for instance the classroom action research to improve students' reading comprehension achievement using NHT technique, or apply it with different skills.

##### **1.4.3. Theoretical Contribution**

Theoretically, the result of this study can be taken into consideration to improve the quality of teaching and learning activities, especially in teaching reading comprehension. It will be expected to be utilized as an alternative teaching technique to make the reading activities more enjoyable and interesting for the students.

## CHAPTER II. LITERATURE REVIEW

This chapter presents some aspects dealing with the theories which relate to the research problems. They consist of reading comprehension achievement, numbered head together (NHT) technique, and previous research review.

### 2.1. Reading Comprehension Achievement

Reading is a receptive skill for success in English teaching and learning process. According to Harmer (1998:199), reading is included as one of the receptive skills, in which people extract meaning from the discourse they see or hear. Reading comprehension means that the reader knows what he/she reads and is aware of what he/she needs to understand (Harvey 2012). Hughes (1989:10) states that achievement test is a measurement to test how successful students achieve the objective of the learning.

It means that reading comprehension achievement deals with the process of understanding, analyzing what the information is about, and interpreting what the writer's aim in his/her written text. The students' reading comprehension achievement in this research was measured by administrating a reading test after the teacher taught reading by using NHT technique.

There are some aspects in reading comprehension which become the indicators of the students' reading comprehension achievement. Based on McWorther (1989:90), reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Therefore, the test in this research is used to measure those types of comprehension. Each type of comprehension is explained in the following part.

#### 2.1.1. Word Comprehension

Words are the first part of a text that is important for readers to understand the text they read. As Fairbairn and Winch (1996:9) note, students do not always fully understand the meaning of all the words employed in a sentence. Understanding the meaning of the word is an important process in

reading comprehension, because it can help readers to catch the information and achieved comprehension of the whole text. Therefore, comprehending the words meaning becomes a key for comprehending the text. Here is the example of word comprehension taken from the descriptive text entitled “My Sister is a Nurse”

### **My Sister is a Nurse**

I have a sister. Her name is Yumna. She is a nurse.

My sister works at the central hospital. Everyday she takes care of of the patient at the hospital. Sometimes, she goes to the hospital at seven o'clock in the morning and goes home at three o'clock in the afternoon. ....”

The question:

1. “Everyday she takes care of of the patient.....”(line 1, paragraph2) The synonym of the underlined word is.....
  - a. buy
  - b. make
  - c. love
  - d. treat

The answer: d

From the example above, the students have to understand the meaning of the word “take care”. They should use their ability to comprehend the word. They have to think and guess in finding the word meaning which is appropriate with the context itself. In this research, word comprehension was used as the test items of reading comprehension.

#### **2.1.1.Sentence Comprehension**

Sentence comprehension is a process of understanding sentences in a text. Grellet (1996:15) suggests that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word-by-word. It means that comprehending sentence means understanding what actually the sentence tells the reader about. Therefore, it is important for the students to understand the meaning of the sentences. If they can understand every sentence in a text, they can understand the text easily. So, when the students are reading the text, they should think critically in analyzing the sentence and understand what the sentence means. Here is the example of sentence comprehension taken from the descriptive text entitled “My Sister is a Nurse”.

### **My Sister is a Nurse**

I have a sister. Her name is Yumna. She is a nurse.

My sister works at the central hospital. Everyday she takes care of the



patient at the hospital. Sometimes, she goes to the hospital at seven o'clock in the morning and goes home at three o'clock in the afternoon. ....”

The question:

“I have a sister. Her name is Yumna. She is a nurse”(Line 1, paragraph1)

Who is Yumna?

- a. She is a Nurse
- b. He is a Nurse
- c. She is a Doctor
- d. He is a A Writer

The answer: a

From the example above, the students have to find what the profession yumna does. They have to read the previous and the next sentence to get the correct answer. In this research, word comprehension was used as the test items of reading comprehension.

### 2.1.2.Paragraph Comprehension

A paragraph has a single topic on a main idea and supporting details to support and develop the idea. According to Wong (1996:366), a paragraph consists of a series of sentences that develop one main idea about a specific topic. It is in line with Langan (2001:5) who states that paragraph usually consists of an opening point called a topic sentence followed by a series of sentences which support that point. It means that topic sentence or main idea tells the reader what paragraph is about. In understanding the paragraph, all the sentences in the paragraph have to be understood by the students. Here is the example of paragraph comprehension taken from the descriptive text entitle “My Sister is a Nurse”.

#### **My Sister is a Nurse**

I have a sister. Her name is Yumna. She is a nurse.

My sister works at the central hospital. Everyday she takes care of the patient at the hospital. Sometimes, she goes to the hospital at seven o'clock in the morning and goes home at three o'clock in the afternoon. She usually helps the doctor to cure the patients, prepares and brings the medicine for the patient in the room.....”

The question:

What is the main idea of the second paragraph?

- |                                 |                                  |
|---------------------------------|----------------------------------|
| a. The activities of the nurse  | c. The activities of the writer  |
| b. The activities of the doctor | d. The activities of the patient |

The answer: a

From the example above, the students have to read every sentence in the



paragraph. If they just read some sentences in the paragraph, they can probably miss the idea of it. So in comprehending the paragraph meaning, the students need to understand what all the sentences are about.

### 2.1.3. Text Comprehension

Comprehending text is the aim of the reading process. It means that an author hopes that the reader able to understand the content of the text. Nutal (1982:10) assumes that a reader will totally understand the text if the reader gets three points: the writer and reader are using the same language, the writer has a message and the writer wants the readers to understand the message of the text.

Hennings (1997:262) also confirms that the knowledge of the text structure that students bring to a selection also affects their reading comprehension. Furthermore, it can be said that understanding the text including word, sentence, and paragraph comprehension aims to comprehend the general information and the specific information of a text. Here is the example of text comprehension taken from the descriptive text entitle “My Sister is a Nurse”.

#### **My Sister is a Nurse**

I have a sister. Her name is Yumna. She is a nurse.

My sister works at the central hospital. Everyday she takes care of the patient at the hospital. Sometimes, she goes to the hospital at seven o'clock in the morning and goes home at three o'clock in the afternoon. She usually helps the doctor to cure the patients, prepares and brings the medicine for the patient in the room. She works patiently. She never feels bored with her jobs. She is happy to be a nurse.

The question:

What is the purpose of the text?

- a. To describe the nurse
- b. To entertain the readers
- c. To tell something in order
- d. To tell someone's experience

The answer: a

From the example above, the students have to read the text to get the best answer. They have to understand the contain of the text to answer the text comprehension. By reading the text, the students can find the correct answer.

## **2.2. Numbered Head Together (NHT)**

NHT technique is one of the techniques of cooperative learning which developed by Kagan in 1993 (Nurhadi and Senduk, 2003:6). It may add depth to the students' participation in more complex academic work as well. Number Heads Together is easy to use when the class has exciting learning teams. The benefit of this technique is cooperative work and the group success, so every number cannot entrust to the other members without working. Each student gets the same chance to support their team to get maximum score. This condition can motivate the students to study more carefully because they think that they have their own responsibility to do the assignment.

