



**THE EFFECT OF USING NUMBERED HEADS TOGETHER TECHNIQUE
ON READING COMPREHENSION
ACHIEVEMENT OF THE EIGHT GRADE STUDENTS
AT SMP ISLAM GUMUKMAS JEMBER**

THESIS

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**THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Presented as One of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Department
Faculty of Teacher Training and Education
Jember University

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2015**

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Ngayomiati and Wahyu Tripiono, my grandparents Suparmi and H. Muslim, thanks for your love and support. This thesis is dedicated to you for your unconditional love;*
- 2. My beloved fiancé, Nona Laiqotul Hima, who has always been the main source of inspiration behind all my efforts and achievements,*
- 3. My big families in Jember, thanks for your support.*

MOTTO

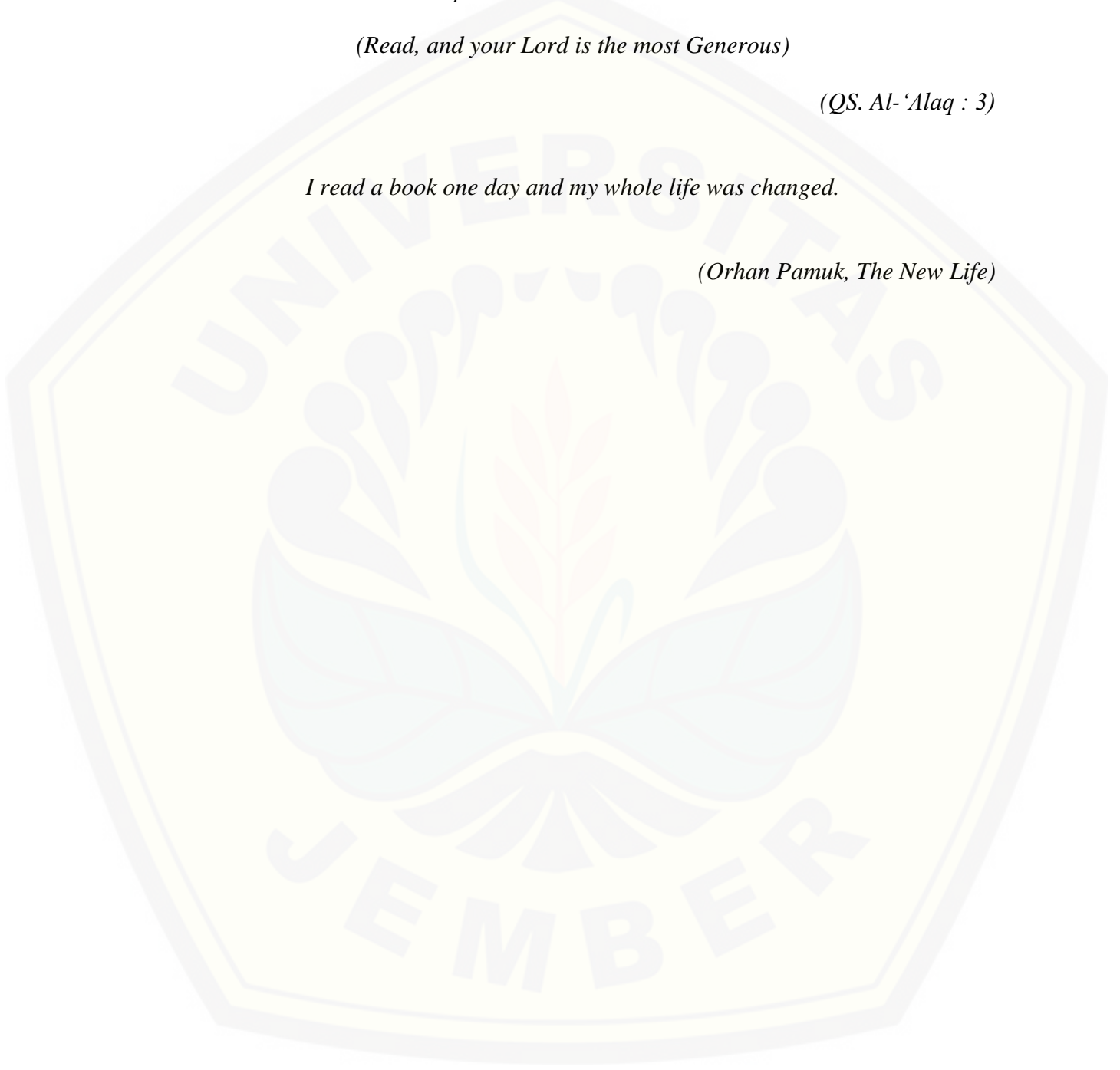
“Iqra’ warobbukal akrom...”

(Read, and your Lord is the most Generous)

(QS. Al-‘Alaq : 3)

I read a book one day and my whole life was changed.

(Orhan Pamuk, The New Life)



CONSULTANT APPROVAL

**THE EFFECT OF USING NUMBERED HEADS TOGETHER TECHNIQUE
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ACHIEVEMENT OF THE EIGHT GRADE STUDENTS
AT SMP ISLAM GUMUKMAS JEMBER**

THESIS

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LETTER OF STATEMENT

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

I certify that the content of the thesis is the result of 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 have been followed.

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Jember, March 2015

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First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “The Effect of Using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas Jember.” In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

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3. The Chairperson of English Education Study Programs
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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, March 2015

The Writer

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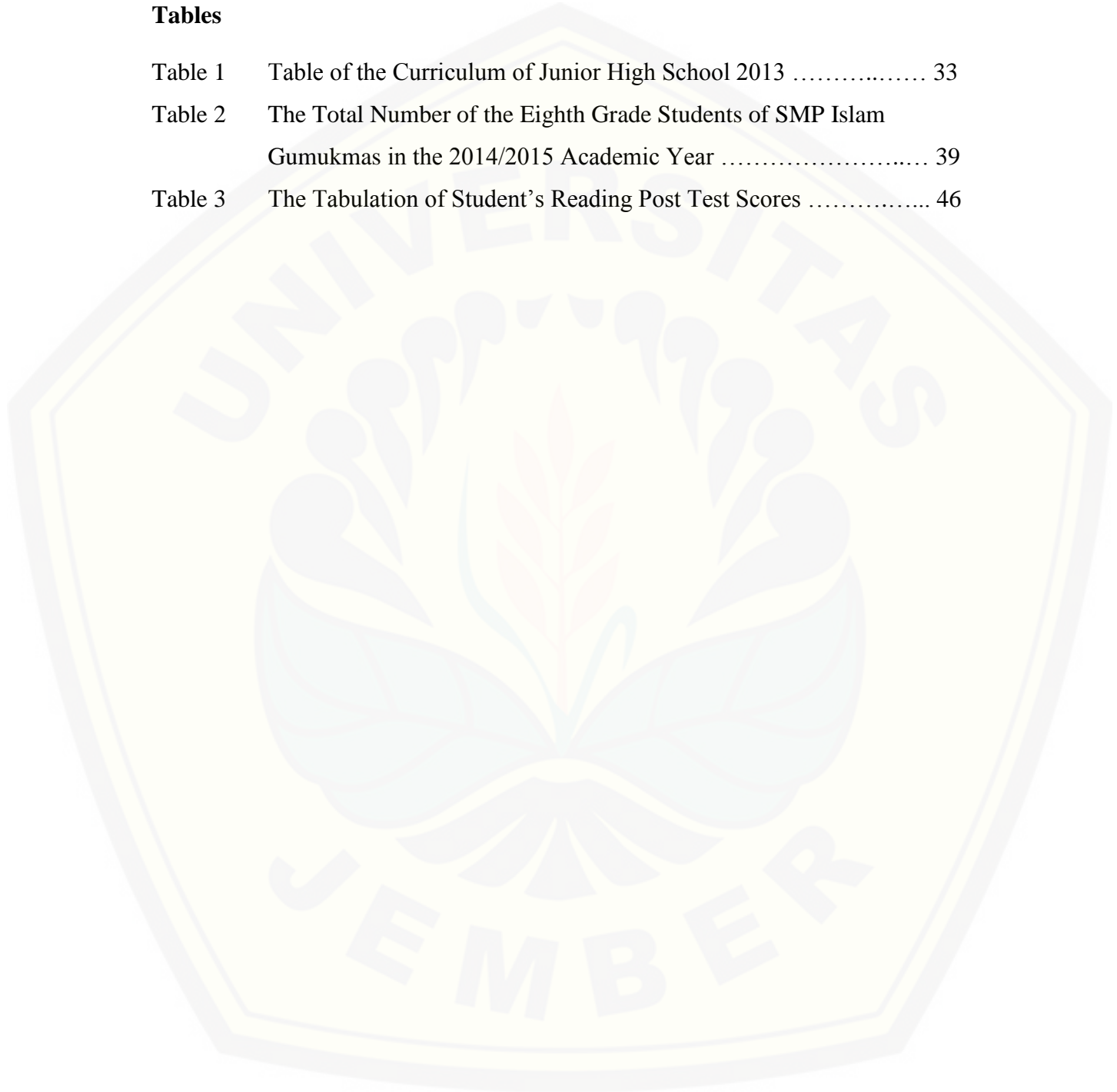
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SUMMARY

The Effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas Jember; Robbica Martino, 090210401004; 2015; 57 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

The purpose of this research was to know whether or not there was a significant effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Islam Gumukmas Jember.

Reading is one of the four basic skills that must be taught to the junior high school students. This skill is as important as the other language skills, but it is assumed that through reading skill students will be able to learn the other skills more conveniently because all of the skills involved reading activities. Reading relates to reading comprehension. It means that when students are reading, they are doing thinking process by comprehending all the words, phrases, sentences, and paragraphs in order to get the meaning of the text as a whole. Through reading activities, students are expected to understand the meaning of the text and get the information needed of the whole text. One of the techniques that can be used and applied by an English teacher is using Numbered Heads Together technique in a reading class. Numbered Heads Together technique is a cooperative learning technique that promotes discussion and both individual and group accountability.

Based on the interview with the English teacher of the eighth grade at SMP Islam Gumukmas, Jember, it was known that the English teacher as the center of teaching reading of English and the English teacher taught the students by using Lecturing technique, question and answer, and sometimes gives some games and using song in teaching learning process. In other words, the English teacher has never used NHT Technique in teaching reading. She also explained that lecturing technique actually was not very effective for students because the students have a lack of activities. The students did not always understand well the meaning of the reading text, and they spent a long time to read the text which mostly done word by word. Consequently, they could not answer all the comprehension questions correctly in a given time. For that reason, the teacher should choose the appropriate teaching strategy to make the students master in reading skill. One of them is Numbered Heads Together Technique.

The respondent of the research was the eighth grade students of SMP Islam Gumukmas Jember, which consisted of four classes (VIII A, VIII B, VIII C, VIII D). The sample of the research was class VIII A (the experimental) consisted of 44 students and class VIII C (control class) consisted of 44 students. The data in this research was gathered by administering a reading comprehension test.

In this research, quasi-experimental with posttest-only control group design was applied. First, the researcher administered the homogeneity test to the eighth grade students at SMP Islam Gumukmas. The homogeneity test's result was heterogenous. So, the researcher choosing the experimental and the control group should be taken from two classes that had the same or the closest mean difference. It was found that grade VIII A and grade VIII C had the closest mean difference. Then, After that, the researcher gave the treatment, the experimental group (VIII A) was taught by using NHT Treatment and the control group (VIII C) was taught by using Lecturing technique. After two meetings, both classes got posttest. The last, the result of the posttest was analyzed by using independent sample t-test formula to know whether or not the mean difference between the experimental group and the control group was significant.

. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group ($72,65 > 60,95$). The result of the data analysis showed that the statistical value of students' posttest was 5,37 while the value of t-table at significant level 5 % with degree of freedom (D_f) 85 was 1,98. It indicates that the value of t-test was higher than that of t-table ($5,37 > 1,98$). It meant that the null hypothesis (H_0) formulated: "NHT technique does not have any significant effect on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year" was rejected. In contrast, the formulated alternative hypothesis (H_a): NHT technique has any significant effect on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year" was accepted. It indicated that the result of t-test analysis was significant

Based on the result of this research, it was concluded that there is a significant effect of using Numbered Heads Together Technique on reading comprehension achievement of the eighth grade students at SMP Islam Gumukmas Jember in the 2014/2015 academic year. So, it is suggested to the English teachers to use Numbered Heads Together technique to teach English to the students, especially to teach reading comprehension and it also suggested for the other researchers to conduct a similar research with the same or different language skill or components, such as classroom action research to improve the students' reading achievement by using Numbered Heads Together technique.

1. INTRODUCTION

Research outcomes indicate that the use of Numbered Heads Together (henceforth NHT) Technique not only effective but also improve students' reading comprehension achievement. The technique is one of the collaborative activities which enable students to work and share the knowledge in order to solve the problem.

This quasi experimental research focuses on the use of such technique on students' reading comprehension achievement. This research investigates whether or not there was a significant effect in applying NHT on students' reading comprehension achievement of the 8th grade students at SMP Islam Gumukmas Jember in 2014/2015.

This chapter presents some issues related to the topic of the research. They are background of the research, problem of the research, objective of the research, limitation of the research and significances of the research. Each point was highlighted respectively below.

1.1 Background of the Research

Language as a means of communication plays an important role in human life. People use language as a medium for communicating information from the speaker to the listener. Without having language, people are not able to express their ideas, thought, and feelings. There are so many languages that are used by people around the world, one of them is English.

According to Crystal (2003: 6) English is spoken in approximately a quarter of the world's population. In fact, most of the sources of information, including books, science, and technology are written in English. English is the most widespread medium of communication. It is because of the number and geographical areas of its speakers and the large number of non-native speakers who use it for part of their international contact. Thus, it is not surprising that English role is getting more and

more important in our life. From the explanations above, it is clearly important to master English both in oral and written forms to be able to follow world development.

In Indonesia, English is considered to be a foreign language. It means that Indonesian people do not use English for daily communication. As a result, learning English is not easy due to the lack of exposure. Moreover, it is difficult for the learners because there are so many aspects of this foreign language that are different from their first language.

Reading is one of the four basic skills that must be taught to the junior high school students. This skill is as important as the other language skills, but it is assumed that through reading skill students will be able to learn the other skills more conveniently because all of the skills involved reading activities. According to Doff (2000:23), when reading, the readers do not sit there as passive receivers of the text, but they also draw on their own knowledge of the world and of language to help them guess what the text will say next. When students are reading, they are doing thinking process by comprehending all the words, phrases, sentences, and paragraphs in order to get the meaning of the text as a whole. Through reading activities, students are expected to be able to understand the meaning of the whole text as the main objective.

Based on the preliminary study conducted by doing an interview with the English teacher of the eighth grade at SMP Islam Gumukmas, Jember, on 9 October 2013 it was known Mrs. U, S.Pd. This school was used Curriculum 2013. The English teacher of SMP Islam Gumukmas as the center of teaching reading of English. It means that the teacher was more active than the students, so most of the time, in the process of teaching learning, first the students only listen to the teacher explanation and afterward just answer the questions from the teacher. She usually teaches the students by using Lecturing technique, question and answer, and sometimes gives some games and using song in teaching learning process. In other

words, the English teacher has never used NHT Technique in teaching reading. She also explained that lecturing technique actually was not very effective for students because the students have a lack of activities. The students did not always understand well the meaning of the reading text, and they spent a long time to read the text which mostly done word by word. Consequently, they could not answer all the comprehension questions correctly in a given time.

Numbered Heads Together (NHT) technique is a cooperative learning technique that promotes discussion and both individual and group accountability. Cooper (1999: 282) states that in this technique, the students work in groups and they think together to discuss the answers with the other members of their groups. NHT technique provides an incentive from students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves.

Cristiani (2008) conducted a research on the use of NHT technique. It was proved that the application of NHT technique significantly influenced the students' reading comprehension achievement of the eighth grade students of SMPN 1 Kalisat Jember. The outcome indicates that the students who were taught using NHT technique got better reading achievement as compared to the students who were taught without using NHT technique. Another study carried out by Nuruddin, Seken, and Artini (2013) proved that the application of NHT technique significantly affected the students' reading comprehension achievement of the eighth grade students of MTs Birrul Walidain NW Rensing, Lombok Timur NTB. They have reported that using NHT technique is likely higher in effectiveness than using the other techniques likes using the conventional reading technique in improving the reading comprehension. The last previous experimental research was done by Baker (2013). It is obvious that there was a significant effect of using cooperative learning structure, NHT Technique, in East Feliciana High School Chemistry classes, Baton Rouge, Louisiana.

Linked to the above research findings, this research had some similarities and differences as well. The similarities of these three researches were the research design and the use of NHT technique in teaching English. However, the differences between these researches, Christiani (2008) and Nuruddin, Seken, Artini (2013) conducted the research in junior high school, level another researcher conducted the research also in junior high school, but the last research was conducted in Chemistry classes at a rural, low performing high school. However all the researchers have proved that using NHT effective in teaching reading or chemistry in Junior and Senior High School level. It indicates that using NHT was effective in teaching social and science courses.

Thus, research on the use of Numbered Heads Together in teaching reading comprehension has documented excellent result. The technique of Numbered Head Together is believed to give students opportunity to learn in group instead of studying individually. Based on the evidence, this quasi – experimental group investigates whether the technique of Numbered Heads Together has an effect on reading comprehension achievement of the eight grade students of SMP Islam Gumukmas Jember in 2014/ 2015 academic year.

In addition, the English teacher of the eighth grade of SMP Islam Gumukmas wants to apply NHT Technique in teaching learning process of reading to enrich the teaching technique of reading. Based on the explanations above, the researcher was interested in conducting an experimental research entitled **“The Effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas Jember”**.

1.2 Problem of the Research

Having known the research background, the problem of the present research was formulated as follows:

“Is there any significant effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Islam Gumukmas, Jember?”

1.3 Objective of the Research

Considering the above research problem, the objective of the research was to find out whether or not there was a significant effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Islam Gumukmas, Jember.

1.4 Limitation of the Research

Limitation of the research is important to state, to avoid misunderstanding of the concept between the readers and the researcher. In this research, the researcher used recount text as the teaching material of reading and the test material. The reading skill was limited to comprehend word meaning, sentence meaning, paragraph meaning, and text meaning. The researcher used quasi experimental research to know whether or not there was a significant effect of using NHT Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Islam Gumukmas, Jember in the second semester 2014/2015 academic year.

1.5 Significances of the Research

The result of this research was expected to give contributions to the following people: the English teacher, the students and the future researchers.

1.5.1 The English Teacher

The results of this research can be used as a consideration by the English teacher to develop the quality of the English teaching, especially in teaching reading comprehension. Hopefully it will be useful for the English teacher to

use alternative techniques in teaching reading so that the activities are more interesting, enjoyable, and comfortable for the students, most importantly to help them become more effective readers.

1.5.2 The Students

The result of this research was expected to give a new experience in learning reading through cooperative activities in NHT technique. So, it shows the effectiveness of using cooperative learning through NHT Technique rather than learning individually using the lecturing technique. The technique was hoped to help students to learn how to comprehend reading text more effectively.