### **2.2.1. Numbered Head Together as the Technique in Teaching Reading Comprehension**

Kagan (1992: 20) says that Numbered Head Together will make students share information each other, listen carefully, speak and answer the question carefully. So the students are more active in learning process. According to Tileston (2004:85) Numbered Heads Together (NHT) technique can be used to see how well the groups had read and discussed the assignment given by the teacher. This technique has the purpose to give equal chance for every student to get involved in a group. It is an effective way to be used in improving students' reading comprehension. Students can get the opportunity to share ideas each other and consider most precise answer and also it is reached through interdependence between all group members rather than working alone. In this research, the researcher used descriptive text to teach reading comprehension to the students by using this technique.

### **2.2.2. The Steps of Numbered Head Together for Teaching Reading Comprehension**

There are some steps in the teaching learning process through Numbered Heads Together (NHT) technique. Richards and Rodgers (2001, 199) describe the procedure for using NHT technique as follows:

- **Numbering**

The teacher divides the students into some groups. Each group consists of 4-5 students. Each students has his/her own number from 1 to 5 and it can be placed on his/her bsck.
- **Reading**

The teacher asks the students to read the text individually.
- **Questioning**

The teacher distributes a question sheet or puts some questions or tasks on the board for the students to find the answers.
- **Thinking Together**

The teacher asks the students to think together or discuss with their own group members to find possible answer from the questions.
- **Answering**

The teacher calls a number at random. Those with that number raise their hand and the teacher selects one of them to answer the question.
- **Evaluating**

The teacher and the students make a conclusion. Then, the teacher gives evaluation to the students.

### **2.2.3. The Advantages and the Disadvantage of using Numbered Heads Together (NHT) Technique**

#### **a. The Advantages**

Based on Kagan (2009) that the use of Number Head Together Technique has positive impacts in teaching learning process as follows.

- Excitement in the class

Excitement in the class means that this technique can heat up the atmosphere in the class. The students can be more active in the class, because this technique makes the students work in a group and the students can share and discuss with their friends.

- Good team work from the students

Number Heads Together is a technique where the students work cooperatively in groups. This technique will make the students become a good team. They will learn how to work in a team and socialize with their environment.

- Positive relation between the students and the teacher

The use of this technique will bring positive relation between the students and the teacher. This will make the students more comfortable in teaching learning process.

In addition, Herdy (2009) explains that there are some advantages of NHT as the following:

1. High confident
2. Improve Repairing attendance
3. Acceptance to individual become more big
4. Behavior bother to become smaller
5. Conflict among person decrease
6. More circumstantial understanding
7. Improving kindliness of kindness, tolerance and sensitivity
8. High achievement

b. The Disadvantages

There are two disadvantages of applying Numbered Heads Together (NHT) technique. First, there is a possibility that the class becomes crowded. Sometimes the students are struggled in answering the questions given by the teacher. Second, there is also the possibility that the low achiever students just cheat to the high achiever students without understanding the material well. To overcome those problems above teacher must be able to manage the classroom well. For example, to overcome the students who are crowded, the teacher chooses the students who want to answer in fair and reminds them to keep their voice and to be calm. To overcome the students' cheating, the teacher checks each group when they have a discussion, so the teacher can monitor the students' activities during the discussion to make sure that there are no students cheating with the other groups.

### 2.3. Previous Studies on the Use of Numbered Head Together

Some researchers conducted the researches dealing with the use of NHT technique in teaching and learning process. Maman and Rajab (2016) conducted the research by using a classroom action research in two cycles. The data were collected using test for the quantitative and non-test for the qualitative by employing observation, field note, student's workbook, student's reflection sheet, and test of learning outcomes. The improvement of competence in cycle 1 was 44% that was categorized as extremely good, 56% were categorized as good, and no student was categorized as low. In Cycle 2, 84% were classified as extremely good, 16% were grouped as good, and no one was classified as low. It could be concluded that the implementation of NHT improved the junior high school students' competence in reading comprehension through this action research. This research showed that there was improvement on the aspects of participation, creativity, responsibility, and attitude toward learning the English language which was indicated by good and very good category.

Then, Rayanto (2017), investigated whether NHT as one of the cooperative learning strategy can improve the students' reading comprehension. The design of the research was Classroom Action Research (CAR) since this research was focused on solving the problems found in the classroom. This research was conducted at the eighth grade of SMPN 1 Rejoso. The result of this research showed there was a progress improvement from 52% in the first cycle to 84% in the second cycle of the students who got score at least 76 in the reading test. Meanwhile, the criteria of success were 80% of the students got the reading test score at least 76.

In addition, Wora *et al* (2017) conducted a classroom action research to improve the learning activity and achievement of the tenth grade class having 30 students in a vocational high school located in the city of Surakarta, Indonesia, by applying the NHT. This study was conducted in two cycles by following the procedures of the action research, planning, and acting, observing, and reflecting. The results obtained from observation showed that 10 (71.43%) out of 14 students were active during the learning activities, and the remaining 4



students (28.57%) were inactive during the process. Meanwhile, on the second cycle 25 (86.21%) out of 19 students showed activeness during the learning activities, while the remaining 4 (13.79%) students were still inactive. During the pre-cycle, 34.48% of the students were active, the percentage improved to 71.43% in Cycle 1 and to 86.21% in Cycle 2. The result of the test also suggested a similar trend in student's achievement. It could be concluded that the application of NHT learning model could improve the engagement within the learning activity as well as the level of achievement.

Next, Khalifah (2018) investigated the effect of the Assurance Relevance Interest Assessment Satisfaction (ARIAS) strategy set with NHT) on the students' learning motivation. This quasi experimental study employed a pretest-post-test non-equivalent control group design. The population of the research was all the eleventh graders who were enrolled in the science classes of public senior high schools (SMA) in Makassar, Indonesia. There were 21 schools in total. Random sampling technique was used to select 78 participants who were divided into two groups of treatment: 39 students for each treatment. The result suggested that learning strategies especially NHT had a positive effect on the students' motivation. Compared to ARIAS direct learning model, NHT-ARIAS was more potential to improve students' motivation.



## CHAPTER III. RESEARCH METHODS

This chapter presents the methods applied in the classroom action research. It consists of the research design, the research context, the research participant, the data collection method, and the data analysis method. Each point is explained in the following part.

### 3.1. Research Design

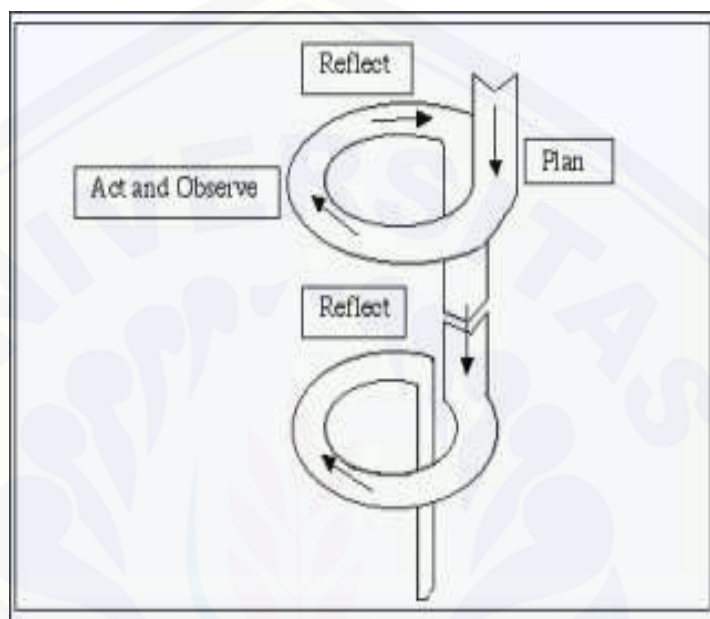
This research applied a classroom action research because the purpose of the research was to improve the seventh grade students' reading comprehension achievement by using Numbered Heads Together (NHT) technique. According to Mc. Milan (1992) an action research is a specific research, which has a purpose to solve a specific classroom problem. The specific problem of this research is students' reading comprehension achievement on descriptive text.

Further, Corey (1953) believed that the value of action research is in the change that occurs in everyday practice rather than the generalization to a broader audience. An action research is a reflective process and it deals with the practical concerns that are close to the instructors and allow them to make a change. The main aim of an action research is to find solutions to real problems faced in schools and to search ways to improve students' success. According to Kemmis and McTaggart, (1988:19) an action research is essentially a series of cycle of reflection, planning, and action. They developed a concept for an action research in the form of a spiral model comprising four steps; planning, acting, observing and reflecting.

### 3.1.1 The Design of the Classroom Action Research

The design of the classroom action research can be seen in the following figure.

#### Kemmis and McTaggart's Action Research Model (2005)



The action research was all about what happens in the classrooms. Basically it was an approach to improve the teaching practice. It was started with a problem in teaching practice. Based on the design of the research above, the procedures of this research were as follows:

- Doing preliminary study by interviewing the English teacher of MTS Bustanul Ulum Jember to identify the problem that the students faced in reading comprehension of a test.
- Planning the action by choosing the appropriate reading material by considering the theme based on the genre of the text that was taught to the seventh grade students based on Curriculum 2013, constructing the lesson plans for cycle 1, and preparing the observation guide in each meeting of the cycle, constructing the reading comprehension test for the first cycle.
- Implementing the actions had done based on the English schedule of the seventh grade students of MTS Bustanul Ulum Jember. In this action, the

researcher taught reading a descriptive text by using “Numbered Heads Together (NHT)” technique to improve their active participation. Cycle 1 did in two meetings. The first and the second meetings used to do the action. In this step, the researcher did the activity collaboratively with the English teacher. The researcher did the teaching learning process while the English teacher was doing the observation.

- Giving the reading test with the materials of descriptive texts.
- Analyzing the results of the reading comprehension achievement test and students’ participation in the first cycle.
- Reflecting the results of the reading comprehension test and the observation in the first cycle. The implementation of the action was done in one cycle only because the results of the observation and the result of reading test had achieved the research criteria of success.
- Drawing a conclusion to answer the research problem.

### **3.2. Research Context**

The research was conducted at MTS Bustanul Ulum Jember. This school was chosen based on some considerations. First, the headmaster and the English teacher gave permission to the researcher to conduct the classroom action research. The second based on the interview with the seventh grade English teacher. It was found that the most problematic case in the class was the students’ still experience difficulties in reading a text and had the lowest average mean score of their reading test score among the other classes. The teacher said that he never teaches reading to the students by using Numbered Head Together technique. In addition, the English teacher applied to collaborate with the researcher in conducting a classroom action research in the seventh grade to improve their active participation and their achievement of reading comprehension by using Numbered Head Together technique.

### **3.3. Research Participants**

The participants of this research were the seventh grade students, especially VII-D class at MTS Bustanul Ulum Jember in the 2019/2020 academic year. The researcher chose this class as the research participants because the students of VII-D class had the lowest mean the reading test among the other classes and had some problems dealing with reading comprehension achievement, they mostly felt bored in joining the teaching learning process of reading comprehension.

### **3.4. Data Collection Methods**

In this research the data were collected by using the reading comprehension achievement test, observation, interview, and documentation.

#### **3.4.1. The Reading Comprehension Achievement Test**

A reading comprehension achievement test was used as the instrument to collect the data about the students' reading comprehension achievement after they were taught reading by using Numbered Heads Together (NHT) technique. In the reading comprehension achievement test, there were two descriptive texts and 20 test items consisting of finding the meaning of word comprehension, sentence comprehension, paragraph comprehension and text comprehension. Each correct answer of the test item was scored 5 points while the wrong answer had been scored zero. The total score of the correct answers was 100 points. The researcher used multiple choice in the reading test because it tends to be reliable (Hughes, 2003). The time allocation of doing the test was 40 minutes.

#### **3.4.2. Observation**

In order to measure the students' participation, the researcher used observation to gain data during the application of Numbered Heads Together (NHT) technique in the teaching reading comprehension. The observation had been conducted collaboratively with the English teacher. The observer used the observation checklist as the instrument to gather the data dealing with the

indicators of participants. This research was considered to be successful if 75% of the students were active during teaching and learning process. There were four indicators of the students' participation that had been observed in this research.

Table 3.1 The Observation Checklist

No.	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.													
2.													
3.													

The indicators of students' active participation were as follows:

1. Paying attention to the teacher's explanation
2. Doing the reading assignment
3. Cooperating with group members
4. Answering the teacher's oral questions

Notes:

1. The students were categorized active students if they could fulfil at least three indicators of participants.
2. The students were categorized passive students if they could fulfil one or two indicators of participants.

### 3.4.3. Interview

The interview was one of the data collection methods that the researcher used. The interview was done by doing the preliminary study on Monday, July 15<sup>th</sup> 2019. It was conducted by the structured interview with the English teacher who teaches the students in MTS Bustanul Ulum Jember. The purpose of the interview was to find out the supporting data needed by the researcher in conducting this research. From this interview, the researcher knew the curriculum applied in the school, the students' problem in learning reading comprehension,



how the teacher taught reading comprehension, including descriptive text, and the technique used by the English teacher during teaching of reading comprehension.

#### 3.4.4. Documentation

Documentation was also used in this research to get the supporting data about the names of the research subjects, and the students' previous reading test scores of the seventh grade students of MTS Bustanul Ulum Jember from the english teacher.

#### 3.5. Data Analysis Methods

The collected data were analyzed quantitatively in the form of percentage. The data collected from reading comprehension achievement test of the descriptive text were analyzed by using the formula below.

$$E = \frac{n}{N} \times 100\%$$

Notes:

Notes:

E: The percentage of the students who get score  $\geq 75$

n: The number of the students who get score  $\geq 75$

N: The total number of the research participants

(Adapted from *cohen.at al*, 2000:326)



## CHAPTER V. CONCLUSION

This chapter presents the conclusion of this research. It includes of the conclusion and the suggestions for the English teacher, the students, and the other researcher.