1.5.3 Future Researchers

Hopefully, the results of this research can be used as a reference or information for conducting a similar research for the future researchers. It might be done in different research designs, such as classroom action research, to improve students' reading comprehension achievement or to different students' level.

II. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter deals with the theories related to the research. They are the reading comprehension, reading comprehension achievement, recount text, cooperative learning, NHT Technique, the strengths and the weaknesses of using NHT Technique in teaching reading, and the research hypothesis.

2.1 Reading Comprehension

There are some definitions of reading comprehension based on some. According to Harmer (2004:70), “reading is not a passive skill, but it is an incredibly active occupation”. This means, the readers are expected to understand the meaning of the text and get the information needed. Similarly, Grellet (1996:8) notes that reading is an active skill. In which the process constantly involves guessing, predicting, checking and asking oneself questions. In the same way, Doff (2000:23), when reading, “the readers do not sit there as passive receivers of the text; they also draw on their own knowledge of the world and of language to help them guess what the text will say next”. Comprehension means interacting and constructing meaning with text (Hennings, 1997:245). According to Grellet (1996:3), “reading is a process in understanding written text”. From the definitions, it can be said that reading is an activity to understand and to catch what the text contains done by guessing, predicting, constantly asking questions.

Reading comprehension becomes an important skill that should be developed in the teaching and learning English because it enables the students to learn the other skills in English such as listening, speaking, writing, structure and enrich their vocabularies as well. In addition, Grellet (1996:8) states that, “reading comprehension cannot be separated from the other skills, considering everything we talk or write is all about anything we have read”.

2.2 Reading Comprehension Achievements

As mentioned above that reading comprehension is the process of constructing and understanding the meaning of a whole text in order to get the message from the writer. In this case, students reading achievement can be measured from students' ability to understand and to get the content of the text.

Achievement relates to how to do something successfully with skills, knowledge, and efforts. As defined by Hughes (1996:10) achievement is the result of the successful efforts of the students in achieving the objective of the study. Further, Hughes (2003:12) states that the purpose of achievement is to measure on how successful individual students, group of students, have achieved the objectives. According to Burns, Roe, and Ross (1996) in Henning (1997:269) comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension support it. In this research, reading comprehension achievement refers to the eight grade students reading scores taken from a reading test covering the test items of word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension

2.2.1 Word Comprehension

Comprehending words meaning is the basic steps to comprehend a whole text in reading. It is very important because without comprehending the meaning of the words it is impossible for readers to comprehend the whole text. This idea is supported by Gillet and Temple (1990: 99), "it is important for the students to comprehend the word meaning because it helps them to comprehend the whole text". In other words, by understanding the word meaning, the students will be easier to catch what the text tells about. Further, Wood (1991:57) notes that, "reading improves vocabulary, and a larger vocabulary improves reading". It means that by reading activities, the students can enrich their vocabulary and by having much vocabulary the students will be easier to comprehend a text.

In addition, Grellet (1996:15) argues that “inability to understand the meaning of unknown elements often causes discouragements and apprehension for the students when they face a reading text”. Thus, it is clear that comprehending word meaning is very important in reading comprehension. It is the key to comprehend a text, moreover when the word has more than one meaning.

Example:

My father and I went to a football match yesterday

The similar meaning of the word “match” is....

- a. concert
- b. captain
- c. competition
- d. goal

The answer of the question above is “competition”. The word “match” has the same meaning with competition.

2.2.2 Sentence Comprehension

In reading activity, besides comprehending the word meaning, the students should comprehend the sentence meaning as well. It is also a vital part in reading comprehension. According to McWhorter (1989:99), “a sentence expresses at least one key idea, which consists of a simple subject and verb”. It means that each sentence has at least one subject and one verb. Moreover, Grellet (1996:15) confirms that, “it is better to understand the meaning of some words constructed in sentences than translating the sentences word by word”. It is because a sentence can express the writer’s ideas. If a reader just translates a sentence word by word, sometimes they cannot catch the exact meaning of the sentence.

McWhorter (2001:414) defines that, “sentence is a group of words that express a complete thought about something or someone”. There are three kinds of sentences. They are simple sentences, compound sentences, and complex sentences (Wood, 1991:151). Simple sentence is a sentence that consists of one subject and one

verb; sometime it follows by a complement. Compound sentence is a sentence that contains of two or more subject and verbs, since they are made of two or more simple sentences and joined by punctuations, conjunctive adverbs, or coordinate conjunctions. The last is complex sentence, it consist of a simple sentence and several phrases. The phrases are not sentences because they are not express complete thought.

There are four steps in understanding sentences (Mc Whorter, 1989: 86):

a. Identifying Key Ideas

Every sentence expresses at least one key idea or basic message that is made up of a subject and a predicate (Mc Whorter 1989: 86). There are two questions considered to find out the key idea of a sentence; (1) Who or what is the sentence about? (2) What is happening in the text?

For example:

John studied for three hours last night.

Who What

In the example above, the underlined words, John and studied are the key ideas. The subject of this sentence is John. It tells who the sentence is about. The predicate in this sentence is studied. It tells what John did last night for three hours. It was happening for the subject.

b. Locating Details

The next step is to see how details affect its meaning. McWhorter (1989:88) suggests the readers to consider about the object or predicate such as what, where, which, when, how, and why questions about the subject and predicate.

For example:

Samin drove his car to Yogyakarta last month.

What Where When

For Example:

There are several clues that indicate the ability of a business to adapt and use the skills of its employees.

(McWhorter 1989:99)

The sentence above, the pronoun “its” has replaced the word a business

In conclusion, sentence comprehension means understanding the meaning of a sentence, not only the meaning of each words but also the meaning of all words that put together into a sentence based on the context. It is very important to comprehend the sentence meaning, because sometime the meaning of a word is different if it combines with other words in a sentence.

2.2.3 Paragraph Comprehension

After comprehending words and sentence, students should be able to comprehend the paragraph which is more complex rather than comprehending words and sentence. McWhorter (2001:40) states that, “a paragraph is a group of related sentences that developed a single topic”. Besides, Wong (1999:366) notes that, “a paragraph is a series of sentences that developed one main ides about a specific topic”. Considering the above explanation, it can be concluded that a paragraph is a set of related sentences that refers to or telling about one single topic as the control idea.

According to Wong (1999:336) a paragraph consist of three parts as follow:

1. Topic Sentence

Topic sentence is a sentence in a paragraph that states the main idea

2. Supporting Details

Supporting details are sentences that develop or support the main idea

3. Concluding Sentence

Concluding sentence is the last sentence which restates or summarizes the main idea of the paragraph.

For Example:

Topic Sentence	Last week, my friends and I went to Jogja. We visited many places.
<u>Supporting Details</u>	<u>First, we visited Parangtritis Beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry so we went to a restaurant. As soon as we finished our lunch, we decided to go home.</u>
<i>Concluding Sentence</i>	<i>For me, that was a beautiful day. We really enjoyed it and I hope I could visit Jogja again.</i>

(Baiduri, 2014:16)

In reading comprehension, comprehending the paragraph meaning is also crucial, because the students have to know and understand what the paragraph tells about, considering the related sentences that bring them to a certain topic.

2.2.4 Text Comprehension

The purpose of reading is to comprehend the text and reach the message from the text. A whole text consists of words, sentences and paragraphs (McWhorter, 1989:131). According to Grellet (1996:4), “one of the reasons why a person reading is for getting information”. The reader should comprehend all the parts of the text, including words, sentences, and paragraphs meaning to achieve the content of the text.

In this research, text comprehension is the students’ ability to comprehend the ideas and the message of a text not only comprehending the words and sentences but also largely comprehending paragraphs in a text as a unity of ideas and thought of the writer.

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next Sunday we would go to Maron beach in Semarang.

The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my boyfriend, Kiki, to join us going to the beach. He agreed to join and he came to my house. After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, my boyfriend and I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my boyfriend and my sister ordered rames rice. After we finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very exhausting day, but I felt so happy that I could have a vacation with my sister and my boyfriend.

(www.englishindo.com/2013/03/recount-text-full-materi-contoh.html)

The teacher may use the question below:

1. What does the writer want to tell us about?

The answer is “*holiday in Maron beach Semarang*”

2.3 Recount Text

Based on the Curriculum 2013 for SMP/MTs, there are two types of text that should be taught for the eighth grade students of Junior High School, they are *recount*

text and *narrative text*. Recount text becomes the focus in this research, because this kind of text is taught in even semester 2014/2015 of the eighth grade.

Recount text is a text that tells about events, experience or something happened in the past. According to Goatly (2000:30), “the purpose of recount text is to construct past experience by retelling events and incidents in the order in which they occurred”.

The social function of recount text is to retell events for the purpose of informing or entertaining. Doddy et al (2008:24) mention that the generic structure of recount text consists of three parts as follows:

1. Orientation

Orientation provides all the necessary background information to enable the audience make sense of the text. It is established the time, setting, and who or what is participating.

The example of orientation:

I had a terrible day yesterday.

This orientation tells us the person is “I”, and the person had experienced an unhappy day.

2. Events

Event is the second part of recount text. It tells the detail event that happened in the story. It tells about who, what, where, and when the story happened. It usually sequences chronologically.

The example of events:

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9.30 bus, of course I missed it. I wanted to take a taxi, but I didn't have enough money.

These events are put in the order. The use of connections helps readers find the events happened.

3. Re-orientation

Re-orientation is the final part of recount text. It concludes the series of events by summarizing them, evaluating the topic's importance of offering personal comment or opinion.

The example of re-orientation:

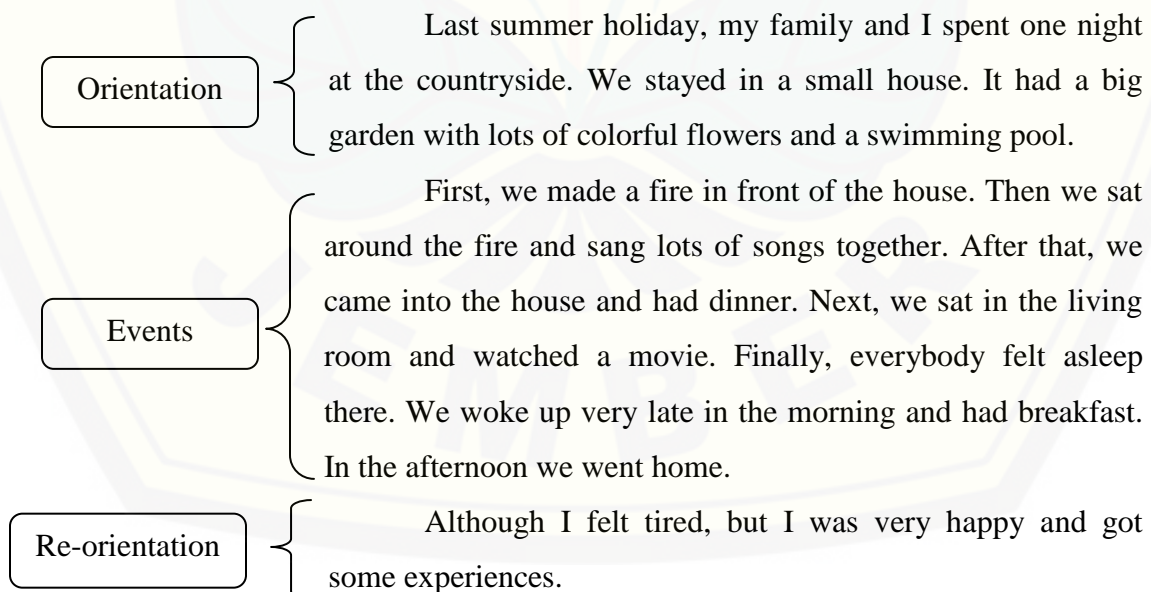
*Finally, I walked three miles to my school only to discover that it was Sunday!
I hope I never have a day as the one I had yesterday.*

From this re-orientation, the readers can find out that the writer restated what happened in the orientation.

Then, the language features of the recount text are:

- a. Introducing personal participant: I, my group, etc
- b. Using chronological connection: then, first, etc
- c. Using linking verb: was, were, saw, heard, etc
- d. Using action verb: look, go, change, etc
- e. Using simple past tense.

The example of recount text:



(Taken from LKS Bima grade 8, 2014:5)

2.4 Cooperative Learning

Cooperative learning is one of the teaching techniques that can be applied in teaching learning process. Cooper (1999:273) defines, “cooperative learning as an instructional task designs that engages students actively in achieving the objective of a lesson with their own group”. Moreover, Richards and Rodgers (2002: 192) describe Cooperative learning as “an approach to teaching that makes maximum use of cooperative activities through small group of learners in the classroom”. In addition, Jolliffe (2007:3) suggests, “cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others”.

Considering the above definitions, it can be concluded that cooperative learning is a teaching strategy that focuses on cooperation rather than competition of each member in a group to achieve the shared goal. Besides, the team member has responsibility to each other in completing the material given by the teacher. Consequently, it can improve both in academic learning where they work by sharing ideas to obtain a good score, and in social skill, they have to work together to solve the task given.

In teaching reading, cooperative learning gives great opportunity to the students in comprehending the reading text, because this technique force the students to cooperate and work together with their group member. Cooperative learning provides unique learning experience to the students and offers a competitive model of teaching. It can enhance students’ enthusiasm for learning in the classroom.

2.4.1 Types of Cooperative Learning Groups

Johnson *et al*, (1994 in Richard and Rodgers, 2001: 196) describe three types of cooperative learning groups. They are:

1. Formal cooperative learning

Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve their goal and complete the specific tasks and assignments.

2. Informal cooperative learning

Informal cooperative learning consists of students work together to achieve a joint learning goal in temporary, that last from a few minutes to one class period. Informal cooperative learning can be used to focus student attention on the material to be learned. The teacher's role is keep students more actively engaged intellectually entails having focused discussions before and after the lesson.

3. Cooperative base groups

Cooperative base groups consist of heterogeneous learning group that have stable membership that support academically within the group

2.4.2 Basic Principles of Cooperative Learning

Arnold (1999:227-228) points out that there are five basic principles to make successful learning in Cooperative Learning, those are: positive interdependence, face to face interaction, individual accountability, interpersonal and small group skill, and grouping process. The following are the explanation of the principles:

1. Positive interdependence

Positive interdependence can be successfully structured when all members of the group feel that they are linked each other in a way that one cannot succeed unless everyone succeeds. Group goals and task must be design and communicated to the students to make them believe they can success or fail together.

2. Face-to-face interaction

Students need to work together to ensure each other success by sharing knowledge, idea, supporting, encouraging each other. Small groups consist of

3-6 students can encourage all the members to participate but large benefits from multiple ideas.

3. Individual and group accountability

In cooperative learning, the whole member of the group should be accountable for achieving the goal, and each member should be accountable for contributing or share their idea in order to completing the task.

4. Development of small group skill

Cooperative learning is more complex rather than competitive learning, here the students should engage simultaneously in task work and teamwork. To empower both of task work and teamwork successfully, individual members need to develop not only linguistic but also social skill which facilitate teamwork, they should have ability in leadership, trust building, decision making, teamwork, communication and conflict management.

5. Grouping processing

Grouping process occur when the member of the group discuss about how far they can achieve the goals and maintaining effective working relationships. Groups need to describe what member action and make decision about what behavior to be continued or to be changed. Through this processing, learners acquire or refine metacognitive and socio-affective strategies of monitoring, learning from others, and sharing ideas and turn.

In this research, the researcher used NHT Technique in informal cooperative learning type. It was an interesting way in cooperative learning that can help the students to comprehend the reading text and avoid boredom as well. It helped the students to cooperate with their group to solve the problem and compete to be the winner. If necessary, the competition motivates the students to cooperate and learn faster and efficiently as a result, they could be the winner of the competition.

2.5 Numbered Heads Together (NHT) Technique

Numbered Heads Together (NHT) is one of strategies in cooperative learning developed by Kagan (1994). This technique trains the students to work in a group to solve the problems given by the teacher. As stated by Cooper (1999:281), Numbered Heads Together makes drill and quick reviews of facts engaging and productive for the whole class. We can say that this technique focuses in the students' cooperative activity within the groups.

In this cooperative learning technique, the students cannot only rely on their friend in a group to solve the problem. They should share their opinion and discuss it together to produce the perfect answer. Therefore we can say that this technique focus on the students cooperation rather than competition. It must be competitive because who can do and answer the questions faster will be the winner of the competition.

In this technique, the students work in their small groups. After the teacher poses the questions or tasks, all the member of each group should put their heads together to discuss the answer of the questions and make sure that all the member of the group know and understand the answer of the questions, because all the students have the same responsibility to answer the questions for their group. Then the teacher will call a number, the students with the number should answer the questions. By doing the discussion it answers that all members know exactly the correct answer. No matter who is being called the answer will be the same.

2.5.1 Steps of Applying NHT Technique

According to Kagan and Kagan (2009:6.30), there are some steps that are used in NHT technique:

1. Students number off.

This involves assigning the students to five member teams. Then, give every student a number from 1-5 at random.

2. Teacher poses a problem and gives think time.

The teacher poses a problem when the teams are settled and the students have the number. Giving think time is a new step in NHT technique that is developed by Kagan and Kagan (2009). In this step, the students are asked to think about the answer individually.

3. Students privately write the answers.

This step is also a new step in NHT technique. Kagan and Kagan, the developer of NHT technique include this step in order to improve the students' individual accountability.

4. Students stand up and "put their heads together"

Showing answers, discussing, and teaching each other.

5. Students pay attention when everyone knows the answer or has something to share.

6. Teacher calls a number.

7. Classmates' applause to students who respond.

2.5.2 The Application of NHT Technique in Teaching Reading Comprehension

Considering the above steps proposed by Kagan, the steps of teaching reading comprehension by applying NHT Technique in this research are as follows:

1. Students number off

The researcher (who will teach the students) divides the students into teams of four considering the students' range of ability. Each team consists of high, average, and lower achiever. The researcher divides the students based on the homogeneity score.

2. Teacher poses a problem and gives time to think.

The researcher poses a question, for example: "How do you find the answer of number 2? Think about your best answer".

3. Giving think time is a new step in NHT technique that is developed by Kagan and Kagan (2009). In this step, the students are asked to think about the

answer individually. By giving think time, it gives an opportunity to the students to process the content and generate their own ideas, especially for low achievers. Low achievers need time to formulate their answer or idea before they are ready to discuss the answers with their group.

4. Students privately write the answers.

This step is a new step in NHT technique developed by Kagan and Kagan (2009). In this step, every student writes down his/her answers individually before they put heads together or discuss the answer with their teammates. Every student writes down his/her answer to strengthen individual accountability because without asking the students to write the answer individually, they could get away without thinking about the answers at all. They just wait and keep silent to be told the answer by teammates during the group discussion. Besides, by adding this step, it can avoid the high achiever do all teams' thinking so that the low achievers do not have opportunity to process the content and generate their own ideas independently.