### 5.1 Conclusion

Based on the previous data analysis and the discussion, it can be concluded that:

1. The use of NHT technique could improve the seventh grade students' active participation in the teaching and learning process of reading. The result showed that the students' active participation significantly improved from 42% to 88%.
2. The use of NHT technique could improve the seventh grade students' reading comprehension achievement. The result showed that there were 20 students or 80% of the students who achieved the target score ( $\geq 75$ ). Therefore, the researcher needed one cycle only to improve the students' reading comprehension achievement.

### 5.2 Suggestions

There were a lot of technique can be used in teaching reading comprehension achievement. However, using NHT technique was a good way to improve the students' active participation and the students' reading comprehension achievement. Therefore, the researcher would like to give some suggestions in the following parts:

#### 5.2.1. Practical Contribution

The result of this study is expected to give the students a new experience in learning reading through NHT technique instead of working individually. NHT technique hopefully will help students learn reading and comprehend the passages more effectively.

### 5.2.2 The Empirical Contribution

The result of this study is expected to be useful information and the empirical data can be used for future researchers who want to conduct a research using Numbered Heads Together (NHT) technique but applying it with different research design, for instance the classroom action research to improve students' reading comprehension achievement using Numbered Heads Together (NHT) technique.

### 5.2.3 Theoretical Contribution

Theoretically, the result of this study can be taken into consideration to improve the quality of teaching and learning activities, especially in teaching reading comprehension. It will be expected to be utilized as an alternative teaching technique to make the reading activities more enjoyable and interesting for the students.

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## APPENDIX A

## RESEARCH MATRIX

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS
Improving the Students' Reading Comprehension Achievement by Using Numbered Heads Together (NHT) technique	<p>1. Independent: The use of Numbered Heads Together (NHT) technique</p> <p>2. Dependent: The seventh grade students' reading comprehension achievement</p>	<p>Numbered Heads Together (NHT) technique:</p> <p>a. Students work in group of five</p> <p>b. The teacher distributes a number head.</p> <p>c. The teacher distributes the text.</p> <p>d. Receive a question sheet given by the teacher.</p> <p>e. Students discuss the answer with their group.</p> <p>f. Students answer the question based on the number called by the teacher.</p> <p>The scores of the seventh grade students' reading comprehension achievement covering:</p>	<p>1. The research participants: the VII D grade students at MTS Bustanul Ulum Jember.</p> <p>2. The informant: The English teacher of the VII D grade students at MTS Bustanul Ulum Jember.</p> <p>3. School documents:</p> <p>a. The names of the research participants</p> <p>b. The seventh grade students' previous reading scores</p>	<p>1. Research design: Classroom action research with the cycle model that consists of four steps:</p> <p>a. The planning of the action</p> <p>b. The implementation of the action.</p> <p>c. Classroom observation and evaluation</p> <p>d. Analysis and the reflection of the action</p> <p>2. Research context: The purposive method</p> <p>3. Research participants: The purposive method</p> <p>4. Data collection method:</p> <p>a. Reading comprehension achievement test</p> <p>b. Observation</p> <p>c. Documentation</p> <p>d. Interview</p>



		<ol style="list-style-type: none"> <li>1. Word comprehension achievement</li> <li>2. Sentence comprehension achievement</li> <li>3. Paragraph comprehension achievement</li> <li>4. Text comprehension achievement</li> </ol>		<p>5. Data analysis method:                  The number of the students' active participation will be analyzed by using the following formula:  <math display="block">E = \frac{n}{N} \times 100\%</math>                 Notes:                  n = The total number of the students who fulfill at least 3 indicators                  N = The total number of the students.                  (Adapted from cohen.<i>at al</i>, 2000:326)</p>
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## APPENDIX B

## RESEARCH INSTRUMENTS

## 1. Interview Guide

No	Questions	Answers
1.	What curriculum do you use in teaching English at MTS Bustanul Ulum?	In this school, I use 2013 curriculum for teaching English.
2.	What grades do you teach?	All classes of the seventh grade and some classes of the eighth grade
3.	How many times do you teach English in a week?	I teach my students twice a week. Each meeting consists of 70 minutes.
4.	What book do you use in teaching English?	I use <i>Bahasa Inggris</i> When English Rings a Bell
5.	How do you teach reading to the students?	I usually use the students' workbook and ask the students to find the difficult words and then find the meaning of the words. If no one knows, I will ask them to find the meaning from the dictionary
6.	What problems do the students face in reading comprehension?	They were confused when I asked them to read a text. They said they do not understand what they have read Because they have limited vocabulary and less confident, so they got difficult in comprehending a text.
7.	What class has the most problem in learning reading?	VII D
8.	Have you ever applied Numbered Heads Together (NHT) technique in teaching reading?	No, I haven't.
9.	How is the students' participation during the reading class?	Some students are active and the other ones are passive
10.	What is the minimum requirement standard score of English in this school?	The KKM is 75.

## APPENDIX C

## THE VII-D GRADE STUDENTS' READING SCORE

No.	Names (Initials)	Gender	Scores
1.	AAP	Male	55
2.	ASSD	Female	75
3.	AAM	Female	60
4.	ALM	Female	70
5.	BK	Female	70
6.	DAZ	Female	70
7.	DON	Female	70
8.	FU	Female	70
9.	IF	Female	75
10.	LNJS	Female	75
11.	MR	Male	70
12.	MH	Male	75
13.	MDAS	Male	7
14.	NVA	Female	70
15.	NAH	Female	70
16.	PA	Female	75
17.	RH	Male	75
18.	RA	Female	75
19.	SRA	Male	75
20.	SAM	Female	80
21.	SAP	Male	70
22.	SH	Female	75
23.	SR	Male	80
24.	UH	Female	70
25.	WYDP	Male	55
26.	AMH	Male	70
Mean Score			68,5

**APPENDIX D****OBSERVATION GUIDE FOR THE STUDENTS' PARTICIPATION**

No.	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	AAP												
2.	ASSD												
3.	AAM												
4.	ALM												
5.	BK												
6.	DAZ												
7.	DON												
8.	FU												
9.	IF												
10.	LNJS												
11.	MR												
12.	MH												
13.	MDAS												
14.	NVA												
15.	NAH												
16.	PA												
17.	RH												
18.	RA												
19.	SRA												
20.	SAM												
21.	SAP												
22.	SH												
23.	SR												
24.	UH												
25.	WYDP												
26.	AMH												
<b>Total</b>		<b>Meeting 1</b>						<b>Meeting 2</b>					

The indicators:

- 1) Paying attention to the teacher's explanation
- 2) Doing the reading assignment
- 3) Cooperating with group members
- 4) Answering the questions

**APPENDIX E****LESSON PLAN 1****(Cycle 1)**

School	: MTS Bustanul Ulum Jember
Subject	: English
Class/Semester	: VII/I
Language Skill	: Reading
Language Focus	: Descriptive text
Theme	: Profession
Time Allocation	: 2 x 35 minutes (Meeting 1 Cycle 1)

**A. Standard Competence**

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.



**B. Basic Competence and Indicators**

KOMPETENSI DASAR	INDIKATOR
3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi <b>orang</b> , binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mentioning the social function of descriptive text correctly. 3.7.2 Mentioning the generic structure of descriptive text correctly. 3.7.3 Mentioning the language feature of descriptive text correctly.
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan <b>tulis</b> , sangat pendek dan sederhana, terkait orang, binatang, dan benda.	4.7.1.1. Finding the word comprehension 4.7.1.2. Finding the sentence comprehension. 4.7.1.3. Finding paragraph comprehension 4.7.1.4. Finding the text comprehension

**C. Learning Objectives**

After teaching and learning process, students are able to:

1. Mention the social function of descriptive text correctly.
2. Mention the generic structure of descriptive text correctly.
3. Mention the language feature of descriptive text correctly.
4. Finding the word comprehension
5. Finding the sentence comprehension
6. Finding the paragraph comprehension
7. Finding the text comprehension

**D. Learning Material****a) Definition of descriptive text**

Descriptive text is a text which describes what a particular person, place, animal, or thing is like.

**b) Social function**

Its purpose is to describe and reveal a particular person, place, animal or thing.

**c) Generic structure**

TEXT ELEMENTS	CONTENT
Identification	Mentioning the phenomenon that to be described.
Description	Giving the detail characteristic of the subject. It may describe parts, qualities, characteristics, size, physical appearance, etc.

**d) Language Features**

- 1) Specific participant has a certain object, is not common and unique (only one). For example: Pandas
- 2) Using adjective: to clarify the noun (noun). For examples: big, short, rounded, long, tough, strong.
- 3) Using present tense: to tell the truth of object descriptions. For example: Pandas are the species of bear.
- 4) Action verbs: verbs that show an activity (activity can be seen). For example: eat

**E. Teaching Technique. Method and Approach**

Approach : Cooperative Learning

Technique : Numbered Heads Together (NHT)

Method : Discussion, question-answer

**F. Media/Learning Source**

Media : Laptop, Whiteboard, Boardmarker, the crown of Numbered Heads Together (NHT) technique, Students' answer sheets.

Source :Internet

<http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php>

**G. Teaching Learning Activities**

Activity	Teacher	Students
<b>1. Set Induction (10 minutes)</b>	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Starting the lesson by praying.</li> <li>3. Checking the students' attendance list.</li> <li>4. Asking leading question related to the topic.</li> <li>5. Showing the picture related on the topic.</li> <li>6. Stating the learning objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding greeting.</li> <li>2. Praying.</li> <li>3. Responding.</li> <li>4. Answering the leading question.</li> <li>5. Paying attention</li> <li>6. Paying attention.</li> </ol>
<b>2. Main Activities (60 minutes)</b>	<ol style="list-style-type: none"> <li>1. Giving an example of descriptive text entitled "My neighbor is a clown."</li> <li>2. Explaining the definition, social function, language features, and generic structure of descriptive text.</li> <li>3. Explaining about Numbered Head Together (NHT) Technique.</li> <li>4. Assigning the students to teams.</li> <li>5. Giving numbers 1, 2, 3, 4 and 5 for the students in each team randomly.</li> <li>6. Distributing the descriptive text entitled "My neighbor is a clown."</li> <li>7. Asking the students to read the text.</li> <li>8. Posing the questions based on the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention the model of descriptive text that is given by the teacher.</li> <li>2. Paying attention to the teacher's explanation about the definition, social function, language features, and generic structure of descriptive text.</li> <li>3. Paying attention to the teacher's explanation about Numbered Head Together (NHT) Technique.</li> <li>4. Make a group of 5</li> <li>5. Receiving the number head give by the teacher.</li> <li>6. Receiving the descriptive text given by the teacher entitled "My neighbor is a clown".</li> <li>7. Reading the text.</li> <li>8. Paying attention to the teacher's questions.</li> </ol>

	<ol style="list-style-type: none"> <li>9. Giving think time to answer the posed questions individually.</li> <li>10. Asking the students to write his/her answer on his/her own sheet.</li> <li>11. Asking the students to stand up and put their heads together to discuss and share the answer with their teammates.</li> <li>12. Asking the students to sit down.</li> <li>13. Calling the number of the students</li> <li>14. Discussing the answer with the students</li> </ol>	<ol style="list-style-type: none"> <li>9. Discussing the possible answer with their group members.</li> <li>10. Receiving a question sheet given by the teacher.</li> <li>11. Paying attention.</li> <li>12. Paying attention.</li> <li>13. Answer the question one by one based on the numbered called by the teacher.</li> <li>14. Checking their answer together with the teacher</li> </ol>
<b>3. Closure (3 minutes)</b>	<ol style="list-style-type: none"> <li>1. Asking the students to make conclusion about the topic that has been discussed.</li> <li>2. Asking to say hamdalah.</li> <li>3. Closing the class by greeting the students</li> </ol>	<ol style="list-style-type: none"> <li>1. Students make a conclusion about the topic that has been discussed.</li> <li>2. Students say hamdalah.</li> <li>3. Students answer teacher's greeting</li> </ol>

**H. Evaluation**

**Observation checklist of the students' active participation**

No	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.													
2.													
3.													

Note:

1. Paying attention to the teacher's explanation
2. Doing the reading assignment
3. Cooperating with group members
4. Answering the questions

Notes:

1. The students are categorized active students if they can fulfil at least three indicators.
2. The students are categorized passive students if they only fulfil one or two indicators.

**Jember,5-12-2019**

**The Researcher,**

**Arifatus Solehah**



**A. Leading question for set induction**

- Can you guess what picture it is?
- What kind of profession it is?
- What does he do?
- How does he work?



**B. Student Activity Using Numbered Heads Together (NHT) technique****My neighbor is a clown**

Generic Structure	Text
_____	Mr. Brown is my new neighbor. He is a clown
_____	Mr. Brown works in a carnival. His job is to amuse people, especially children. He makes people glad. Mr. Brown wears a very unique and colorful costume. He also wears a colorful wig. He also paint his face. He puts a small balloon on his nose. Mr. Brown enjoy his profession. He is very funny and kind. Everyone likes him very much.

*(Adopted from English in Focus)*

**E. Exercise**

*Please read the text carefully! (No 1-10)*

**My Neighbor is A Clown**

Mr. Brown is my new neighbor. He is a clown

His job is to amuse people, especially children. He makes people glad. Mr. Brown wears a very unique and colorful costume. He also wears a colorful wig. He also paints his face. He puts a small balloon on his nose. Mr. Brown enjoy his profession. He is very funny and kind. Everyone likes him very much.