5. Students stand up “put their heads together”

Showing answers, and discussing their answers with each other to find the correct one

6. Students pay attention, everyone knows the answer or has something to share

7. Teacher calls a number. All students with that number have to be ready to answer.

The researcher calls a certain number, all students with that number should answer the question by using response sheet. The step that is used in this research is NHT technique which has been developed by Kagan and Kagan (2009). This step is different from the one designed in 1994. The difference between the previous models, there are two ways in answering the questions. The first model is by asking a student in one group to answer the questions while the students from other groups with the same numbers are silent; but the second one is by asking students with the same number in every group to

answer the questions simultaneously. In other words, every student of all groups gives their answer together in a time. To compare with the old model of the technique, in the developed NHT, there is only one way in answering the questions that is by asking the students who have the same numbers in every group to answer the questions simultaneously. In other words, every student of all groups gives their answer together in a time. The team receives point for each correct response made by its randomly selected representative.

8. Classmates' applause to students who respond.

The researcher asks the students to give applause to those who answer the question correctly.

2.5.3 The Non Cooperative Learning Technique Lecturing Technique and Question Answer Technique

The control group was taught by using Question Answer Technique and Lecturing Technique because the English teacher used these techniques in teaching English.

Lecturing technique of teaching is the oldest teaching technique applied in educational institution. This teaching technique is one way channel of communication of information. Students' involvement in this teaching technique is just to listen and sometimes makes some notes if necessary during the lecture, combine the information and organized it. One of the problems in this technique is to grab the attention of the attention of students in the class.

Question answer technique is quite important. Through question, an attempt is made to ascertain and evaluate the knowledge of the students in regard to the subject. This technique ensures participation. The teacher should ask question and the student should be encouraged to ask questions. In this technique the teacher controls the situation. Generally informal lesson is developed by means of question-answer technique.

2.5.3.1 Advantages and Disadvantages of Lecturing Technique

There are some Advantages and Disadvantages of Lecturing Technique:

Advantages of Lecturing Technique:

- a. Learning material is not required.
- b. Students listening skill developed.
- c. Logical arrangement of the material in order to present it orally.
- d. Help to learn languages.

Disadvantages of Lecturing Technique:

- a. Psychologically this technique is acceptable because individuals of the students are different.
- b. Learning is an active process thus study should encourage to actively participating in the classroom instead of just listening the teacher.
- c. Attention level is not the same while student listening the lecture.

2.5.3.2 Advantages and Disadvantages of Question-Answer Technique

There are some Advantages and Disadvantages of Question-Answer Technique:

Advantages of Question-Answer Technique:

- a. It can be used in all teaching situations.
- b. It helps in developing the power of expression of the students.
- c. It is helpful to know the personal difficulties of the students.
- d. It provides a check on preparation of assignments.
- e. It can be used to reflect student's background and attitude.
- f. It is quite handy to the teacher when no other suitable teaching method is available.

Disadvantages of Question-Answer Technique

- a. It requires a lot of skill on the part of teacher to make a proper use of this method.
- b. This technique generally is quite embracing for the students timidly.
- c. It is time consuming.

2.6 The Advantages and Weaknesses of Using NHT Technique in Teaching Reading

According to Millis (2002), “Numbered Heads Together (NHT) strategy is one of cooperative learning models has some advantages”. They are:

There are some strengths of using NHT Technique:

1. Increase the students’ participation
2. Increase the students’ retention
3. Promote positive competition
4. Promote discussion in both individual and group accountability.

Considering the above advantages, NHT Technique provides the students’ opportunities to work cooperatively to achieve the goal of their group. The group success depends on the individual success, because students have the same responsibility to solve the problem given and support their group to achieve the goal. It means that the individual and group accountability is required.

Besides the advantages above, there are some weaknesses of using NHT Technique in teaching reading:

1. In NHT Technique, the division of groups should be equal, meaning that each group consists of higher achiever, average and lower achiever.
2. There is a possibility that the students overhear or cheat from another group. To solve the problem of overhearing the teacher will arrange the distance of seat between groups.

3. There is a possibility that the students do not get the equal chance to answer the questions because the number that has been called by the teacher might be called again.

To anticipate the disadvantages above, the teacher (researcher) needs the English teacher's help to ask the students to make group as the teacher wants, because there is a possibility that the students reject the group that is divided by the teacher. To solve the problem of overhearing the teacher arranges the distance between groups. If the students cheat from another group, the teacher gives punish for the group by not giving point for the group although the group's answer is correct.

2.7 Research Hypothesis

Considering the previous research findings and the above review of related literature, the research hypothesis of this research was be formulated as follows: The null hypothesis (H_0) formulated: "NHT technique does not have any significant effect on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year" was rejected. To avoid bias in verifying the hypothesis, through the statistical computation, the null hypothesis is changed into alternate hypothesis (H_a). The formulated alternate hypothesis (H_a): NHT technique has any significant effect on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year" was accepted.

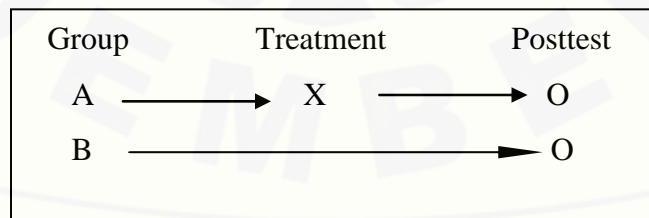
III. RESEARCH METHOD

This chapter describes some aspects dealing with the research method that is applied in this research. They are research design, area determination method, respondent determination method, operational definition of the key terms, data collection method, research procedure and data analysis method.

3.1 Research Design

The design of this research was quasi-experimental research using Post-test Only Control Group Design (McMillan, 1992:175). This research used two classes from the whole population considering the homogeneity test's result of the population. If the result of homogeneity test was homogeneous, two classes were taken as the experimental group and the control group by lottery. However, if it was heterogeneous, the two classes which had the closest mean score are chosen as the research sample.

The experimental group was received the NHT treatment in teaching reading subject, while the control group is taught by lecturing technique. After that, the two classes will be given a posttest to know the mean difference of the students' reading achievement of the two groups after the treatment. The result of the posttest was analyzed by using t- test formula. The research design is illustrated as follows:



Notes:

A : The Experimental Group

B : The Control Group

X : The NHT Treatment

– : No NHT Treatment

O : The Posttest for both the experimental group and the control group

(Cohen *et al*, 2007:278)

The procedure of the research design is as follows:

1. Administering the homogeneity test in the form of reading comprehension test for all the eighth grade students of SMP Islam Gumukmas, Jember. The homogeneity test's result is analyzed by using ANOVA.
2. Determining the two classes as the experimental group and the control group based on the result of the homogeneity test. The Homogeneity test's result showed that the " f_0 " was higher than 0.05. It means that the population was homogeneous. Hence, the researcher took the research sample by using lottery, VIII A was chosen as the experimental group and VIII C as the control group.
3. Constructing the lesson plans for the experimental group and the control group.
4. Conducting the treatment, that was teaching reading by using NHT Technique for the experimental group and using lecturing technique for the control group.
5. Administering the posttest for groups, the experimental and the control groups.
6. Analyzing the collected data by using t-test formula to know whether there was a significant effect of using NHT Technique on the students' reading comprehension achievement or not.
7. Drawing conclusion based on the data analysis to answer the research problem.

3.2 Area Determination Method

In this research, the researcher used purposive method to determine the research area. In purposive method, the researcher selects particular elements from the population that is representative or informative about the topic (McMillan, 1992:76). This research was conducted at SMP Islam Gumukmas, Jember. This school was chosen purposively because of some considerations. First, the English teacher of the eighth grade had never applied NHT technique in teaching reading. Second, the teacher had agreed to conduct this research collaboratively. Third, the Headmaster gave permission to the researcher to conduct the research at the school. This, it was possible to obtain the research data.

3.3 Respondent Determination Method

In this research, Cluster random sampling was used to determine the respondents. According to Lodico *et al.* (2006: 145), cluster random sampling selection is a procedure where entire groups, not individuals, are randomly selected. The population of this research is the eighth grade students of SMP Islam Gumukmas in the 2014/2015 academic year. The eighth grade students of SMP Islam Gumukmas consists of four classes: VIII A, VIII B, VIII C, and VIII D. The researcher needed two classes as the research sample. To determine the research sample, the researcher used homogeneity test to the population of the eighth grade students of SMP Islam Gumukmas. The homogeneity test result's was analyzed by using ANOVA formula to decide whether the population is homogenous or heterogeneous. If the result was homogenous, two classes were taken as the research sample by lottery. However, if it is heterogeneous, the two classes were chosen by considering the closest mean score. Considering the Homogeneity test's result, the population of this research was heterogeneous. Therefore, the researcher took the research sample by considering the closest mean score. VIII A was taken as the experimental group and VIII C as the control group.

3.4 Operational Definition of the Key Terms

The operational definition of the terms was presented to avoid misunderstanding of the concept between the writer and the reader. The terms used in this research is operationally defined as follows:

3.4.1 NHT Technique

In this research, NHT Technique is the independent variable. The researcher will use NHT Technique to teach reading to the eighth grade students of SMP Islam Gumukmas, Jember.

Numbered Heads Together (NHT) technique is one model of cooperative learning technique, which lets the students to cooperate with their groups to solve the problem given by the teacher. The procedure of using NHT Technique starts from: (1) the teacher chooses the appropriate material for the students based on the curriculum and the students' ability. (2) the teacher divide the students into teams or groups of four or five. (3) the teacher has the students number off within groups, so that each students has a number 1,2,3,4 and/or five. (4) teacher poses a question. (5) students privately write the answers. (6) the teacher tells the students to "put the numbers to their heads together" to make sure that everyone in the team know the answer. (7) students pay attention. (8) the teacher calls a number (1,2,3,4, and/or 5), and the students with that number can raise their hands to respond the answer of the question from the teacher. (9) classmates applause students who respons.

3.4.2 Reading Comprehension Achievement

Reading comprehension achievement in this research is the dependent variable that can be influenced by the independent variable, which is the NHT Technique. Reading comprehension achievement refers to the students' score of the reading comprehension test after the learning process complete. The experimental group is taught by using NHT technique while the control group is taught using lecturing

method. The types of reading test are: comprehending words meaning, sentences meaning, paragraphs meaning and text meaning.

3.4.3 Recount Text

The researcher used recount text as the focus of this research, because based on the Curriculum 2013 for SMP/MTs recount text is one of the texts that should be taught for the eighth grade students of Junior High School. Recount text is a text that tells about an experience, events or something that happened in the past. The purpose of this text is to construct past experience by retelling events and incidents in the order in which occurred. The generic structure of recount text is orientation, events and re-orientation.

3.5 Data Collection Method

There are two kinds of data in this research. They were primary data and supporting data. The primary data in this research is collected from the students' score in reading comprehension achievement test, while the supporting data was collected by using interview and documentation. The following parts discuss the data collection method.

3.5.1 Reading Comprehension Test

In this research, reading comprehension test was used to measure the students reading comprehension achievements after being taught by using NHT Technique. McMillan (1992: 114) states that, "a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive test". According to Heaton (1991:5), "tests may be constructed as a means of assessing the student performance in the language". In this case, the test was used to obtain the primary data of the eighth grade students reading comprehension achievements. According to Hughes (2003:11), "classifies four kind of test: proficiency test,

achievement test, diagnostic test, and placement test”. The definitions of those kinds of test are as follows:

1. Proficiency test is a test which measures someone’s ability in using a language without any training before.
2. Achievement test is a test which measures someone’s ability in using a language based on the objectives after involving in the language course.
3. Diagnostic test is a test which aims to identify the learner’s strengths and weaknesses.
4. Placement test is a test which aims to give information of the learners’ level in order to give the appropriate program based on their ability.

Based on the definition above, it is obvious that test which is applied in this research is achievement test. Achievement test was used in this research because to measure someone’s ability in using a language based on the objectives after involving in the language course. The test was given after the treatment that is teaching reading by using NHT Technique.

According to Arikunto (2002: 144), “a good test should have two important requirements, they are validity and reliability”.

a. Validity

A test is said to be valid if it measures what is intended to be measured (Hughes, 2003: 26). Content validity was established in this research because the test items were constructed by considering the indicator to be measured. It meant that the test items are constructed to measures the students reading comprehension achievements in comprehending words meaning, sentence meaning, paragraphs meaning and text meaning. All the test items are based on the Curriculum 2013 for SMP/MTs for the eighth grade students. The following table showed the curriculum of Junior High School.

The reading comprehension test was given in the end of each meeting. The test consists of 25 questions which cover 5 questions for word comprehension, 10 questions for sentence comprehension, 5 questions for paragraph comprehension, and

5 questions for text comprehension. There are two recount texts in the test. The first text consisted of 12 questions and the second text consisted of 13 questions. Each item had scored 4 points. The total score of the test items was 100 points and the time allocation to doing the test was 80 minutes.

Table 1. Table of the Curriculum of Junior High School 2013

Kompetensi Inti	Kompetensi Dasar
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.6 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, tentang pengalaman/kegiatan,/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. 4.7 Menangkap makna dalam teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana.

(Depdiknas, 2013: 73)

b. Reliability

A test is reliable if it has the same result when it is administrated at in different time (Hughes, 1996: 29). In this research the reliability was measured by determining a tryout. The tryout was applied for one of the available classes that was not including in the research respondent. The purpose of conducting the tryout was to know the reliability, difficulty index, the instruction and the time allocation. The result of the try out is analyzed by using Split half-odd even technique (Sudijono, 1996: 219). The following are the procedures:

- a. Conducting the try out test and giving score for each item.
- b. Splitting the scores into two parts according to odd-even numbers.

- c. Giving sign (X) for the odd numbers and sign (Y) for the even number.
 d. Analyzing the correlation between X and Y by using Product Moment formula.

$$r_{xy} = r_{\frac{11}{12}} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} = reliability coefficient

$\sum XY$ = the total number of odd items and even items

$\sum X$ = the total number of odd items

$\sum Y$ = the total number of even items

N = the number of respondent

(Sudijono, 1996: 219)

- e. Estimating the reliability index of the whole test by using Spearman-Brown formula

$$r_{11} = \frac{2r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}}$$

Notes:

r_{11} = reliability coefficient for the whole item

$\frac{r_{11}}{2}$ = reliability coefficient for half of the test items

(Sudijono, 1996: 219)

In addition, this test also intended to know the level of difficulty index. The difficulty index shows how easy or difficult the test items. It is calculated by the following formula.

$$P = \frac{JJB}{JPT} \times 100\%$$

Notes:

P = the difficulty index of each items.

JJB = the number of students who answer the questions correctly.

JPT = the number of students who answer the questions.

The criteria of difficulty index:

0.0 – 0.19 : difficult

0.20 – 0.80 : fair

0.81 – 1.00 : easy

(Djiwandono, 1996: 141)

3.5.2 Interview

Interview in this research means a conversation between the researcher and the teacher in order to get the information about teaching learning activity in the school. According to Cohen *et al.* (2007: 349), “interviews enable participants – be the interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view”. Meanwhile according to Arikunto (2002:132), “interview is a dialogue between interviewer and interviewee to get information”. Moreover, McMillan (1992: 132) interview is a form of data collection in which the questions are asked orally and the subject’s response are recorded. The interview was conducted with the English teacher of the eight grade of SMP Islam Gumukmas, Jember to get the information about the teaching technique that is used by the English teacher, the curriculum is used, the textbook that is being used in that school, and the students’ interest in learning English. The interview has been conducted in the preliminary study.

3.5.3 Documentation

Documentation was applied in this research to support the primary data. Arikunto (2002: 135) states that, “documentation is written document or thing such as books, magazine, rules”. Thus, in this research was used to get the supporting data

about the names of the research respondents and also the school learning facilities provided at SMP Islam Gumukmas, Jember.

3.6 Data Analysis Method

The primary data were collected from the posttest that was administrated to the research respondents after doing the treatment. The data was analyzed by using independent sample t-test formula to know whether there was a significant mean difference of the test score or not between the experimental group and the control group.

Here is the t-test formula:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes:

t = t-test

M_x = mean score of the experimental group

M_y = mean score of the control group

x = individual score deviation of experimental group

y = individual score deviation of control group

N_x = the total number of respondent in experimental group

N_y = The total number of respondent in control group

(Arikunto, 2002: 280)

IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the result and discussion of the research, consisting: the description of the experimental treatment, the results of supporting data, the results of primary data, the analysis of the posttest, the hypothesis verification, and the discussion.

The research was conducted in four weeks. The first week was used to ask permission from the Headmaster of SMP Islam Gumukmas to conduct the research, to administer the homogeneity test. Then the second week used and to do the meeting one for the experimental group and the control group. Next the third week used to do the meeting two for the experimental group and the control group, to do the try out and to administer the posttest for the control class. And the last, the fourth week used to administer the posttest for the experimental class.

4.1 The Description of the Experimental Treatment

As stated in the previous chapter if the experimental group (VIII A) received the NHT Technique in learning reading comprehension, while the control group (VIII C) got lecturing technique in learning reading. The teaching learning process was conducted in two meetings both for the experimental group and the control group. The materials for both groups were all the same, the difference was only in the activities in learning reading. The lesson plans of the teaching learning process for the experimental group and the control group are presented on Appendices 4 and 5.

In this research, the researcher discovered difficulties in forming the groups (each group consisted of four students, one group consisted of five students, and there were ten groups) because some students refused the groups which were formed by the researcher. To solve this problem the researcher was helped by the English teacher of SMP Islam Gumukmas to make group that were based on students' academic score. The students were put into a group of four, based on the result of homogeneity test. Besides, it was difficult for the researcher alone to monitor all the groups' activities

during the discussions process, therefore the English teacher helped the researcher to monitor the groups' activities.

4.2 The Results of the Supporting Data

The results of the supporting data of the research were obtained from the interview that was conducted with the English teacher, and the documentation. The supporting data were about the curriculum used in SMP Islam Gumukmas, the schedule of the English lesson, the teacher's source of the English material and the data of the eighth grade students of SMP Islam Gumukmas.

4.2.1 The Result of Interview

The interview was conducted with the English teacher informally on 9 October 2013. The English teacher of SMP Islam Gumukmas said that she usually used Lecturing technique, Question and Answer, and sometimes gave some games and using songs in teaching reading comprehension. The students only listened to the teacher is explanation and afterward answered the questions based on the materials.

According to the teacher, English is taught twice a week in 2x40 minutes in one meeting. The English curriculum used for the eighth grade of SMP Islam Gumukmas is Curriculum 2013. The teacher taught English by using, "When English Rings a Bell" (SMP/MTs) published by *Kementrian Pendidikan dan Kebudayaan*, 2014.

In addition, the teacher admitted that she never used NHT Technique in teaching reading. She also explained that Lecturing technique actually is not very effective for students because the students have a lack of activities. The students did not always understand well the meaning of the reading text, and they spent a long time to read the text which mostly done word by word. Consequently, they were not answering all the comprehension questions correctly in a given time.

4.2.2 The Result of Documentation

In this research, the documentation was used to get the supporting data about the total number of the eighth grade students of SMP Islam Gumukmas in the 2014/2015 academic year and the names of the research respondents that was VIII A as the experimental group and VIII C as the control group.

a. The Total Number of the Eight Grade Students

The total number of the eighth grade students of SMP Islam Gumukmas in the 2014/2015 academic year was 175 students. They were distributed into four classes (A-D). The distribution of the students can be seen on table 2 below.

Table 2. The Total Number of the Eighth Grade Students of SMP Islam Gumukmas in the 2014/2015 Academic Year.

No	Class	Male	Female	Total
1	VIII-A	21	23	44
2	VIII-B	20	24	44
3	VIII-C	23	21	44
4	VIII-D	23	20	43
Total		87	88	175

(Source: SMP Islam Gumukmas Document)

The total number of the research respondents was 88. The respondents of the experimental group were 44 students from VIII- A class, while the respondents of the control group were 44 students from VIII-C class.

b. The Names of the Research Respondents

The names of the respondents for the experimental group (VIII A) and for the control group (VIII C) were enclosed in Appendix 18.

4.3 The Result of Homogeneity Test

The homogeneity test was conducted on Monday, January 12, 2015 until Wednesday, January 14, 2015. The homogeneity test was administered to know whether the population was homogenous or heterogeneous.

The respondents of this research were the eighth grade students of SMP Islam Gumukmas in the 2014/2015 academic year that consisted of four classes (A-D). The result of the homogeneity test was analyzed by using ANOVA formula (*see Appendix 8*)

Based on the calculation, the result of statistical computation was 22.66 while the value of F-table in the 5% significant level was 2.70. From the calculation above, it was known that F-computation was higher than that F-table. It means that the condition of the all grade eighth students of SMP Islam Gumukmas was heterogeneous or there was statistically significant different between the whole classes. Therefore, the way in choosing the experimental and the control group should be taken from two classes that had the same or the closest mean difference. It was found that grade VIII A and grade VIII C had the closest mean difference. They were 64,20 and 61,47 (*see Appendix 8*). Then, by using lottery, grade VIII A was determined as the experimental group and grade VIII C as the control group. As well as the research sample, the class for administering the tryout test, that was VIII B, was chosen by using lottery.

4.4 The Result of the Try Out Test

The try out test was conducted on Wednesday, January 28, 2015 at 07.00 up to 08.00 a.m. the test was given to one class of the eighth grade that was not belong to the respondents (the experimental group and the control group). Considering the respondents, it was known that the eighth grade student of SMP Islam Gumukmas in the 2014/2015 academic year was heterogeneous. Therefore, the respondents and the class for administering the tryout were chosen by using lottery. In this research, VIII B was taken as the class for administering tryout test.

The analysis of tryout test was used to know the validity and reliability of the research instruments. The analysis was focused on establishing the validity of the text, the difficulty index, the reliability coefficient, the instruction was understandable or not and the time allocation of the test.

4.4.1 The Analysis of the Test Validity

Content validity was used to establish this test since the test items were constructed by considering the indicators to be measured, covering comprehending words meaning, sentence meaning, paragraphs meaning and text meaning. All the test items were based on the Curriculum 2013 for the eighth grade students.

4.4.2 The Analysis of the Difficulty Index

The try out test had 25 items with four options for each item. The total score of the test items was 100. Then to know whether the or not test items were too difficult or too easy for the students, the difficulty index of the test items was analyzed. The difficulty index for each item could be known by finding the number of the students who answered the test correctly and was divided by the total numbers of the students who did the try out test.

According to Sudijono (1996: 367-368), a good test items must be neither too difficult nor too easy. It means that the test items should be categorized as easy, fair and difficult test items. After doing the tryout test, the researcher analyzed the difficulty index of the test items, it could be seen that the proportion of test items fulfilled the requirement because 4 items out of 25 items were categorized as easy items (16 %), 4 items were categorized as difficult items (16 %), and the rest of the items were categorized as fair items (68 %). Djwandono (1996: 141) states that the criteria of the difficulty index was classified as difficult when the range was from 0.0 – 0.19, was classified as fair when the range was from 0.20 – 0.80 and was classified as easy when the range was from 0.81 – 1.00. From the result of the tryout, it was known that from the 25 items, 4 items (16%) were categorized as difficult items

ranging from 0,09 – 0.17; 17 items (68%) were categorized as fair items ranging from 0.31 – 0.43; and the rest of the items (16%) were categorized as easy items ranging from 0.81 – 0.83.

The try out test was intended to know whether the test instructions were clear or not and the time allocation was sufficient or not. Dealing with the time allocation, the researcher found that the time allocation for the try out was appropriate because the students were able to finish all of the test items within the available time. About the instructions of the test, all the students understood the test instruction very well. In conclusion, the test items did not need to be revised. Then, the test items of the posttest administered to the experimental group and the control group was the same as the test items of the try out.

4.4.3 The Analysis of Coefficient Reliability

The researcher used split half odd-even technique was applied in this research to estimate the value of reliability coefficient. The researcher signed (X) for the odd numbers and (Y) for the even numbers. The distribution of odd and even numbers can be seen in appendix 12 and appendix 13. The correlation between X and Y was analyzed by using Product Moment formula (Sudijono, 1996: 219) and was calculated as follows:

$$r_{xy=r\frac{11}{12}} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy=r\frac{11}{12}} = \frac{(42(1054)) - ((218)(196))}{\sqrt{\{42(1180) - (218)^2\} \{42(991) - (196)^2\}}}$$

$$r_{xy=r\frac{11}{12}} = \frac{44268 - 42728}{\sqrt{\{49560 - 47524\}\{41622 - 38416\}}}$$

$$r_{xy=r\frac{11}{12}} = \frac{1540}{\sqrt{\{2036\}\{3206\}}}$$

$$r_{xy=r\frac{11}{12}} = \frac{1540}{\sqrt{6527416}}$$

$$r_{xy=r\frac{11}{12}} = \frac{1540}{2554,88}$$

$$r_{xy=r\frac{11}{12}} = 0,602768$$

$$r_{xy=r\frac{11}{12}} = 0,60$$

Notes:

r_{xy} = reliability coefficient

$\sum XY$ = the total number of odd items and even items

$\sum X$ = the total number of odd items

$\sum Y$ = the total number of even items

N = the number of respondent

The result of estimation was the half score of reliability coefficient (0.60). In order to obtain the reliability index of the whole test, the value of reliability coefficient was taken into Spearman-Brown formula (Sudijono, 1996: 219):

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

$$r_{11} = \frac{2(0,60)}{1 + 0,60}$$

$$r_{11} = \frac{1,2}{1,60}$$

$$r_{11} = 0,75$$

Notes:

r_{11} = reliability coefficient for the whole item

$\frac{r_{11}}{12}$ = reliability coefficient for half of the test items

From the calculation above, the result of the reliability index of the whole test was 0,75. It was categorized as reliable because according to Sudijono (1998:209) the reliability coefficient of teacher made test is $\geq 0,70$. It means that the researcher did not need to make any changes of the test items, and the test items for the posttest could be administered.

4.5 The Result of the Primary Data

The result of the primary data was collected by using a reading comprehension test as posttest's result. It was administered to obtain the data about the significant difference between the experimental and the control groups. The result of the reading comprehension test was analyzed in the following part.

4.5.1 The Result of Posttest

The posttest was administered to both of groups, the control group and the experimental group on Thursday, January 29, 2015 and Tuesday, February 3, 2015.

The control group was given pot test from 08:45 until 09:45 a.m. while the experimental group was tested from 08.45 until 09.45 a.m. The posttest was administered after the two meetings of NHT treatment for the experimental group and two meetings of Lecturing technique and Question – Answer technique for the control group in learning reading comprehension. The meetings were done from Tuesday, January 20, 2015 up to Tuesday, January 27, 2015. The total number of the test takers of the experimental group was 43 students, while the test taker of the control group was 44 students. The posttest used was a reading comprehension test consisting of 25 test items in the form of multiple choices with four options, which was administered in 60 minutes. The correct answer was scored 4 and the total score of the answers from the test was 100. The result of the posttest was analyzed by using independent sample t-test formula to know whether or not the mean difference between the experimental group and the control group was significant. Then, it was consulted to the t-table significant level of 5%. The result of the posttest calculation could be seen in the following table.

Table 3. The Tabulation of Student's Reading Post Test Scores

No.	Experimental Group		Control Group	
	X	X ²	Y	Y ²
1	72	5184	64	4096
2	80	6400	76	5776
3	80	6400	72	5184
4	72	5184	56	3136
5	76	5776	76	5776
6	52	2704	68	4624
7	76	5776	76	5776
8	80	6400	80	6400
9	56	3136	32	1024
10	68	4624	68	4624
11	76	5776	68	4624
12	88	7744	68	4624
13	76	5776	64	4096
14	52	2704	64	4096
15	88	7744	68	4624
16	84	7056	72	5184
17	72	5184	68	4624
18	76	5776	52	2704
19	84	7056	64	4096
20	52	2704	60	3600
21	76	5776	48	2304
22	60	3600	76	5776
23	68	4624	64	4096
24	72	5184	52	2704
25	64	4096	56	3136
26	72	5184	52	2704
27	68	4624	52	2704
28	-	-	36	1296
29	64	4096	52	2704
30	80	6400	56	3136
31	76	5776	52	2704
32	76	5776	48	2304
33	72	5184	72	5184
34	80	6400	64	4096
35	76	5776	60	3600
36	92	8464	52	2704
37	80	6400	60	3600
38	60	3600	52	2704
39	76	5776	56	3136
40	60	3600	56	3136
41	60	3600	56	3136
42	72	5184	64	4096
43	80	6400	72	5184
44	80	6400	60	3600
∑	3124	231024	2682	168432
Mean	72.65		60.95	

Notes:

X : The students' reading scores of experimental group

Y : The students' reading scores of control group

From the post-test scores calculation the computation of the t-test on students' reading achievement scores were as follows.

1. Calculating the mean score of the experimental group

$$M_x = \frac{\sum X}{N_x} = \frac{3124}{43} = 72,65$$

2. Calculating the mean score of the control group

$$M_y = \frac{\sum Y}{N_y} = \frac{2682}{44} = 60,95$$

3. Calculating the individual score deviation square of M_x

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum X)^2}{N_x} \\ &= 231024 - \frac{(3124)^2}{43} \\ &= 231024 - 226962,23 \\ &= 4061,77 \end{aligned}$$

4. Calculating the individual score deviation square of M_y

$$\begin{aligned} \sum y^2 &= \sum y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 168432 - \frac{(2682)^2}{44} \\ &= 168432 - 163480,09 \\ &= 4951,91 \end{aligned}$$

5. Calculating the t-test of reading achievement

$$\begin{aligned}
 t_{test} &= \frac{(M_x - M_y)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{(72,65 - 60,95)}{\sqrt{\left(\frac{4061,77 + 4951,91}{43 + 44 - 2}\right)\left(\frac{1}{43} + \frac{1}{44}\right)}} \\
 &= \frac{11,7}{\sqrt{(106,04)(0,045)}} \\
 &= \frac{11,7}{2,18} \\
 &= 5,3669725 \\
 &= 5,37
 \end{aligned}$$

6. Calculating the degree of freedom

$$\begin{aligned}
 D_f &= (N_x + N_y - 2) \\
 &= (43 + 44 - 2) \\
 &= 85
 \end{aligned}$$

Based on the computation of the t-test formula of the scores of the post test, it showed that the statistical value of t-test was 5,37. Then t-table at significance level of 5 % with degree of freedom (D_f) 85 was 1,98. It means that the statistical value of t-test was higher than t-table ($5,37 > 1,98$).

4.5.2 The Hypothesis Verification

The result of the data analysis showed that the statistical value of students' posttest was 5,37 while the value of t-table at significant level 5 % with degree of freedom (D_f) 85 was 1,98. It indicates that the value of t-test was higher than that of t-table ($5,37 > 1,98$). It meant that the null hypothesis (H_0) formulated: "NHT technique does not have any significant effect on the eighth grade students' reading

comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year” was rejected. In contrast, the formulated alternate hypothesis (H_a): NHT technique has any significant effect on the eighth grade students’ reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year” was accepted. It indicated that the result of t-test analysis was significant.

Implementation of NHT was significantly performed by the students on reading comprehension achievement. From the posttest score, it could be seen that the experimental group who got NHT Treatment in learning reading comprehension got better score compared to the control group who was taught by using Lecturing technique and Question – Answer technique, followed by giving exercise only. Therefore, NHT technique has affective significantly of the students on reading comprehension achievement.

4.6 The Discussion

In this research, the result of data analysis indicated that the use of Numbered Heads Together Technique significantly affected the eighth grade students’ reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year. It can be seen from the result of statistical computation value of t-test which was higher than the value of t-table with significant level of 5% ($5,37 > 1,98$). This means that the null hypothesis (H_0) was rejected and in contrast, the formulated alternate hypothesis (H_a) was accepted. It indicated that the result of t-test analysis was significant. From the posttest score, it can be seen that the experimental group who got NHT Treatment in learning reading comprehension got better score compared to the control group who was taught by using Lecturing technique and Question – Answer technique, followed by giving exercise only. It happened because the students who were taught reading by using NHT were easier to understand and comprehend the reading material than the students who were taught using Lecturing technique and Question - Answer technique. The students in the experimental group

had great enthusiasm in learning reading and had more attention to the material given rather than the students in the control group.

In addition, the research finding was in line with the experts' opinions. Numbered Heads Together (NHT) is one of strategies in cooperative learning developed by Kagan (1994). This technique trains the students to work in a group to solve the problems given by the teacher. As stated by Cooper (1999:281), Numbered Heads Together makes drill and quick reviews of facts engaging and productive for the whole class. We can say that this technique focuses in the students' cooperative activity within the groups. From the above opinions, NHT Technique provides the students' opportunities to work cooperatively to achieve the goal of their group. The group success depends on the individual success, because students have the same responsibility to solve the problem given and support their group to achieve the goal. It means that the individual and group accountability is required.

The result of this research also strengthened the previous research findings Conducted by Christiani (2008) proved that the application of NHT technique significantly influenced the students' reading comprehension achievement of the eighth grade students of SMPN 1 Kalisat Jember. Another study carried out by Nuruddin, Seken, and Artini (2013) proved that the application of NHT technique significantly affected the students' reading comprehension achievement of the eighth grade students of MTs Birrul Walidain NW Rensing, Lombok Timur NTB. The study reported that using NHT technique is likely higher in effectiveness than using the other techniques likes using the conventional reading technique in improving the reading comprehension. The last previous research was done by Baker (2013). From this study, it is obvious that there was a significant effect of using cooperative learning structure, NHT Technique, in East Feliciana High School Chemistry classes, Baton Rouge, Louisiana.

Based on the explanations above, it can be concluded that the result of this research was not different from the result previous researcher and NHT Technique was an appropriate technique that has significant effect on students' reading

comprehension achievement. NHT Technique helped the students to comprehend the reading material especially about recount text very well, because NHT Technique promoted discussion in both individual and group accountability.

The research proved that the application Numbered Heads Together Technique significantly affected the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year. The formulated alternate hypothesis (H_a) showed that using Numbered Heads Together Technique was a significant effect on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas in the 2014/2015 academic year. In short, the experimental student was able to read more effectively than the students of the control group.

In control group the researcher as the center of teaching reading of English. It means that the researcher was more active than the students, so most of the time, in the process of teaching learning, first the students only listen to the researcher explanation and afterward just answer the questions from the researcher. The researcher also explained that lecturing technique actually was not very effective for students because the students have a lack of activities. The students did not always understand well the meaning of the reading text, and they spent a long time to read the text which mostly done word by word. Consequently, the students in control group could not answer all the comprehension questions correctly in a given time. In experimental group the researcher used cooperative learning technique in teaching reading comprehension. The researcher taught reading by using Numbered Heads Together. The students who were taught reading by using NHT were easier to understand and comprehend the reading material than the students who were taught using Lecturing technique and Question - Answer technique, because they solved the problem and they discussed it together with their group to produce the perfect answer. The students in the experimental group had great enthusiasm in learning reading and had more attention to the material given rather than the students in the control group. However, some thinks to be kept in mind when the English teacher want to apply Numbered Heads Together.

When the researcher applied NHT he found some difficulties. First, the large class makes the researcher difficult to control the members of group. To solve those problems, the researcher asked for the English teacher help to control of the groups. Second, the students' lack vocabulary, the students have problem in pronouncing some words. To solve this problem, the researcher guided the students to find the difficult word and pronounce the word. In step NHT techniques there were some difficulties. There were in fourth step of NHT technique, the students did not write down his/ her answers individually before they put heads together or discuss the answer but they did the exercise together with their friend in the group and they were noisy. To solve the problem, the researcher came to each group and warns them for doing the instruction.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teacher, the students, and the other researchers.

5.1 Conclusion

In this research, after the students were given treatments, they are given a posttest. The result of posttest was analyzed by using t-test formula. The result of data analysis shows that the value of t-test was higher than t-table ($5,37 > 1,98$). It indicates that the use of NHT Technique in the experimental group more effective than that use lecturing Technique in the control group at SMP Islam Gumukmas.

Based on the results of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Islam Gumukmas, Jember in the 2014/2015 academic year.

5.2 Suggestions

Based on the research findings, the following suggestion are intended to the following people:

5.2.1 The English Teacher

Based on the result of this research, it is suggested for the English teacher of SMP Islam Gumukmas to apply NHT Technique as an alternative technique in teaching English especially in teaching reading comprehension and make the activities are more interesting, enjoyable, and comfortable for the students, most importantly to help them become more effective readers.

5.2.2 The Students

By using NHT Technique, the students of SMP Islam Gumukmas are expected to be able to involve in the teaching learning process actively. So they are expected be able to share their ideas in group discussion and class discussion.