*Adopted from English in Focus*

**Choose the possible answer by crossing (X) a, b, c or d based on the text!**

*Please read the text carefully! (no 1-10)*

1. What is the purpose of the text?
  - a. to tell about the writer's past experience becoming a clown
  - b. to inform the procedure about how to work as a clown
  - c. to describe the writer's neighbor profession
  - d. to tell the historical story of postman

2. What does the text tells about?
- a. A clown's profession
  - b. A writer's profession
  - c. A sister's profession
  - d. A profession
3. "His job is to *amuse* people ..."
- The similar meaning of the italic word is...
- a. Entertain
  - b. Write
  - c. Read
  - d. Buy
4. What is the generic structure of second paragraph?
- a. Identification
  - b. Description
  - c. Orientation
  - d. Complication
5. Who does work as a clown?
- a. The writer
  - b. The writer's neighbor
  - c. The writer's sister
  - d. My brother
6. ...."He makes people laugh"...The word *he* refers to?
- a. Mr. Brown.
  - b. The writer
  - c. My sister
  - d. My father
7. Where does Mr. Brown work?
- a. He works in a carnival.
  - b. He works in a post office
  - c. He works in a hospital
  - d. He works in a restaurant
8. "He also **wears** a colorful wig"...
- The bold word has similar meaning with...
- a. Choose
  - b. write
  - c. send
  - d. Use
9. The following statements are TRUE according to the second paragraph...
- a. He makes children glad
  - b. He puts five small balloons on his nose
  - c. He is not funny and kind
  - d. Everyone likes him very much
10. .."Everyone likes him very much"
- The word underlined has opposite meaning with...
- a. Hate
  - b. Love
  - c. Feel
  - d. Hope

**Answer Key**

1. C      3. A      5. B      7. A      9. A  
2. A      4. B      6. A      8. D      10. A

**The Distribution of the Exercise Item**

No.	Type of Comprehension	Number
1	Word Comprehension	3, 8,10
2	Sentence Comprehension	5,6,7
3	Paragraph Comprehension	4,9
4	Text Comprehension	1,2
Total		10 numbers

**APPENDIX F****LESSON PLAN 2****(Cycle 1)**

School	: MTS Bustanul Ulum Jember
Subject	: English
Class/Semester	: VII/1
Language Skill	: Reading
Language Focus	: Descriptive text
Theme	: Profession
Time Allocation	: 2 x 40 minutes (Meeting 2 Cycle 1)

**A. Standard Competence**

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.  
 KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.  
 KI 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
 KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Basic Competence and Indicators**

<b>KOMPETENSI DASAR</b>	<b>INDIKATOR</b>
3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan	3.7.1 Mentioning the social function of descriptive text correctly. 3.7.2 Mentioning the generic structure of descriptive text correctly.

memberi dan meminta informasi terkait dengan deskripsi <b>orang</b> , binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.3 Mentioning the language feature of descriptive text correctly.
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan <b>tulis</b> , sangat pendek dan sederhana, terkait orang, binatang, dan benda.	4.7.1.1. Finding the word comprehension 4.7.1.2. Finding the sentence comprehension 4.7.1.3. Finding the paragraph comprehension 4.7.1.4. Finding the text comprehension

### C. Learning Objectives

After teaching and learning process, students are able to:

8. Mention the social function of descriptive text correctly.
9. Mention the generic structure of descriptive text correctly.
10. Mention the language feature of descriptive text correctly.
11. Finding the word comprehension
12. Finding the sentence comprehension
13. Finding the paragraph comprehension
14. Finding the text comprehension

### D. Learning Material

#### a) Definition of descriptive text

Descriptive text is a text which describes what a particular person, place, animal, or thing is like.

#### b) Social function

Its purpose is to describe and reveal a particular person, place, animal or thing.

#### c) Generic structure



TEXT ELEMENTS	CONTENT
Identification	Mentioning the phenomenon that to be described.
Description	Giving the detail characteristic of the subject. It may describe parts, qualities, characteristics, size, physical appearance, etc.

### E. Language Features

- 1) Specific participant has a certain object, is not common and unique (only one). For example: Pandas
- 2) Using adjective: to clarify the noun (noun). For examples: big, short, rounded, long, tough, strong.
- 3) Using present tense: to tell the truth of object descriptions. For example: Pandas are the species of bear.
- 4) Action verbs: verbs that show an activity (activity can be seen). For example: eat

### F. Teaching Technique. Method and Approach

Approach : Cooperative Learning

Technique : Numbered Heads Together (NHT)

Method : Discussion, question-answer

### G. Media/Learning Source

Media : Laptop, Whiteboard, Boardmarker, the crown of Numbered Heads Together (NHT) technique, Students' answer sheets.

Source :Internet

<http://britishcourse.com/descriptive-text-definition-purposes-generic-structures-language-features.php>

### H. Teaching Learning Activities

Activity	Teacher	Students
<b>4. Set Induction (10</b>	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Starting the lesson by praying.</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding greeting.</li> <li>2. Praying.</li> </ol>

<b>minutes)</b>	<ol style="list-style-type: none"> <li>3. Checking the students' attendance list.</li> <li>4. Asking leading question related to the topic.</li> <li>5. Showing the picture related on the topic.</li> <li>6. Stating the learning objectives.</li> </ol>	<ol style="list-style-type: none"> <li>3. Responding.</li> <li>4. Answering the leading question.</li> <li>5. Paying attention</li> <li>6. Paying attention.</li> </ol>
<b>5. Main Activities (60 minutes)</b>	<ol style="list-style-type: none"> <li>1. Giving an example of descriptive text entitled "My sister is a nurse."</li> <li>2. Explaining the definition, social function, language features, and generic structure of descriptive text.</li> <li>3. Explaining about Numbered Head Together (NHT) Technique.</li> <li>4. Assigning the students to teams.</li> <li>5. Giving numbers 1,2,3,4 and 5 for the students in each team randomly.</li> <li>6. Distributing the descriptive text entitled "My sister is a nurse"</li> <li>7. Asking the students to read the text.</li> <li>8. Posing the questions based on the text.</li> <li>9. Giving think time to</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention the model of descriptive text that is given by the teacher.</li> <li>2. Paying attention to the teacher's explanation about the definition, social function, language features, and generic structure of descriptive text.</li> <li>3. Paying attention to the teacher's explanation about Numbered Head Together (NHT) Technique.</li> <li>4. Make a group of 5</li> <li>5. Receiving the number head given by the teacher.</li> <li>6. Receiving the descriptive text given by the teacher entitled "My sister is a nurse".</li> <li>7. Reading the text.</li> <li>8. Paying attention to the teacher's questions.</li> <li>9. Discussing the possible</li> </ol>

	<p>answer the posed questions individually.</p> <p>10. Asking the students to write his/her answer on his/her own sheet.</p> <p>11. Asking the students to stand up and put their heads together to discuss and share the answer with their teammates.</p> <p>12. Asking the students to sit down.</p> <p>13. Calling the number of the students.</p> <p>14. Discussing the answer with the students.</p>	<p>answer with their group members.</p> <p>10. Receiving a question sheet given by the teacher.</p> <p>11. Paying attention.</p> <p>12. Paying attention.</p> <p>13. Answer the question one by one based on the numbered called by the teacher.</p> <p>14. Checking their answer together with the teacher.</p>
<b>6. Closure (3 minutes)</b>	<p>1. Asking the students to make conclusion about the topic that has been discussed.</p> <p>2. Asking to say hamdalah.</p> <p>3. Closing the class by greeting the students</p>	<p>1. Students make a conclusion about the topic that has been discussed.</p> <p>2. Students say hamdalah.</p> <p>3. Students answer teacher's greeting</p>

## I. Evaluation

### a) Attitude

No.	Attitude	Description	Score
1.	Responsibility	Always shows responsibility	4
		Often shows responsibility	3
		Sometimes shows responsibility	2
		Seldom shows responsibility	1

2.	Cooperation	Always shows cooperation	4
		Often shows cooperation	3
		Sometimes shows cooperation	2
		Seldom shows cooperation	1

**b) Process Evaluation.**

It is conducted during the teaching learning process. The indicators to be assessed are:

The indicators observed are:

1. Paying attention to the teacher's explanation
2. Doing the reading assignment
3. Cooperating with group members
4. Answering the questions

**Observation checklist of the students' active participation**

No.	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.													
2.													
3.													