5.2.3 The Other Researchers

Considering the result of the research, it is suggested for the other researchers to conduct a similar research with the same or different language skill or components, such as classroom action research to improve the students' reading achievement by using Numbered Heads Together Technique. If there were too many students in the class, the researcher can make fewer groups with more members in each group. The last, for the students who lack vocabulary, the researcher guided the students to find the difficult word and pronounce the word.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas in the 2014/2015 Academic Year	Is there any significant effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas in the 2014/2015 Academic Year?	1. Independent variable: The use of Numbered Heads Together (NHT) Technique in teaching reading comprehension	Teaching reading comprehension by using NHT technique, covering: <ol style="list-style-type: none"> 1. Students number off 2. Teacher poses a problem and gives think time. 3. Students privately write the answers 4. Students stand up and “put their heads together” 5. Students pay attention when everyone knows the answer or has something to share. 6. Teacher calls a number. 7. Classmates’ applause to students who respond. 	1. Respondent: The eighth grade students of SMP Islam Gumukmas Jember in the 2014/2015 academic year 2. Informant: The English teacher of the eight grade students of SMP Islam Gumukmas 3. Documents: The school documents of the respondents’ name and the respondents’ score of	1. Research Design: Quasi-Experimental Research .Posttest only control group design (McMillan, 1992:175) 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Cluster random sampling - Administering homogeneity test and analyze the result using ANOVA formula to determine the two groups: experimental group and control group 4. Data Collection Method: a. Primary Data Reading Comprehension test b. Supporting Data 1) Interview 2) Documentation. 5. Data Analysis Method: The data obtained from reading comprehension post – test score will be analyzed statistically by	There is a significant effect of Using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas in the 2014/2015 academic year

		<p>2. Dependent variable: Students' reading comprehension achievement</p>	<p>The students' score in reading comprehension achievement in comprehending:</p> <ol style="list-style-type: none"> 8. Word comprehension 9. Sentence comprehension 10. Paragraph comprehension 11. Text comprehension 	<p>reading comprehension achievement</p>	<p>using t-test formula: - T-test formula:</p> $t_{test} = \frac{(Mx - My)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$ <p>Note : M = Mean of group N = Total respondents X = deviation every score x₂ and X₁ Y = deviation every score y₂ and x₁</p> <p>(Adapted from Arikunto, 2006: 280)</p>	
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Appendix 2

Interview Guide

Interviewer: Robbica Martino

Interviewee: Mrs. U

No.	Questions	Data resources (The English teacher)
1.	What curriculum is being used in teaching English?	I use Curriculum 2013
2.	How many times do you teach English in a week for each class VIII?	4 hours in a week
3.	How many times do you teach reading comprehension in a week?	2 hours in a week
4.	What books do you usually use for teaching reading comprehension?	I use "When English Rings a Bell" (SMP/MTs) published by <i>Kementrian Pendidikan dan Kebudayaan</i> .2014.
5.	Do you always use textbook in teaching reading comprehension?	Yes, I do
6.	What teaching learning techniques do you use in teaching reading comprehension?	I always combine teaching learning activities with some techniques likes lecturing technique, question –answer, jigsaw. Sometimes I combined with song, games.
7.	How is the student's ability in comprehending reading text taught by the techniques you applied?	Low ability. Just only some students have a good ability.
8.	How do you usually ask student to do the task?	Individually, in pairs, in groups.
9.	What the students do when they work in group?	When they read the text they find some difficult word
10.	Have you ever used Numbered Heads Together technique in teaching reading comprehension?	No, I never used Numbered Heads Together technique in teaching reading comprehension
11.	What types of exercise do you usually assign in reading activities?	Multiple choice and essay
12.	How do you assess students' reading comprehension ability?	By comprehending words, sentence, paragraph, and text

Appendix 3

HOMOGENEITY TEST

Subject : English **Name** :.....

Grade/ Semester : VIII / II **Class** :.....

Time : 40 minutes

Read the following text carefully then answer the questions by choosing a, b, c, or d based on the text!

The text below for questions no.1-10

1	It was a hot afternoon. Tono went home from school. He looked very hungry. He walked on the pavement, but suddenly a car hit him from behind. He fell and was unconscious. People helped him. An ambulance came and took him to the hospital.
4	Some nurses took Tono to a room, and then a doctor examined him. The nurse was very busy helping the doctor. Tono’s arms and legs hurt. The doctor gave him an injection, and then a nurse bandaged his arms. The doctor said that his left leg was broken, so he had to stay in the hospital. He was conscious after his parents, Mr. and Mrs. Abdi came to the hospital.
9	Tono stayed in the VIP room. He and his parents felt satisfied because the doctor and nurses were very kind and helpful, the equipment was modern and clean. There was a drugstore in the hospital compound, so they didn’t spend much time to get the medicine. There was no problem for Mr. and Mrs. Abdi to get their meals because there was a clean and small restaurant in the hospital compound. Tono stayed in the hospital for a month. (Taken from LKS Bima grade 8, 2014:6)

1. What happened to Tono when he walked on the pavement?
 - a. Tono find some money.
 - b. Tono looked very hungry.
 - c. Tono was hit by car from behind.
 - d. Tono helped the people in the accident.
2. How was the weather that afternoon?
 - a. A bright afternoon.
 - b. A cold afternoon.
 - c. A cool afternoon
 - d. A hot afternoon.
3. What is the main idea of the first paragraph?
 - a. An ambulance came and took him to the hospital
 - b. The people helped Tono when he was hit by a car
 - c. The accident which Tono got
 - d. Tono went home from school
4. Why must Tono stay in the hospital?
 - a. Because his left leg was broken.
 - b. Because the doctor gave him an injection.
 - c. Because his parents felt satisfied.
 - d. Because the nurses was very busy helping the doctor.
5. An ambulance came and took him to the hospital.
The word "him" refers to...
 - a. The doctor.
 - b. The writer.
 - c. Tono
 - d. Mr. Abdi
6. What is the main idea of paragraph 3?
 - a. Tono stayed in the VIP room.
 - b. There was a drugstore in the hospital compound.
 - c. There was a clean and small restaurant.
 - d. Tono stayed in the hospital.

7. There was a drugstore in the hospital compound. (Paragraph 3, line 11)

The word “drugstore” means...

- a. The place which sells medicines and some drinks.
- b. The place which sells carpenter tools.
- c. The place which sells vegetables and fruits.
- d. The place which sells various kind of clothes.

8. How long did Tono stay in the hospital?

- a. For a month.
- b. For two months.
- c. For three months.
- d. For four months.

9. to get their meals because.... (Paragraph 3, line 12)

The word “their” refers to...

- a. Mr. and Mrs. Abdi.
- b. Mr. Abdi and the doctor.
- c. The doctor and nurses.
- d. Mrs. Abdi and Tono.

10. What is the topic of the text?

- a. Tono’s hospital.
- b. Tono’s condition.
- c. Tono’s sickness.
- d. Tono’s house.

The following text for questions no 11-20

1	<p>Mr. Sulistyono’s Holiday</p> <p>For their school holiday, Mr. Sulistyono’s family took a package tour. The name of the tour was The Padang Bukit Tinggi Tour. The tour took four days and three nights. The tour included many activities which were guided by a senior guide.</p>
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5	On the first day, the group arrived at Padang and transferred to Bukit Tinggi via Anai Valley and Padang Panjang. They took some photos at Anai Valley. They stayed in Denai Hotel that night.
8	On the second day, the group visited Maninjau Lake and Pandai Sikat, and then returned to Bukit Tinggi. After that, they visited Museum of Bukit Tinggi, Fort De Kock and did some shopping in the evening.
11	On the third day, they went to Padang via Singkarak Lake, Solok, and continued their tour to Hotel Mariani Inti after they visited the Museum, the Cultural Centre, and Air Manis.
14	On the last day, they went to the airport after they had breakfast at the hotel. They were very tired, but they were happy and enjoyed the trip fully. (http://bos-sulap.blogspot.com/2010/02/holiday-contoh-example-recount.html)

11. For their school holiday,....(Paragraph 1, line 1)

The word "holiday" means...

- A period time that is the end of school.
- A period time that is no work or school.
- A period time that is the end of job.
- A period time that is the end of course.

12. The sentences are TRUE based on the text, except....

- Mr. Sulistyono's family took a guided tour.
- Mr. Sulistyono's family stayed in Denai Hotel.
- Mr. Sulistyono's family visited Fort De Kock.
- Mr. Sulistyono's family went to Culture Centre.

13. What is the main idea of the first paragraph?

- Mr. Sulistyono's family had many activities.
- Mr. Sulistyono's family took a package tour.
- Mr. Sulistyono's family went to Bukit Tinggi.
- Mr. Sulistyono's family was guided by senior guide.

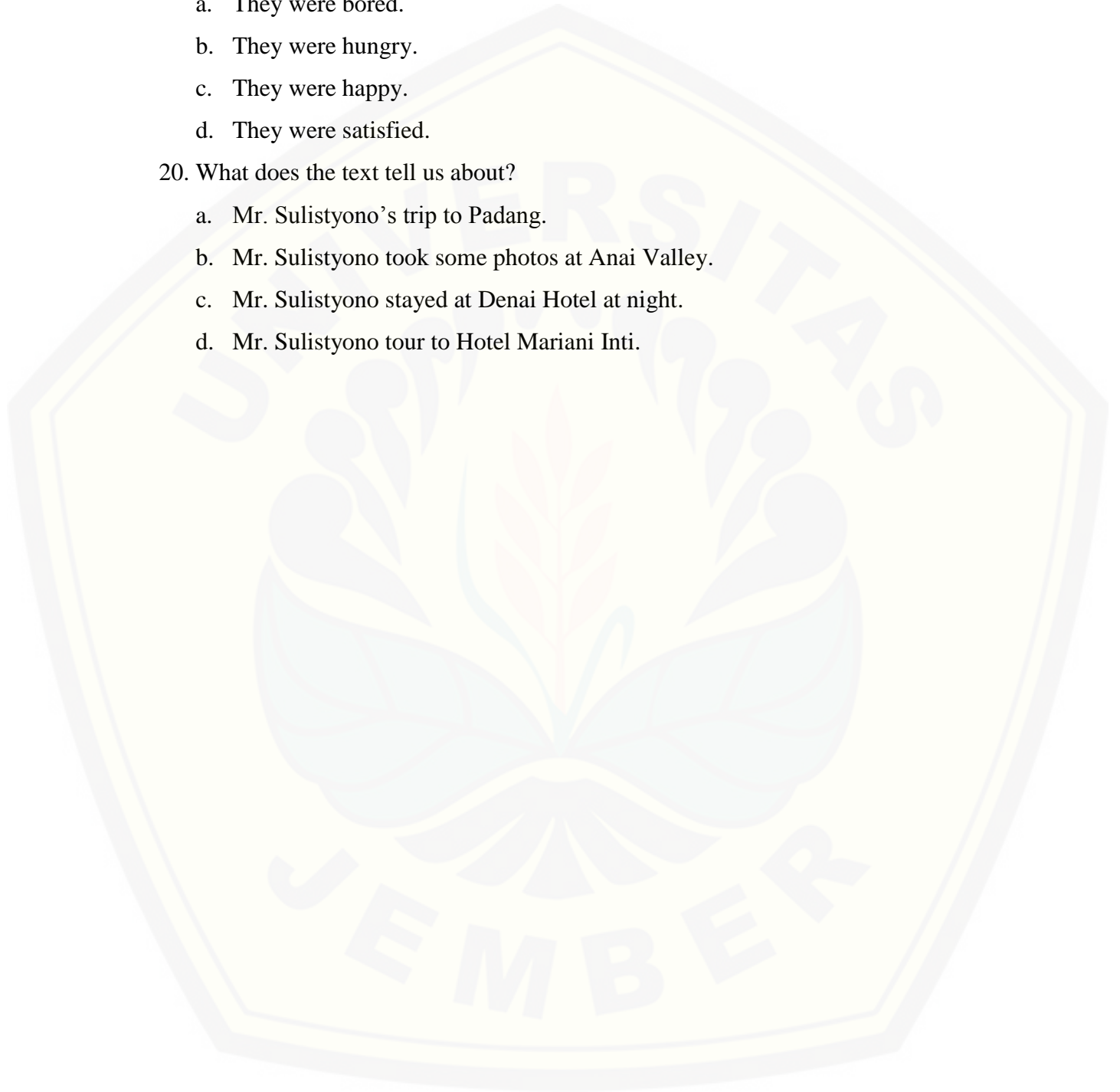
14. What package tour did Mr. Sulistyono's family take?
- They took Padang Bukit Tinggi Tour.
 - They took Padang Panjang Tour.
 - They took Anai Valley Tour.
 - They took Denai Tour.
15. Where did they stay when they were at Anai Valley?
- In Anai Valley Hotel.
 - In Denai Hotel.
 - In Singkarak Hotel.
 - In Mariani Hotel.
16. What is the main idea of the second paragraph?
- They went to Padang, Bukit Tinggi, and Padang Panjang.
 - They took some photos at Anai Valley.
 - They stayed in Denai Hotel.
 - They visited Museum.
17. They stayed in Denai Hotel that night. (Paragraph 2, line 7)
The word "they" refers to...
- Mr. Sulistyono and his students.
 - Mr. Sulistyono's family.
 - The tour leaders.
 - The senior guides.
18. After that, they visited museum of Bukit Tinggi... (Paragraph 3, line 9)
The word "museum" means...
- A place to keep strange objects.
 - A place to keep historical objects.
 - A place to keep modern objects.
 - A place to keep expensive objects.

19. How did they feel after the trip to Padang Bukit Tinggi?

- a. They were bored.
- b. They were hungry.
- c. They were happy.
- d. They were satisfied.

20. What does the text tell us about?

- a. Mr. Sulistyono's trip to Padang.
- b. Mr. Sulistyono took some photos at Anai Valley.
- c. Mr. Sulistyono stayed at Denai Hotel at night.
- d. Mr. Sulistyono tour to Hotel Mariani Inti.



ANSWER KEY

- | | |
|------------|------------|
| 1. C (SC) | 11. B (WC) |
| 2. D (SC) | 12. A (TC) |
| 3. C (PC) | 13. B (PC) |
| 4. A (SC) | 14. A (SC) |
| 5. C (WC) | 15. B (SC) |
| 6. D (PC) | 16. A (PC) |
| 7. A (WC) | 17. B (WC) |
| 8. A (SC) | 18. B (WC) |
| 9. A (WC) | 19. C (TC) |
| 10. C (TC) | 20. A (TC) |

Notes:

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

TC : Text Comprehension

The Distribution of the Task Items

NO	KINDS OF COMPREHENSION	NUMBER OF ITEMS	TOTAL NUMBER
1	Word Comprehension	5,7,9,11,17,18	6
2	Sentence Comprehension	1,2,4,8,14,15	6
3	Paragraph Comprehension	3,6,13,16	4
4	Text Comprehension	10,19,20,12	4

LESSON PLAN**(MEETING 1)****Experimental class**

Subject	: English
School	: Junior High School
Class/Semester	: VIII/II
Genre	: Recount Text
Language skill	: Reading
Theme	: Holiday
Time Allocation	: 2x40 minutes

I. Kompetensi Inti

1. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

1. Menangkap makna dalam teks recount lisan dan tulis, sangat pendek dan sederhana.

III. Indikator

1. Siswa diharapkan mampu untuk memahami makna kata dalam teks bahasa Inggris jenis recount.

2. Siswa diharapkan mampu untuk memahami makna kalimat dalam teks bahasa Inggris jenis recount.
3. Siswa diharapkan mampu untuk memahami makna paragraph dalam teks bahasa Inggris jenis recount.
4. Siswa diharapkan mampu untuk memahami makna keseluruhan teks dalam teks bahasa Inggris jenis recount.

IV. Tujuan

1. Setelah mengamati dan mendiskusikan teks tulis recount berbentuk cerita liburan, peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount berbentuk cerita liburan, sesuai dengan konteks penggunaannya.
2. Setelah memahami dan mendiskusikan teks tulis recount berbentuk cerita liburan, peserta didik dapat menangkap makna teks recount tulis berbentuk cerita tentang liburan, pendek dan sederhana.

V. Materi Pembelajaran (materi pembelajaran terlampir)

1. Definisi teks recount.
2. Fungsi sosial teks recount.
3. Struktur teks recount.
4. Contoh teks recount.
5. Soal-soal latihan.

VI. Sumber/Media Pembelajaran

a. Sumber

- Scaffolding(English for Junior High School Students Grade VIII)
- <http://www.beljarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html>
- <http://nawwafcom.blogspot.com/2013/04/contoh-recount-text-tentang-liburan.html>
- <http://thumbs.dreamstime.com/z/tanning-beach-5830505.jpg>

b. Media

- Laptop.
- Gambar.
- Soal-soal latihan.
- Instrument Numbered Heads Together.
- Papan tulis.
- Board marker (spidol).

VII. Metode Pembelajaran

Approach : *cooperative learning*.

Teknik : Numbered Heads Together.

VIII. Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN		WAKTU
	GURU	SISWA	
Pendahuluan	1. Guru memberikan salam kepada peserta didik.	1. Peserta didik merespon salam yang diucapkan oleh guru.	1 menit
	2. Guru mengajak peserta didik untuk memulai pembelajaran dengan berdoa sesuai agama dan keyakinan masing-masing.	2. Peserta didik memulai pembelajaran dengan berdoa sesuai agama dan keyakinan masing-masing.	2 menit
	3. Guru melakukan peninjauan kesiapan belajar dengan menanyakan kabar dan keadaan peserta didik.	3. Peserta didik menjawab pertanyaan guru yang menanyakan kabar dan keadaan peserta didik	1 menit
	4. Guru menunjukan sebuah gambar untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan.	4. Peserta didik memperhatikan guru yang sedang memberikan motivasi dengan menunjukkan gambar.	2 menit

	<p>5. Guru memberikan apersepsi awal kepada siswa dengan cara mengajukan beberapa pertanyaan yang berhubungan dengan materi yang akan disampaikan.</p> <p>6. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik.</p>	<p>5. Peserta didik menjawab pertanyaan yang diberikan oleh guru.</p> <p>6. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh guru</p>	<p>2 menit</p> <p>2 menit</p>
Kegiatan Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> - Guru mengawasi peserta didik. - Guru membimbing siswa untuk menemukan dan memahami gagasan pokok, informasi rinci dan informasi tertentu dari contoh teks yang diberikan. - Guru menjawab pertanyaan dari peserta didik tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang digunakan dalam teks recount berbentuk cerita. 	<ul style="list-style-type: none"> - Peserta didik memperhatikan dan membaca contoh teks recount berbentuk cerita tentang liburan. - Peserta didik memahami dan menemukan gagasan pokok, informasi rinci dan informasi tertentu dari contoh teks yang diberikan. - Dengan pertanyaan pengarah dari guru, peserta didik mempertanyakan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang 	<p>2 menit</p> <p>3 menit</p> <p>2 menit</p>

	<ul style="list-style-type: none"> - Guru memberikan pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan. - Guru bertanya apakah siswa mengalami kesulitan dalam menerima dan memahami contoh dan penjelasan yang diberikan sebelumnya. 	<p>digunakan dalam teks recount berbentuk cerita.</p> <ul style="list-style-type: none"> - Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan / penyampaian dari guru. - Peserta didik menjawab pertanyaan yang diberikan oleh guru. 	<p>2 menit</p> <p>1 menit</p>
1. Planning	<p>2. Bereksplorasi/bereksperimen (Steps of Numbered Heads Together)</p> <ul style="list-style-type: none"> - Guru menjelaskan dan mengarahkan siswa tentang bagaimana melakukan Numbered Heads Together. - Guru menjelaskan tentang teks recount. - Membagi siswa dalam 	<ul style="list-style-type: none"> - Peserta didik memperhatikan penjelasan dan arahan tentang bagaimana melakukan Numbered Heads Together. - Peserta didik memperhatikan guru. - Peserta didik membentuk 	<p>5 menit</p> <p>3 menit</p> <p>5 menit</p>

2.Numbering	<p>kelompok, masing – masing kelompok terdiri dari 4 orang.</p> <ul style="list-style-type: none"> - Membagikan nomor untuk masing – masing anggota di dalam grup dan menyuruh mereka untuk menaruh nomor itu di kepala masing – masing anggota. - Membagikan materi reading kepada siswa. 	<p>kelompok sesuai kelompok yang telah dibagi oleh guru.</p> <ul style="list-style-type: none"> - Peserta didik menerima nomor dan mereka menaruh nomor itu di kepala mereka masing – masing. 	2 menit
3. Asking question	<p>3. Mengasosiasi/menganalisis</p> <ul style="list-style-type: none"> - Menyuruh siswa untuk membaca teks dengan hati – hati dan selanjutnya siswa mengerjakan soal. - Guru menyiapkan pertanyaan yang akan di jawab oleh siswa. 	<ul style="list-style-type: none"> - Peserta didik menerima materi reading yang diberikan oleh guru. - Peserta didik membaca teks dengan hati – hati dan selanjutnya peserta didik mengerjakan soal. - Peserta didik memperhatikan. 	1 menit
4. Putting heads together	<ul style="list-style-type: none"> - Guru memberikan waktu kepada semua grup untuk mendiskusikan jawaban secara individu kemudian setelah itu didiskusikan jawaban secara kelompok untuk mendapatkan jawaban yang paling tepat dari soal – soal yang diberikan. 	<ul style="list-style-type: none"> - Peserta didik mendiskusikan jawaban secara individu kemudian setelah itu didiskusikan jawaban secara kelompok untuk mendapatkan jawaban yang paling tepat dari soal – soal yang diberikan. 	36 menit

<p>5. Calling the numbers</p>	<ul style="list-style-type: none"> - Memanggil nomor yang ada pada siswa untuk secara acak menjawab pertanyaan, hanya siswa yang dipanggil nomornya yang dapat menjawab pertanyaan. - Guru memberikan point kepada siswa yang telah ditunjuk dan dapat menjawab soal dengan benar, siswa yang telah ditunjuk tetapi tidak menjawab dengan benar tidak mendapatkan point. - Memberikan feedback untuk seluruh siswa yang ada di kelas. <p>4. Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru meminta peserta didik untuk menyampaikan hasil jawaban dan alasan mengapa peserta didik memberikan jawaban tersebut kepada peserta didik yang lain. 	<ul style="list-style-type: none"> - Semua peserta didik yang dipanggil nomornya oleh guru, menjawab pertanyaan yang telah diberikan oleh guru. - Peserta didik yang telah ditunjuk dan dapat menjawab soal dengan benar dapat menerima point, sedangkan siswa yang telah ditunjuk tetapi tidak menjawab dengan benar tidak mendapatkan point. - Semua peserta didik menerima feedback dari guru. - Peserta didik menyampaikan hasil jawaban dan alasan mengapa peserta didik memberikan jawaban tersebut kepada peserta didik yang lain. 	<p>3 menit</p>
<p>Penutup</p>	<p>1. Guru melakukan refleksi dengan meminta pendapat</p>	<p>1. Peserta didik memberikan pendapat tentang kegiatan</p>	<p>2 menit</p>

	peserta didik tentang kegiatan pembelajaran yang telah dialami.	pembelajaran yang telah dialami.	
	2. Guru menyimpulkan pembelajaran.	2. Peserta didik menyimpulkan pembelajaran.	2 menit
	3. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing.	3. Peserta didik mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing.	1 menit

IX. Penilaian

Memberikan posttest untuk kedua kelas, kelas control dan kelas experimental.

Jember,.....2015

Supervisor

Trainee Teacher

Umi Khoiriyah, S.Pd.

Robbica Martino

NIP:

NIM: 090210401004

TEACHING MATERIALS
For experimental and control group

Pay attention to the explanation about recount text from the teacher:

- A *recount text* is a text that tells the reader about one story, action or activity that happened in the past.
- A *recount* tells about events that have happened to you or other people.

The generic structures of recount text:

- *Orientation* tells who was involved, what happened, where the events took place, when it happened.
- *Events* tell what happened and in what sequence.
- *Reorientation/ ending* tell how the experience ended.

The language features of recount text

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using action verb; look, go, change, etc.
- Using simple past tense.

The example of recount text:

Camping	
1	<p>Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hours from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.</p>
5	<p>The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.</p>
10	<p>On Monday, we packed our bags and got ready to go home. (http://nawwaf.blogspot.com/2013/04/contoh-recount-text-tentang-liburan.html)</p>

INSTRUCTIONAL MATERIALS**I. Question for activating previous knowledge****Answer the question!**

- What did you do on your last holiday?
- Did you visit some interesting places?
- Do you know what picture it is?
- Where do you think the boy relaxes?
- What did people do there?

- **Putting heads together!**

Discuss the answer of the question within the group

II. Posting Question 1

- Read the following text carefully and answer the question about word comprehension based on the text by choosing a, b, c, or d!

Text 1 for questions number 1-3

Line	
	My Holiday
1	Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. My friend's house has a big garden with colorful flowers and a small pool.
4	In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there.
8	After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.
11	We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.
	<i>Taken from: Scaffolding(English for Junior High School Students Grade VIII))</i>

1. "My friend's house has a big garden....." (Paragraph 1, line 2).
What is the opposite meaning of the underlined word?
 - a. Beautiful.
 - b. Giant.
 - c. Large.
 - d. Small.
2. ". However, I think it was really fun to have a holiday like this. (Paragraph 4 line 11).
What is the similar meaning of the underlined word?
 - a. Bored.
 - b. Enjoyable.
 - c. Scary.
 - d. Tired.

3. “The scenery was very beautiful”. (Paragraph 2, line 4)

The underlined word has similar meaning with.....

- a. Amazing.
- b. Ugly.
- c. Bad.
- d. Plain.

Text 2 for questions number 4-6

Line	My Fantastic Holiday
1	Last summer I got a fantastic holiday. I visited some great places. I went to an airport and flew to Cleveland. I spent two days there. I liked to see some Cleveland Cavaliers basketball matches.
4	Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, The United States of America. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.
9	After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of the statue up to the top of its crown. That was very amazing.
12	These places made me feel at home but I had to go home. Next time I would return there. (http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html)

4. “Hollywood is a famous district.....” (Paragraph 2, line 4).

What is the similar meaning of the underlined word?

- a. Good.
- b. Popular.
- c. Small.
- d. Center.

5. “It had become world-famous....” (Paragraph 2, line 5)

The word ”it” refers to.....

- Hollywood.
 - The crown.
 - The company.
 - The Statue Liberty.
6. That was very amazing. (Paragraph 3, line 11)

The similar meaning of the word “amazing” is...

- Wonderful.
- Center.
- Major.
- Film.

III. Posting Question 2

- **Read the following text carefully and answer the question about sentence comprehension based on the text by choosing a, b, c, or d!**

Text 1 for questions number 7-10

Line	
	My Holiday
1	Last week I went to Mount Bromo. I stayed at my friend’s house in Probolinggo, East Java. My friend’s house has a big garden with colorful flowers and a small pool.
4	In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there.
8	After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.
11	We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

	<i>Taken from: Scaffolding(English for Junior High School Students Grade VIII))</i>
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7. When did the writer go to Mount Bromo?
- Last holiday.
 - Last month.
 - Last week.
 - Last year.
8. How was the condition of the writer's friend house?
- It has a big garden with colorful flowers and a small pool.
 - It has a large garden with colorful plants and a large pool.
 - It has a small garden with colorful flowers and a small pool.
 - It has a big garden with colorful flowers without a small pool.
9. What did the writer and his friends do when they get a closer look at the mountain?
- They took pictures the beautiful of scenery there.
 - They took a rest and had lunch under a big tree.
 - They went to the zoo at Wonokromo.
 - They road on horseback.
10. What did they feel about their holiday?
- It was an interesting holiday.
 - It was an annoying holiday.
 - It was the worst holiday.
 - It was a bad holiday.

Text 2 for questions number 11-12

Line	My Fantastic Holiday
1	Last summer I got a fantastic holiday. I visited some great places. I went to an airport and flew to Cleveland. I spent two days there. I liked to see some Cleveland Cavaliers basketball matches.
4	Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, The United States of America. It had become world-famous as the center of the film industry. Four major film

	companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.
9	After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of the statue up to the top of its crown. That was very amazing.
12	These places made me feel at home but I had to go home. Next time I would return there. (http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html)

11. How long did the writer spend the time in Cleveland?

- a. One day. c. Three days.
b. Two days. d. Four days.

12. What did he do in New York City?

- a. Visited the statue Liberty.
b. Went to the airport.
c. Watched film.
d. Went home.

IV. Posting Question 3

- Read the following text carefully and answer the question about paragraph comprehension based on the text by choosing a, b, c, or d!

Text 1 for questions number 13

Line	
	My Holiday
1	Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. My friend's house has a big garden with colorful flowers and a small pool.
4	In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but fun. Then, we went to get a closer look at the mountain. We took pictures of the

8	<p>beautiful scenery there.</p> <p style="padding-left: 40px;">After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</p>
11	<p style="padding-left: 40px;">We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p> <p style="text-align: center;"><i>Taken from: Scaffolding(English for Junior High School Students Grade VIII))</i></p>

13. What is the main idea of the first paragraph?

- a. The location of the writer's friend house in Probolinggo.
- b. The condition of the writer's friend house.
- c. Staying at the writer's friend house.
- d. Went to Mount Bromo.

Text 2 for questions number 14-16

Line	My Fantastic Holiday
1	<p style="padding-left: 40px;">Last summer I got a fantastic holiday. I visited some great places. I went to an airport and flew to Cleveland. I spent two days there. I liked to see some Cleveland Cavaliers basketball matches.</p>
4	<p style="padding-left: 40px;">Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, The United States of America. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.</p>
9	<p style="padding-left: 40px;">After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of the statue up to the top of its crown. That was very amazing.</p>
12	<p style="padding-left: 40px;">These places made me feel at home but I had to go home. Next time I would return there.</p>

	(http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html)
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14. What is the main idea of paragraph 1?
- The writer's job.
 - The writer's adventure.
 - The writer's holiday in Cleveland.
 - The writer's writing.
15. Based on the first paragraph, we know that....
- The writer went to Hollywood.
 - The writer visited the Statue of Liberty.
 - The writer would return to those places.
 - The writer went to an airport and flew to Cleveland.
16. What is the main idea of the third paragraph?
- The writer visited Hollywood.
 - The writer visited Cleveland.
 - The writer visited Los Angeles.
 - The writer visited New York City.

V. Posting Question 4

- **Read the following text carefully and answer the question about text comprehension based on the text by choosing a, b, c, or d!**

Text 1 for questions number 17-18

Line	
	My Holiday
1	Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. My friend's house has a big garden with colorful flowers and a small pool.
4	In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but fun. Then, we went to get a closer look at the mountain. We took pictures of the

8	<p>beautiful scenery there.</p> <p>After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</p>
11	<p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p> <p><i>Taken from: Scaffolding(English for Junior High School Students Grade VIII))</i></p>

17. The sentences are TRUE based on the text, except....

- a. The writer stayed at his friend's house in Probolinggo, East Java.
- b. The scenery of Mount Batok was very beautiful.
- c. We went home in the evening.
- d. The writer's holiday was really :

18. How many people are on the text?

- a. One person.
- b. Two people.
- c. Three people.
- d. Four people.

Text 2 for questions number 19-20

Line	My Fantastic Holiday
1	<p>Last summer I got a fantastic holiday. I visited some great places. I went to an airport and flew to Cleveland. I spent two days there. I liked to see some Cleveland Cavaliers basketball matches.</p>
4	<p>Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, The United States of America. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.</p>
9	<p>After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of the statue up to the top of its crown. That was very amazing.</p>

12	<p>These places made me feel at home but I had to go home. Next time I would return there.</p> <p>(http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html)</p>
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19. These sentences are NOT TRUE based on the text, except....

- a. Last winter the writer got a fantastic holiday.
- b. The writer was spending in Cleveland two days.
- c. After from Cleveland, the writer went to New York.
- d. In New York City, the writer watched a basketball match.

20. What does the writer want to tell us about?

- a. The writer's basketball match.
- b. The writer's fantastic holiday.
- c. The writer's film.
- d. The writer's statue.

ANSWER KEY

- | | |
|------------|------------|
| 1. D (WC) | 11. B (SC) |
| 2. B (WC) | 12. A (SC) |
| 3. A (WC) | 13. D (PC) |
| 4. B (WC) | 14. C (PC) |
| 5. C (WC) | 15. D (PC) |
| 6. A (WC) | 16. D (PC) |
| 7. C (SC) | 17. C (TC) |
| 8. A (SC) | 18. B (TC) |
| 9. A (SC) | 19. B (TC) |
| 10. A (SC) | 20. B (TC) |

Notes:

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

TC : Text Comprehension

The Distribution of the Task Items

NO	KINDS OF COMPREHENSION	NUMBER OF ITEMS	TOTAL NUMBER
1	Word Comprehension	1,2,3,4,5,6	6
2	Sentence Comprehension	7,8,9,10,11,12	6
3	Paragraph Comprehension	13,14,15,16	4
4	Text Comprehension	17,18,19,20	4

LESSON PLAN**(MEETING 1)****Control Class**

Subject	: English
School	: Junior High School
Class/Semester	: VIII/II
Genre	: Recount Text
Language skill	: Reading
Theme	: Holiday
Time Allocation	: 2x40 minutes

I. Kompetensi Inti

1. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

1. Menangkap makna dalam teks recount lisan dan tulis, sangat pendek dan sederhana.

III. Indikator

1. Siswa diharapkan mampu untuk memahami makna kata dalam teks bahasa Inggris jenis recount.

2. Siswa diharapkan mampu untuk memahami makna kalimat dalam teks bahasa Inggris jenis recount.
3. Siswa diharapkan mampu untuk memahami makna paragraph dalam teks bahasa Inggris jenis recount.
4. Siswa diharapkan mampu untuk memahami makna keseluruhan teks dalam teks bahasa Inggris jenis recount.

IV. Tujuan

1. Setelah mengamati dan mendiskusikan teks tulis recount berbentuk cerita liburan, peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount berbentuk cerita liburan, sesuai dengan konteks penggunaannya.
2. Setelah memahami dan mendiskusikan teks tulis recount berbentuk cerita liburan, peserta didik dapat menangkap makna teks recount tulis berbentuk cerita tentang liburan, pendek dan sederhana.

V. Materi Pembelajaran (materi pembelajaran terlampir)

1. Definisi teks recount.
2. Fungsi sosial teks recount.
3. Struktur teks recount.
4. Contoh teks recount.
5. Soal-soal latihan

VI. Sumber/Media Pembelajaran

a. Sumber

- Scaffolding (English for Junior High School Students Grade VIII)
- <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html>
- <http://nawwaf.blogspot.com/2013/04/contoh-recount-text-tentang-liburan.html>

- <http://thumbs.dreamstime.com/z/tanning-beach-5830505.jpg>

b. Media

- Laptop.
- Gambar.
- Soal-soal latihan.
- Papan tulis.
- Board marker (spidol).

VII. Metode Pembelajaran

Approach : Non Cooperative Learning

Teknik : Question – Answer

VIII. Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN		WAKTU
	GURU	SISWA	
Pendahuluan	1. Guru memberikan salam kepada siswa.	1. Peserta didik merespon salam yang diucapkan oleh guru.	1 menit
	2. Guru mengajak peserta didik untuk memulai pembelajaran dengan berdoa sesuai agama dan keyakinan masing-masing.	2. Peserta didik memulai pembelajaran dengan berdoa sesuai agama dan keyakinan masing-masing.	2 menit
	3. Guru melakukan peninjauan kesiapan belajar dengan menanyakan kabar dan keadaan peserta didik.	3. Peserta didik menjawab pertanyaan guru yang menanyakan kabar dan keadaan peserta didik.	1 menit
	4. Guru menunjukkan sebuah gambar untuk memberikan motivasi kepada para peserta didik agar bersemangat	4. Peserta didik memperhatikan guru yang sedang memberikan motivasi dengan	2 menit

	<p>mengikuti pelajaran yang akan diberikan.</p> <p>5. Guru memberikan apersepsi awal kepada siswa dengan cara mengajukan beberapa pertanyaan yang berhubungan dengan materi yang akan disampaikan.</p> <p>6. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik.</p>	<p>menunjukkan gambar.</p> <p>5. Peserta didik menjawab pertanyaan yang diberikan oleh guru.</p> <p>6. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh guru</p>	<p>2 menit</p> <p>2 menit</p>
Kegiatan Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> - Guru mengawasi peserta didik - Guru membimbing siswa untuk menemukan dan memahami gagasan pokok, informasi rinci dan informasi tertentu dari contoh teks yang diberikan - Guru menjawab pertanyaan dari peserta didik tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang digunakan dalam teks recount berbentuk cerita. 	<ul style="list-style-type: none"> - Peserta didik memperhatikan dan membaca contoh teks recount berbentuk cerita tentang liburan. - Peserta didik memahami dan menemukan gagasan pokok, informasi rinci dan informasi tertentu dari contoh teks yang diberikan. - Dengan pertanyaan pengarah dari guru, peserta didik mempertanyakan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang digunakan dalam teks recount berbentuk cerita. 	<p>2 menit</p> <p>3 menit</p> <p>2 menit</p>

	<ul style="list-style-type: none"> - Guru memberikan pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan. - Guru bertanya apakah siswa mengalami kesulitan dalam menerima dan memahami contoh dan penjelasan yang diberikan sebelumnya. <p>2. Bereksplorasi/bereksperimen</p> <ul style="list-style-type: none"> - Guru memberikan pertanyaan pembimbing (leading question) kepada siswa yang sesuai dengan material yang diajarkan. - Guru menjelaskan tentang teks recount. - Guru membagikan kepada siswa contoh teks recount. <p>3. Mengasosiasi/menganalisis</p> <ul style="list-style-type: none"> - Guru menyuruh siswa untuk membaca teks dengan suara keras. 	<ul style="list-style-type: none"> - Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan / penyampaian dari guru. - Peserta didik menjawab pertanyaan yang di berikan oleh guru. - Siswa menjawab pertanyaan pembimbing (leading question) yang diberikan oleh guru. - Peserta didik memperhatikan penjelasan tentang teks recount. - Peserta didik menerima teks recount yang diberikan oleh guru. - Peserta didik membaca teks dengan suara keras. 	<p>2 menit</p> <p>1 menit</p> <p>2 menit</p> <p>3 menit</p> <p>1 menit</p> <p>2 menit</p>
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	<ul style="list-style-type: none"> - Guru meminta siswa untuk menandai arti kata sulit dalam text dan temukan artinya menggunakan kamus. - Guru meminta siswa untuk mengerjakan soal secara individu. - Guru meminta siswa untuk mendiskusikan teks dengan seluruh siswa. - Guru Memberikan feedback untuk seluruh siswa yang ada di kelas. <p>4. Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengungkapkan hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya. 	<ul style="list-style-type: none"> - Peserta didik menandai arti kata sulit dalam text dan temukan artinya menggunakan kamus. - Peserta didik mengerjakan soal secara individu. - Peserta didik mendiskusikan teks dengan seluruh siswa. - Peserta didik menerima feedback yang diberikan oleh guru. - Peserta didik mengungkapkan hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya. 	<p>5 menit</p> <p>20 menit</p> <p>12 menit</p> <p>2 menit</p> <p>3 menit</p>
Penutup	<ol style="list-style-type: none"> 1. Guru melakukan refleksi dengan meminta pendapat peserta didik tentang kegiatan pembelajaran yang telah dialami. 2. Guru menyimpulkan pembelajaran. 3. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa 	<ol style="list-style-type: none"> 1. Peserta didik memberikan pendapat tentang kegiatan pembelajaran yang telah dialami. 2. Peserta didik menyimpulkan pembelajaran. 3. Para peserta didik mengakhiri pembelajaran dengan berdoa sesuai dengan 	<p>2 menit</p> <p>2 menit</p> <p>1 menit</p>

	sesuai dengan keyakinan masing-masing.	keyakinan masing-masing.	
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IX. Penilaian :

Memberikan posttest untuk kedua kelas, kelas control dan kelas experimental.