Note:

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

**Jember, 9-12- 2019**

**The Researcher,**

Arifatus Solehah

**NIM: 140210401041**





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**C. Leading question for set induction**

- Can you guess what picture it is?
- What kind of profession it is?
- What does he do?
- How does he work?

**D. Student Activity Using Numbered Heads Together (NHT) technique**

**My Sister is a Nurse**

Generic Structure	Text
	I have a sister. Her name is Yumna. She is a nurse.
	My sister works at the central hospital. Everyday she takes care of the patient at the hospital. Sometimes, she goes to the hospital at seven o'clock in the morning and goes home at three o'clock in the afternoon. She usually helps the doctor to cure the patients, prepares and brings the medicine for the patient in the room. She works patiently. She never feels bored with her jobs. She is happy to be a nurse.

**E. Exercise**

*Please read the text carefully! (No 1-10)*

**My Sister is a Nurse**

I have a sister. Her name is Yumna. She is a nurse.

My sister works at the central hospital. Everyday she takes care of the patient at the hospital. Sometimes, she goes to the hospital at seven o'clock in the morning and goes home at three o'clock in the afternoon. She usually helps the doctor to cure the patients, prepares and brings the medicine for the patient in the room. She works patiently. She never feels bored with her jobs. She is happy to be a nurse.

**I. Choose the correct answer by crossing (X) a, b, c or d based on the text!**

1. What does the text tells about?
  - a. Nurse
  - b. Doctor
  - c. Postman
  - d. Writer
2. Teacher Who works as a nurse?
  - a. My Sister
  - b. My Brother
  - c. The Writer's sister
  - d. My Mother
3. Where does she work?
  - a. At the central bank
  - b. At the central hospital
  - c. At bank
  - d. At restaurant
4. "My sister works at....."(line 1, paragraph2)  
The synonym of the underlined word is...
  - a. Job
  - b. Game
  - c. Life
  - d. Play
5. What is the main idea of the second paragraph?
  - a. The activity of the sister
  - b. The activity of the doctor
  - c. The activity of the writer
  - d. The activity of the nurse
6. She usually *helps* the doctor...."(line 3, paragraph 2)  
What is the similar meaning of the italic word above?
  - a. Buy
  - b. Clean



**APPENDIX G****POST TEST****(READING TEST CYCLE 1)**

Subject	: English
Level/semester	: VII/1
Skill	: Reading
Text type	: Descriptive text
Time	: 40 minutes

*Read the following texts carefully!*

**Text 1: Question for number 1-10****My Great Father**

My father is a farmer. His name is Mr. Parto.

My father works on a farm. He manages his farm well. He plants a lot of plants. Such as, rice, corn, vegetables and fruit. He likes another farmer, he does not need any formal cloth, he just wear simple shirt and pants and he also wear a hat to protect his head from the hot sunshine. Everyday he goes to farm at five o'clock in the morning and goes home at one o'clock in the afternoon. He is a great father for me and I am proud of him because farmer is someone who produces a lot of food to support people's life.

*Adapted from English in Focus*

**Choose the correct answer by crossing (X) a, b, c or d in your answer's sheet based on the text!**

1. What is the topic of the text above?
  - a. My father
  - b. My brother
  - c. My neighbor
  - d. My friend
2. "...he does not need any formal cloth..."(line 2, paragraph 2)  
The similar meaning of the underlined word is...
  - a. Require
  - b. Order
  - c. Help
  - d. Manage
3. Where does the farmer work?

- a. He works on a restaurant
- b. He works on a farm
- c. She works on a farm
- d. She works on a restaurant
4. How many structures are there on the text above?
- a. There are five structures
- b. There are four structures
- c. There are three structures
- d. There are two structures
5. What is the main idea of paragraph 2?
- a. The writer's father
- b. The writer
- c. Activity of the farmer
- d. Description of the writer's father
6. Why does farmer wear simple shirt and pants?
- a. because he just have those clothes
- b. because he likes to use them
- c. because he never buys new cloth
- d. because he doesn't need any formal cloth
7. The following statements are TRUE according to the second paragraph, *except...*
- a. Farmer works on a farm
- b. Farmer doesn't need any formal cloth
- c. Farmer always wears glasses
- d. Farmer plants vegetables
8. What does he do on a farm?
- a. He plants vegetables and fruit
- b. He cooks rice
- c. He sells vegetables and fruit
- d. He buys new seeds
9. Which paragraph tells us about description?
- a. The first paragraph
- b. The second paragraph
- c. The third paragraph
- d. The fourth paragraph
10. "...He is a **great** father..."(line 5, paragraph 2)  
The similar meaning of the bold word is...
- a. Kind
- b. Ugly
- c. Bad
- d. Amazing



**Text 2: Question for number 11-20****My Brother is a Postman**

I have a brother. His name is Johny. He is a postman.

My brother works at the Central Post Office. Everyday he delivers letters to many people. He usually starts his job at 8 a.m. First, he goes to the addresses near his office. Then he continues to the addresses far from his office. He stops working at 2 p.m. He never feels bored with his job. He is happy to be a postman.

*(Adopted from English in Focus)*

11. How many structures on the text above?
  - a. There are two structures
  - b. There are three structures
  - c. There are four structures
  - d. There are five structures
12. What is the purpose of the text?
  - a. to tell about the writer's past experience becoming a postman
  - b. to inform the procedure about how to work as a postman
  - c. to describe the writer's brother profession
  - d. to tell the historical story of postman
13. "The addresses *near* his office" The antonym of the italic word is...
  - a. Far
  - b. Close
  - c. Tall
  - d. High
14. What is the generic structure of second paragraph?
  - a. Identification
  - b. Description
  - c. Orientation
  - d. Complication
15. Who does work as postman?
  - a. The writer
  - b. The writer's brother
  - c. The writer's neighbor
  - d. My brother
16. When does he stop working?
  - a. He stops working at 02.00 pm.
  - b. He stops working at 02.00 am.
  - c. She stops at night
  - d. He stops at night.
17. .."He stops working at 2 p.m". The antonym of the underlined word is...
  - a. Continue
  - b. Write
  - c. Close
  - d. Go

18. What does the text tells about?
- a. A clown's profession  
b. A writer's profession  
c. A sister's profession  
d. A postman's profession
19. Which paragraph tells us about the identification?
- a. The first paragraph  
b. The second paragraph  
c. The third paragraph  
d. The fourth paragraph
20. "...He is happy to be a postman"... The word underlined has opposite meaning with...
- a. Sad  
b. Glad  
c. Angry  
d. Proud

**Answer Key**

- |              |              |
|--------------|--------------|
| <b>1. A</b>  | <b>11. A</b> |
| <b>2. A</b>  | <b>12. C</b> |
| <b>3. B</b>  | <b>13. A</b> |
| <b>4. D</b>  | <b>14. B</b> |
| <b>5. C</b>  | <b>15. B</b> |
| <b>6. D</b>  | <b>16. A</b> |
| <b>7. C</b>  | <b>17. A</b> |
| <b>8. A</b>  | <b>18. D</b> |
| <b>9. B</b>  | <b>19. A</b> |
| <b>10. D</b> | <b>20. A</b> |

**The Distribution of the Test Item**

No.	Type of Comprehension	Number
1	Word Comprehension	2,10,13,17,20
2	Sentence Comprehension	3,6,8,15,16
3	Paragraph Comprehension	5,7,9,14,19
4	Text Comprehension	1,4,11,12,18
Total		20 numbers

## APPENDIX H

## THE RESULT OF STUDENTS' READING COMPREHENSION TEST

Nos.	The Students' Initials	Scores	Achieved	Not Achieved
1	AAP	55		√
2.	ASSD	75	√	
3.	AAM	75	√	
4.	ALM	75	√	
5.	BK	70		√
6.	DAZ	80	√	
7.	DON	75	√	
8.	FU	80	√	
9.	IF	60		√
10.	LNJS	80	√	
11.	MR	80	√	
12.	MH	80	√	
13.	MDAS	-	-	-
14.	NVA	70		√
15.	NAH	80	√	
16.	PA	75	√	
17.	RH	80	√	
18.	RA	75	√	
19.	SRA	75	√	
20.	SAM	80	√	
21.	SAP	75	√	
22.	SH	75	√	
23	SR	90	√	
24.	UH	75	√	
25.	WYDP	60		√
26.	AMH	80	√	
		Mean = 75,2	<b>20 students</b>	<b>5 students</b>

## APPENDIX I

## THE RESULT OF THE OBSERVATION

No.	The Students' Initials	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	AAP	√					√		√	√			√
2.	ASSD	√	√	√		√		√		√	√	√	
3.	AAM			√			√	√	√	√	√	√	
4.	ALM			√			√		√				√
5.	BK			√	√	√		√		√	√	√	
6.	DAZ		√	√	√	√		√	√	√		√	
7.	DON	√	√	√		√		√	√	√	√	√	
8.	FU			√			√	√	√	√	√	√	
9.	IF	√	√	√		√		√	√	√		√	
10.	LNJS			√			√	√	√	√	√	√	
11.	MR		√				√		√				√
12.	MH	√		√	√	√		√	√	√	√	√	
13.	MDAS	-	-	-	-	-	-	-	-	-	-	-	-
14.	NVA	√	√	√		√		√	√		√	√	
15.	NAH	√	√	√		√		√	√	√		√	
16.	PA			√	√		√	√	√	√	√	√	
17.	RH		√	√	√	√		√	√	√		√	
18.	RA	√					√	√	√	√		√	
19.	SRA	√	√	√	√	√		√	√	√		√	
20.	SAM	√	√	√	√	√		√	√	√	√	√	
21.	SAP			√			√	√	√	√		√	
22.	SH			√			√	√	√	√	√	√	
23.	SR	√	√	√	√	√		√	√	√	√	√	
24.	UH	√	√	√		√		√	√	√		√	
25.	WYDP	√	√	√	√	√		√	√	√		√	
26.	AMH	√	√	√		√		√	√	√	√	√	
		AMH				15	10	Meeting 2				22	3

## APPENDIX J

## THE PERMISSION LETTER FOR ACCOMPLISHING THE RESEARCH



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: (0331)- 330224, 334267, 337422, 333147 \* Faximile: 0331-339029  
Laman: [www.fkip.unsj.ac.id](http://www.fkip.unsj.ac.id)

Nomor : 10032/UN25.L5/IT/2019  
Lampiran :  
Hal : Permohonan Izin Penelitian

03 DEC 2019

Yth. Kepala Sekolah  
MTS Bustanul Ulum Kemiri Panti Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember jurusan PBS / Pendidikan Bahasa dan Seni, Program Studi Pendidikan Bahasa Inggris di bawah ini:

Nama : Arifatul Solehah  
NIM : 140210401041  
Judul : Improving the Seventh Grade Students' Reading Comprehension Achievement by Using Numbered Head Together Technique.  
Jadwal Penelitian : Desember 2019

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di MTS Bustanul Ulum Jember. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.



Prof. Dr. Saratno, M.Si  
NIP. 196706251992031003



## APPENDIX K

**THE STATEMENT LETTER OF ACCOMPLISHING THE RESEARCH  
FROM THE PRINCIPAL OF MTS. BUSTANUL ULUM JEMBER**



**YAYASAN AL HASAN II  
MTs. BUSTANUL ULUM**

NSM : 121235090089 NPSN : 20581529

e-mail : [mts\\_bu@yahoo.com](mailto:mts_bu@yahoo.com) website: [mtsustanululum-panti-jember.sch.id](http://mtsustanululum-panti-jember.sch.id)

**Jl. Terepong Bintang No. 01-02 Kemiri Telp (0331) 413133 Panti - Jember 68153**

**SURAT KETERANGAN PENELITIAN**

Nomor :32/MTs. BU.13.32.459/12/2019

Yang bertanda tangan dibawah ini ,

Nama lengkap : **FAHRUL ABDULLAH, S. Pd**  
 NIP : -  
 Jabatan : Kepala Madrasah Tsanawiyah Bustanul Ulum  
 Alamat Madrasah : Jl. Terepong Bintang No. 01-02 - Kemiri - Panti -  
 Jember 68153  
 Telepon : (0331) 413133

Dengan ini menerangkan , bahwa :

Nama : **ARIFATUS SOLEHAH**  
 NIM : 140210401041  
 Jurusan : Pedidikan Bahasa dan seni  
 Program Studi : FKIP Bahasa Inggris  
 Judul Obserfasi Penelitian : Improving the seventh grade students' reading  
 Comprehension Achievement by Using Numbered head  
 Together Technique

Bahwa mahasiswa tersebut di atas telah benar – benar melakukan penelitian Skripsi di  
 MTs. Bustanul Ulum Kemiri Panti Jember, yang dilaksanakan pada tanggal 03 Desember  
 2019 sampai dengan 12 desember 2019

Demikian surat keterangan ini untuk digunakan sebagaimana mestinya.

Kemiri, 16 Desember 2019

Kepala  
 MTS. Bustanul Ulum



**FAHRUL ABDULLAH, S.Pd**