Jember,.....2015

Supervisor

Trainee Teacher

Umi Khoiriyah, S.Pd.

Robbica Martino

NIP:

NIM: 090210401004

TEACHING MATERIALS

Leading Questions:



1. What did you do on your last holiday?
2. Did you visit some interesting places?
3. Do you know what picture it is?
4. Where do you think the boy relaxes?
5. What did people do there?

Explanation about recount text:

- A *recount text* is a text that tells the reader about one story, action or activity that happened in the past.
- A *recount* tells about events that have happened to you or other people.

The generic structures of recount text:

- *Orientation* tells who was involved, what happened, where the events took place, when it happened.
- *Events* tell what happened and in what sequence.
- *Reorientation/ ending* tell how the experience ended.

The language features of recount text

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using action verb; look, go, change, etc.
- Using simple past tense.

The example of recount text:

Camping	
1	Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hours from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.
5	The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.
10	On Monday, we packed our bags and got ready to go home. (http://nawwaf.blogspot.com/2013/04/contoh-recount-text-tentang-liburan.html)

- I. Read the following text carefully and answer the question based on the text by choosing a, b, c, or d!

Text 1 for questions number 1-10

Line	
	My Holiday
1	Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. My friend's house has a big garden with colorful flowers and a small pool.
4	In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary but fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there.
8	After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.
11	We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.
	<i>Taken from: Scaffolding(English for Junior High School Students Grade VIII)</i>

- “My friend's house has a big garden.....” (Paragraph 1, line 2) .
What is the opposite meaning of the underlined word?
 - Beautiful.
 - Giant.
 - Large.
 - Small.
- When did the writer go to Mount Bromo?
 - Last holiday.
 - Last month.
 - Last week.
 - Last year.

3. How was the condition of the writer's friend house?
 - a. It has a big garden with colorful flowers and a small pool.
 - b. It has a large garden with colorful plants and a large pool.
 - c. It has a small garden with colorful flowers and a small pool.
 - d. It has a big garden with colorful flowers without a small pool.
4. What is the main idea of the first paragraph?
 - a. The location of the writer's friend house in Probolinggo.
 - b. The condition of the writer's friend house.
 - c. Staying at the writer's friend house.
 - d. Went to Mount Bromo.
5. What did the writer and his friends do when they get a closer look at the mountain?
 - a. They took pictures the beautiful of scenery there.
 - b. They took a rest and had lunch under a big tree.
 - c. They went to the zoo at Wonokromo.
 - d. They road on horseback.
6. “. However, I think it was really fun to have a holiday like this.(Paragraph4, line 11).
What is the similar meaning of the underlined word?
 - a. Bored.
 - b. Enjoyable.
 - c. Scary.
 - d. Tired.
7. The sentences are TRUE based on the text, except....
 - a. The writer stayed at his friend's house in Probolinggo, East Java.
 - b. The scenery of Mount Batok was very beautiful.
 - c. We went home in the evening.
 - d. The writer's holiday was really fun.
8. “The scenery was very beautiful”. (Paragraph 2, line 4)
The underlined word has similar meaning with.....
 - a. Amazing.
 - b. Ugly.
 - c. Bad.
 - d. Plain.

9. What did they feel about their holiday?
- It was an interesting holiday.
 - It was an annoying holiday.
 - It was the worst holiday.
 - It was a bad holiday.
10. How many people are on the text?
- One person.
 - Two people.
 - Three people.
 - Four people.

Text 2 for questions number 11-20

Line	My Fantastic Holiday
1	Last summer I got a fantastic holiday. I visited some great places. I went to an airport and flew to Cleveland. I spent two days there. I liked to see some Cleveland Cavaliers basketball matches.
4	Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, The United States of America. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.
9	After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of the statue up to the top of its crown. That was very amazing.
12	These places made me feel at home but I had to go home. Next time I would return there. (http://www.beljarbahasainggris.us/2012/01/contoh-teks-recount-my-holiday-was.html)

11. “Hollywood is a famous district.....” (Paragraph 2, line 4).

What is the similar meaning of the underlined word?

- Good.
- Popular.
- Small.
- Center.

12. How long did the writer spend the time in Cleveland?
- a. One day.
 - b. Two days.
 - c. Three days.
 - d. Four days.
13. What is the main idea of paragraph 1?
- a. The writer's job.
 - b. The writer's adventure.
 - c. The writer's holiday in Cleveland.
 - d. The writer's writing.
14. "It had become world-famous...." (Paragraph 2, line 5).
The word "it" refers to.....
- a. Hollywood.
 - b. The crown.
 - c. The company.
 - d. The Statue Liberty.
15. Based on the first paragraph, we know that....
- a. The writer went to Hollywood.
 - b. The writer visited the Statue of Liberty.
 - c. The writer would return to those places.
 - d. The writer went to an airport and flew to Cleveland.
16. What did he do in New York City?
- a. Visited the statue Liberty.
 - b. Went to the airport.
 - c. Watched film.
 - d. Went home.
17. These sentences are NOT TRUE based on the text, except....
- a. Last winter the writer got a fantastic holiday.
 - b. The writer was spending in Cleveland two days.
 - c. After from Cleveland, the writer went to New York.
 - d. In New York City, the writer watched a basketball match.

18. That was very amazing. (Paragraph 3, line 11)

The similar meaning of the word “amazing” is...

- a. Wonderful.
 - b. Center.
 - c. Major.
 - d. Film.
19. What is the main idea of the third paragraph?
- a. The writer visited Hollywood.
 - b. The writer visited Cleveland.
 - c. The writer visited Los Angeles.
 - d. The writer visited New York City.
20. What does the writer want to tell us about?
- a. The writer’s basketball match.
 - b. The writer’s fantastic holiday.
 - c. The writer’s film.
 - d. The writer’s statue.

ANSWER KEY

- | | |
|------------|------------|
| 1. D (WC) | 11. B (WC) |
| 2. C (SC) | 12. B (SC) |
| 3. A (SC) | 13. C (PC) |
| 4. D (PC) | 14. C (WC) |
| 5. A (SC) | 15. D (PC) |
| 6. B (WC) | 16. A (SC) |
| 7. C (TC) | 17. B (TC) |
| 8. A (WC) | 18. A (WC) |
| 9. A (SC) | 19. D (PC) |
| 10. B (TC) | 20. B (TC) |

Notes:

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

TC : Text Comprehension

The Distribution of the Task Items

NO	KINDS OF COMPREHENSION	NUMBER OF ITEMS	TOTAL NUMBER
1	Word Comprehension	1,6,11,14,18,8	6
2	Sentence Comprehension	2,3,5,9,12,16	6
3	Paragraph Comprehension	4,13,15,19	4
4	Text Comprehension	7,10,17,20	4

LESSON PLAN

(MEETING 2)

Experimental class

Subject	: English
School	: Junior High School
Class/Semester	: VIII/II
Genre	: Recount Text
Language skill	: Reading
Theme	: Personal Experience
Time Allocation	: 2x40 minutes

I. Kompetensi Inti

1. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

1. Menangkap makna dalam teks recount lisan dan tulis, sangat pendek dan sederhana.

III. Indikator

1. Siswa diharapkan mampu untuk memahami makna kata dalam teks bahasa Inggris jenis recount.
2. Siswa diharapkan mampu untuk memahami makna kalimat dalam teks bahasa Inggris jenis recount.
3. Siswa diharapkan mampu untuk memahami makna paragraph dalam teks bahasa Inggris jenis recount.
4. Siswa diharapkan mampu untuk memahami makna keseluruhan teks dalam teks bahasa Inggris jenis recount.

IV. Tujuan

1. Setelah mengamati dan mendiskusikan teks tulis recount berbentuk cerita tentang pengalaman pribadi, peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount berbentuk cerita tentang pengalaman pribadi, sesuai dengan konteks penggunaannya.
2. Setelah memahami dan mendiskusikan teks tulis recount berbentuk cerita tentang pengalaman pribadi, peserta didik dapat menangkap makna teks recount tulis berbentuk cerita tentang pengalaman pribadi, pendek dan sederhana.

V. Materi Pembelajaran (materi pembelajaran terlampir)

1. Definisi teks recount
2. Fungsi sosial teks recount
3. Struktur teks recount
4. Contoh teks recount
5. Soal-soal latihan

VI. Sumber/Media Pembelajaran

a. Sumber

- <http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html>
- <http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html>
- <http://thousandsideas.com/recount-text-my-personal-experience/>
- http://4.bp.blogspot.com/-qBjt7L_eITQ/Uok5i_w0Ffi/AAAAAAAAABaY/I4afrpm1-BU/s1600/4.jpg

b. Media

- Laptop
- Gambar
- Soal-soal latihan
- Instrument Numbered Heads Together
- Papan tulis
- Board marker (spidol)

VII. Metode Pembelajaran

Approach : *cooperative learning*

Teknik : Numbered Heads Together

VIII. Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN		WAKTU
	GURU	SISWA	
Pendahuluan	1. Guru memberikan salam kepada peserta didik.	1. Peserta didik merespon salam yang diucapkan oleh guru.	1 menit
	2. Guru mengajak peserta didik untuk memulai pembelajaran	2. Peserta didik memulai pembelajaran dengan berdoa	2 menit

	<p>dengan berdoa sesuai agama dan keyakinan masing-masing.</p> <p>3. Guru melakukan penjajakan kesiapan belajar dengan menanyakan kabar dan keadaan peserta didik.</p> <p>4. Guru menunjukkan sebuah gambar untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan.</p> <p>5. Guru memberikan apersepsi awal kepada siswa dengan cara mengajukan beberapa pertanyaan yang berhubungan dengan materi yang akan disampaikan.</p> <p>6. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik.</p>	<p>sesuai agama dan keyakinan masing-masing.</p> <p>3. Peserta didik menjawab pertanyaan guru yang menanyakan kabar dan keadaan peserta didik.</p> <p>4. Peserta didik memperhatikan guru yang sedang memberikan motivasi dengan menunjukkan gambar.</p> <p>5. Peserta didik menjawab pertanyaan yang diberikan oleh guru.</p> <p>6. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh guru.</p>	<p>1 menit</p> <p>2 menit</p> <p>2 menit</p> <p>2 menit</p>
Kegiatan Inti	<p>1. Mengamati</p> <p>- Guru mengawasi peserta didik.</p>	<p>- Peserta didik memperhatikan dan membaca contoh teks recount berbentuk cerita</p>	<p>2 menit</p>

	<ul style="list-style-type: none"> - Guru membimbing siswa untuk menemukan dan memahami gagasan pokok, informasi rinci dan informasi tertentu dari contoh teks yang diberikan. 	<ul style="list-style-type: none"> - Peserta didik memahami dan menemukan gagasan pokok, informasi rinci dan informasi tertentu dari contoh teks yang diberikan. 	3 menit
	<ul style="list-style-type: none"> - Guru menjawab pertanyaan dari peserta didik tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang digunakan dalam teks recount berbentuk cerita tentang pengalaman pribadi. 	<ul style="list-style-type: none"> - Dengan pertanyaan pengarah dari guru, peserta didik mempertanyakan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang digunakan dalam teks recount berbentuk cerita tentang pengalaman pribadi. 	2 menit
	<ul style="list-style-type: none"> - Guru memberikan pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan. 	<ul style="list-style-type: none"> - Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan / penyampaian dari guru. 	2 menit
	<ul style="list-style-type: none"> - Guru bertanya apakah siswa mengalami kesulitan dalam menerima dan memahami contoh dan penjelasan yang 	<ul style="list-style-type: none"> - Peserta didik menjawab pertanyaan yang di berikan oleh guru. 	1 menit

1. Planning	<p>diberikan sebelumnya.</p> <p>2. Bereksplorasi/bereksperimen (Steps of Numbered Heads Together)</p> <ul style="list-style-type: none"> - Guru mengulas dan mengarahkan siswa tentang bagaimana melakukan Numbered Heads Together. 	<ul style="list-style-type: none"> - Peserta didik memperhatikan ulasan dan arahan tentang bagaimana melakukan Numbered Heads Together. 	3 menit
	<ul style="list-style-type: none"> - Guru mengulas penjelasan secara singkat tentang teks recount. 	<ul style="list-style-type: none"> - Peserta didik memperhatikan guru. 	2 menit
2. Numbering	<ul style="list-style-type: none"> - Guru membagi siswa dalam kelompok, masing – masing kelompok terdiri dari 4 orang. 	<ul style="list-style-type: none"> - Peserta didik membentuk kelompok sesuai kelompok yang telah dibagi oleh guru. 	5 menit
	<ul style="list-style-type: none"> - Guru membagikan nomor untuk masing – masing anggota di dalam grup dan menyuruh mereka untuk menaruh nomor itu di kepala masing – masing anggota. - Guru membagikan materi reading kepada siswa. <p>3. Mengasosiasi/menganalisis</p> <ul style="list-style-type: none"> - Guru menyuruh siswa untuk 	<ul style="list-style-type: none"> - Peserta didik menerima nomor dan mereka menaruh nomor itu di kepala mereka masing – masing. - Peserta didik menerima materi reading yang diberikan oleh guru. 	2 menit
	<ul style="list-style-type: none"> - Guru menyuruh siswa untuk 	<ul style="list-style-type: none"> - Peserta didik membaca teks 	1 menit

<p>3. Asking question</p> <p>4. Putting heads together</p> <p>5. Calling the numbers</p>	<p>membaca teks dengan hati – hati dan selanjutnya siswa mengerjakan soal.</p> <ul style="list-style-type: none"> - Guru menyiapkan pertanyaan yang akan di jawab oleh siswa. - Guru memberikan waktu kepada semua grup untuk mendiskusikan jawaban secara individu kemudian setelah itu didiskusikan jawaban secara kelompok untuk mendapatkan jawaban yang paling tepat dari soal – soal yang diberikan. - Guru memanggil nomor yang ada pada siswa secara acak untuk menjawab pertanyaan, hanya siswa yang dipanggil nomornya yang dapat menjawab pertanyaan. - Guru memberikan point kepada siswa yang telah ditunjuk dan dapat menjawab soal dengan benar, siswa yang telah ditunjuk tetapi tidak menjawab dengan benar tidak mendapatkan point. 	<p>dengan hati – hati dan selanjutnya peserta didik mengerjakan soal.</p> <ul style="list-style-type: none"> - Peserta didik memperhatikan. - Peserta didik mendiskusikan jawaban secara individu kemudian setelah itu didiskusikan jawaban secara kelompok untuk mendapatkan jawaban yang paling tepat dari soal – soal yang diberikan. - Semua peserta didik yang dipanggil nomornya oleh guru, menjawab pertanyaan yang telah diberikan oleh guru. - Peserta didik yang telah ditunjuk dan dapat menjawab soal dengan benar dapat menerima point, sedangkan siswa yang telah ditunjuk tetapi tidak menjawab dengan benar tidak mendapatkan point. 	<p>39 menit</p>
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	<ul style="list-style-type: none"> - Guru memberikan feedback untuk seluruh siswa yang ada di kelas. <p>4. Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru meminta peserta didik untuk menyampaikan hasil jawaban dan alasan mengapa peserta didik memberikan jawaban tersebut kepada peserta didik yang lain. 	<ul style="list-style-type: none"> - Semua peserta didik menerima feedback dari guru. - Peserta didik menyampaikan hasil jawaban dan alasan mengapa peserta didik memberikan jawaban tersebut kepada peserta didik yang lain. 	3 menit
Penutup	<ol style="list-style-type: none"> 1. Guru melakukan refleksi dengan meminta pendapat peserta didik tentang kegiatan pembelajaran yang telah dialami. 2. Guru menyimpulkan pembelajaran. 3. Guru mengajak para peserta didik untuk mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing. 	<ol style="list-style-type: none"> 1. Peserta didik memberikan pendapat tentang kegiatan pembelajaran yang telah dialami. 2. Peserta didik menyimpulkan pembelajaran. 3. Peserta didik mengakhiri pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing. 	<p>2 menit</p> <p>2 menit</p> <p>1 menit</p>

IX. Penilaian

Memberikan posttest untuk kedua kelas, kelas control dan kelas experimental.

Jember,..... 2015

Supervisor

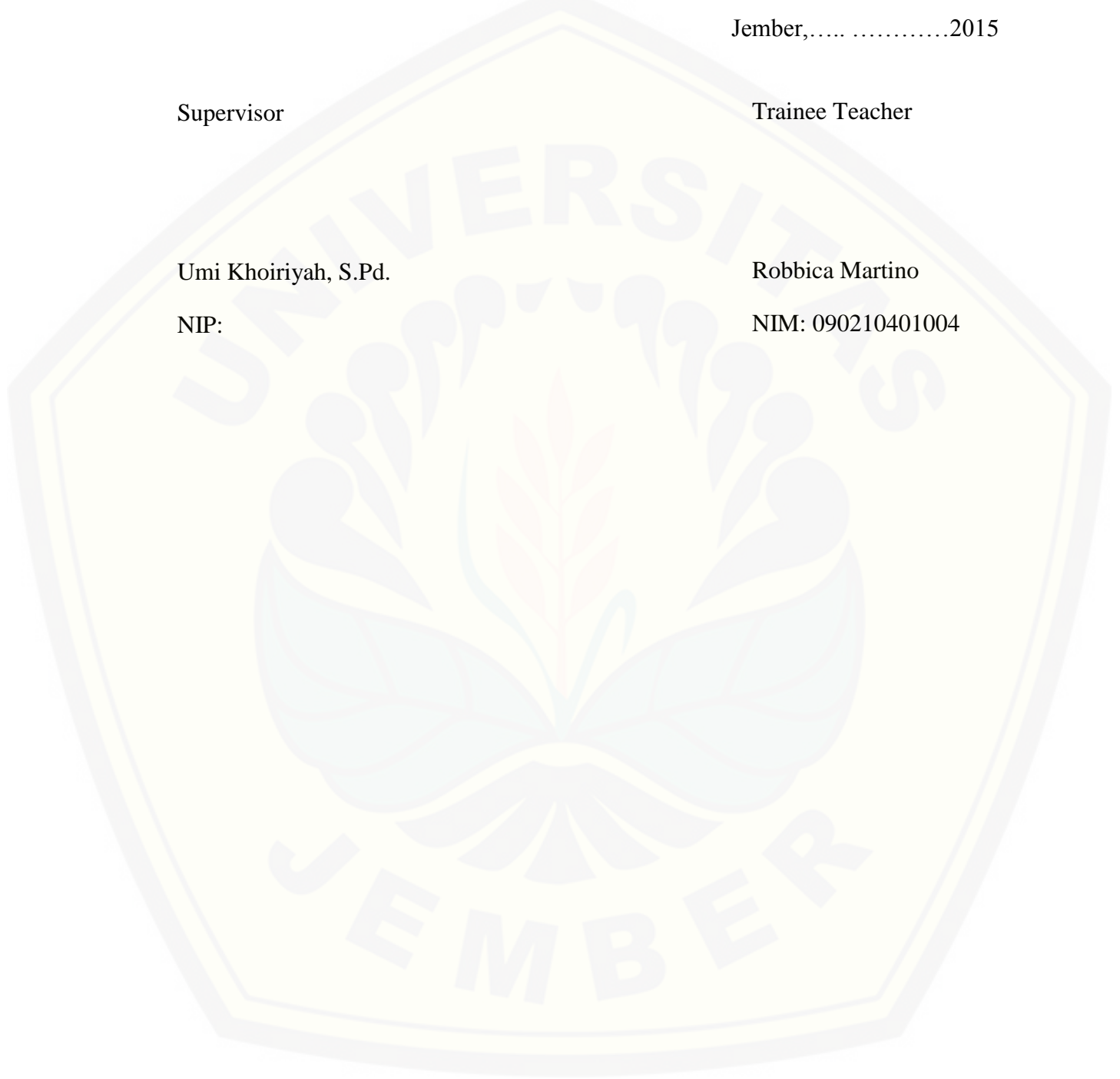
Trainee Teacher

Umi Khoiriyah, S.Pd.

Robbica Martino

NIP:

NIM: 090210401004



TEACHING MATERIALS**For experimental and control group****Pay attention to the explanation about recount text from the teacher:**

- *A recount text* is a text that tells the reader about one story, action or activity that happened in the past.
- *A recount* tells about events that have happened to you or other people.

The generic structures of recount text:

- *Orientation* tells who was involved, what happened, where the events took place, when it happened.
- *Events* tell what happened and in what sequence.
- *Reorientation/ ending* tells how the experience ended.

The language features of recount text

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using action verb; look, go, change, etc.
- Using simple past tense.

The example of recount text:

My Personal Experience	
1	When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.
6	Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took the book out, and read it.
11	I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.
18	After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.
	(http://thousandsideas.com/recount-text-my-personal-experience/)

INSTRUCTIONAL MATERIALS

I. Question for activating previous knowledge



Notes:

1. Boy
2. Boy
3. Boy
4. Boy
5. Girl

- **Answer the question!**

1. Do you know what picture it is?
2. Where do you think the children play football?
3. How many boys and girls are there in the picture?
4. What did the girl do in this picture?

- **Putting heads together!**

Discuss the answer of the question within the group

II. Posting Question 1

- Read the following text carefully and answer the question about word comprehension based on the text by choosing a, b, c, or d!

Text 1 for questions number 1-2

BEING LATE	
1	Yesterday, Dinar, my roommate, woke up late but she had to go to campus.
2	When she wanted to take her motorcycle, she could not move it because there were some other motorcycles that blocked up hers. She tried to move first all of the motorcycle, so that her motorcycle could move from the garage. But she couldn't do it.
6	Then, she called Adel who had that motorcycle which blocked it up. So, her friend who had that motorcycle helped Dinar.
8	Finally, she could move her motorcycle and rode it to go to campus. Consequently she was late to come into class.
(Taken from: http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html)	

1. "Yesterday, Dinar, my roommate woke up late and she had to go to campus" (Paragraph 1, line 1). The underlined word refers to.....
 - a. The writer.
 - b. The reader.
 - c. Dinar.
 - d. Adel.
2. "Finally, she could move her motorcycle and rode it to go to campus" (Paragraph 4, line 8). The underlined word refers to.....
 - a. Garage.
 - b. Campus.
 - c. Room.
 - d. Motorcycle.

Text 2 for questions number 3 – 6

MY VERY BUSY DAY	
1	Last Monday was a busy day for me. I spent my time to do a lot of collage activities in my home. I had to do an assignment from my lecturer and I had to visit my grandmother in the hospital.

4	<p>First, in the morning, I did my presentation assignment. My friend, Nurhidayah, helped me because we had to do the presentation in pairs. It took 3 hours. Then, we went to the campus for joining the lecture, but the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.</p>
9	<p>After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, I had to go home immediately. There was no body at home, so I rush to the hospital. When I got there, there were so many members of my family. There were as many as 10 people. My aunt, my niece, my uncle and some of my cousins.</p>
14	<p>We all hoped that our grandmother would get better soon. Those activities made my day busy. (Taken from: Eviana Yuni Afra, http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html)</p>

3. "I spent my time to do a lot of collage activities in my home". (Paragraph 1, line 1). The similar meaning of the underlined word is.....
 - a. Elementary school.
 - b. Junior high school.
 - c. Senior high school.
 - d. University.
4. "It made us disappointed" (Paragraph 2, line 7). The underlined word refers to.....
 - a. The writer and the lecturer.
 - b. The writer and the reader.
 - c. The writer and her partner.
 - d. The writer and her family.
5. "It made us disappointed". (Paragraph 2, line 7)
The underlined word has opposite meaning with....
 - a. Happy.
 - b. Lazy.
 - c. Satisfied.
 - d. Sad.

6. “My aunt, my niece, my uncle and some of my cousin”. (

Paragraph 3, line 12)

The meaning of the underlined word means.....

- a. The sister of my mother or my father.
- b. The sister of my cousin.
- c. The sister of my grandmother.
- d. The sister of my nephew.

III. Posting Question 2

- Read the following text carefully and answer the question about sentence comprehension based on the text by choosing a, b, c, or d!

Text 1 for questions number 7-9

BEING LATE	
1	Yesterday, Dinar, my roommate, woke up late but she had to go to campus.
2	When she wanted to take her motorcycle, she could not move it because there were some other motorcycles that blocked up hers. She tried to move first all of the motorcycle, so that her motorcycle could move from the garage. But she couldn't do it.
6	Then, she called Adel who had that motorcycle which blocked it up. So, her friend who had that motorcycle helped Dinar.
9	Finally, she could move her motorcycle and rode it to go to campus. So she was late to come into class.
(Taken from: http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html)	

7. What did Dinar do last morning?

- a. Went to campus.
- b. Blocked up the motorcycle.
- c. Woke up late.
- d. Called Adel.

8. Who was Adel?
- The reader's friend.
 - The reader's roommate.
 - Dinar's friend.
 - Dinar's roommate.
9. Why couldn't Dinar move her motorcycle?
- Because her motorcycle was blocked up by some motorcycles.
 - Because her motorcycles was in the garage.
 - Because she had to go to campus.
 - Because she woke up late.

Text 2 for questions number 10 – 12

MY VERY BUSY DAY	
1	Last Monday was a busy day for me. I spent my time to do a lot of collage activities in my home. I had to do an assignment from my lecturer and I had to visit my grandmother in the hospital.
4	First, in the morning, I did my presentation assignment. My friend, Nurhidayah, helped me because we had to do the presentation in pairs. It took 3 hours. Then, we went to the campus for joining the lecture, but the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.
9	After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, I had to go home immediately. There was no body at home, so I rush to the hospital. When I got there, there were so many members of my family. There were as many as 10 people. My aunt, my niece, my uncle and some of my cousins.
14	We all hoped that our grandmother would get better soon. Those activities made my day busy. (Taken from: Eviana Yuni Afra, http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html)

13. Based on the second paragraph, we know that.....

- a. Dinar could move her motorcycle. c. Dinar went to campus.
b. Dinar could not move her motorcycle d. Dinar woke up late.

Text 2 for questions number 14 – 16

MY VERY BUSY DAY	
1	Last Monday was a busy day for me. I spent my time to do a lot of collage activities in my home. I had to do an assignment from my lecturer and I had to visit my grandmother in the hospital.
4	First, in the morning, I did my presentation assignment. My friend, Nurhidayah, helped me because we had to do the presentation in pairs. It took 3 hours. Then, we went to the campus for joining the lecture, but the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.
9	After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, I had to go home immediately. There was no body at home, so I rush to the hospital. When I got there, there were so many members of my family. There were as many as 10 people. My aunt, my niece, my uncle and some of my cousins.
14	We all hoped that our grandmother would get better soon. Those activities made my day busy. (Taken from: Eviana Yuni Afra, http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html)

14. Based on the third paragraph, we know that.....

- a. The writer spent her time to do a lot of collage activities in my home.
b. The writer did presentation's assignment with her partner.
c. The writer's grandmother was hospitalized.
d. The writer's aunt was hospitalized.

18. What is the text about?
- a. Adel's experience.
 - b. The writer's roommate experience.
 - c. Dinar's roommate experience.
 - d. The reader's roommate experience.

Text 2 for questions number 19 – 20

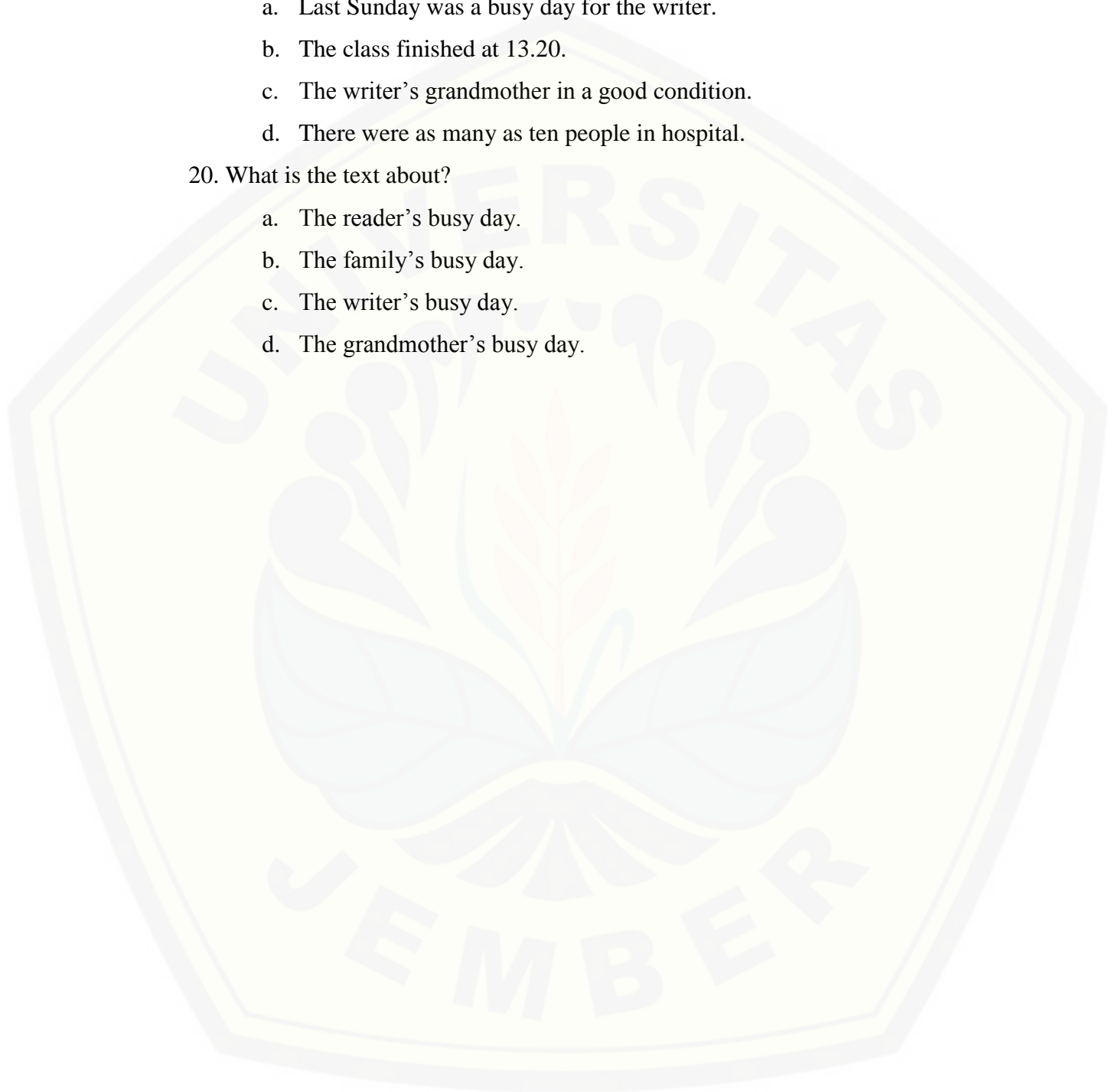
MY VERY BUSY DAY	
1	Last Monday was a busy day for me. I spent my time to do a lot of collage activities in my home. I had to do an assignment from my lecturer and I had to visit my grandmother in the hospital.
4	First, in the morning, I did my presentation assignment. My friend, Nurhidayah, helped me because we had to do the presentation in pairs. It took 3 hours. Then, we went to the campus for joining the lecture, but the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.
9	After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, I had to go home immediately. There was no body at home, so I rush to the hospital. When I got there, there were so many members of my family. There were as many as 10 people. My aunt, my niece, my uncle and some of my cousins.
14	We all hoped that our grandmother would get better soon. Those activities made my day busy. (Taken from: Eviana Yuni Afra, http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html)

19. These sentences are NOT TRUE based on the text except.....

- a. Last Sunday was a busy day for the writer.
- b. The class finished at 13.20.
- c. The writer's grandmother in a good condition.
- d. There were as many as ten people in hospital.

20. What is the text about?

- a. The reader's busy day.
- b. The family's busy day.
- c. The writer's busy day.
- d. The grandmother's busy day.



ANSWER KEY

- | | |
|------------|------------|
| 1. C (WC) | 11. C (SC) |
| 2. D (WC) | 12. D (SC) |
| 3. D (WC) | 13. B (PC) |
| 4. C (WC) | 14. C (PC) |
| 5. C (WC) | 15. C (PC) |
| 6. A (WC) | 16. B (PC) |
| 7. C (SC) | 17. B (TC) |
| 8. C (SC) | 18. B (TC) |
| 9. A (SC) | 19. C (TC) |
| 10. A (SC) | 20. C (TC) |

Notes

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

TC : Text Comprehension

The Distribution of the Task Item

NO	KINDS OF COMPREHENSION	NUMBER OF ITEMS	TOTAL NUMBER
1	Word Comprehension	1,2,3,4,5,6	6
2	Sentence Comprehension	7,8,9,10,11,12	6
3	Paragraph Comprehension	13,14,15,16	4
4	Text Comprehension	17,18,19,20	4

LESSON PLAN**(MEETING 2)****Control Class**

Subject	: English
School	: Junior High School
Class/Semester	: VIII/II
Genre	: Recount Text
Language skill	: Reading
Theme	: Personal Experience
Time Allocation	: 2x40 minutes

I. Kompetensi Inti

1. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Kompetensi Dasar

1. Menangkap makna dalam teks recount lisan dan tulis, sangat pendek dan sederhana.

III. Indikator

1. Siswa diharapkan mampu untuk memahami makna kata dalam teks bahasa Inggris jenis recount.
2. Siswa diharapkan mampu untuk memahami makna kalimat dalam teks bahasa Inggris jenis recount.
3. Siswa diharapkan mampu untuk memahami makna paragraph dalam teks bahasa Inggris jenis recount.
4. Siswa diharapkan mampu untuk memahami makna keseluruhan teks dalam teks bahasa Inggris jenis recount.

IV. Tujuan

1. Setelah mengamati dan mendiskusikan teks tulis recount berbentuk cerita tentang pengalaman pribadi, peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount berbentuk cerita tentang pengalaman pribadi, sesuai dengan konteks penggunaannya.
2. Setelah memahami dan mendiskusikan teks tulis recount berbentuk cerita tentang pengalaman pribadi, peserta didik dapat menangkap makna teks recount tulis berbentuk cerita tentang pengalaman pribadi, pendek dan sederhana.

V. Materi Pembelajaran (materi pembelajaran terlampir)

1. Definisi teks recount.
2. Fungsi sosial teks recount.
3. Struktur teks recount.
4. Contoh teks recount.
5. Soal-soal latihan

VI. Sumber/Media Pembelajaran

a. Sumber

- <http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html>
- <http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html>
- <http://thousandsideas.com/recount-text-my-personal-experience/>
- http://4.bp.blogspot.com/-qBjt7L_eITQ/Uok5i_w0FfI/AAAAAAAAABaY/I4afrpm1-BU/s1600/4.jpg

b. Media

- Laptop.
- Gambar.
- Soal-soal latihan.
- Papan tulis.
- Board marker (spidol).

VII. Metode Pembelajaran

Approach : Non Cooperative Learning

Teknik : Question – Answer

VIII. Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN		WAKTU
	GURU	SISWA	
Pendahuluan	1. Guru memberikan salam kepada siswa.	1. Peserta didik merespon salam yang diucapkan oleh guru.	1 menit

	<p>2. Guru mengajak peserta didik untuk memulai pembelajaran dengan berdoa sesuai agama dan keyakinan masing-masing.</p> <p>3. Guru melakukan peninjauan kesiapan belajar dengan menanyakan kabar dan keadaan peserta didik.</p> <p>4. Guru menunjukkan sebuah gambar untuk memberikan motivasi kepada para peserta didik agar bersemangat mengikuti pelajaran yang akan diberikan.</p> <p>5. Guru memberikan apersepsi awal kepada siswa dengan cara mengajukan beberapa pertanyaan yang berhubungan dengan materi yang akan disampaikan.</p> <p>6. Guru menyampaikan tujuan pembelajaran secara singkat dan jelas agar dapat dipahami oleh peserta didik.</p>	<p>2. Peserta didik memulai pembelajaran dengan berdoa sesuai agama dan keyakinan masing-masing.</p> <p>3. Peserta didik menjawab pertanyaan guru yang menanyakan kabar dan keadaan peserta didik.</p> <p>4. Peserta didik memperhatikan guru yang sedang memberikan motivasi dengan menunjukkan gambar.</p> <p>5. Peserta didik menjawab pertanyaan yang diberikan oleh guru.</p> <p>6. Peserta didik memperhatikan tujuan pembelajaran yang disampaikan oleh guru</p>	<p>2 menit</p> <p>1 menit</p> <p>2 menit</p> <p>2 menit</p> <p>2 menit</p>
Kegiatan Inti	<p>1. Mengamati</p> <p>- Guru mengawasi peserta didik</p>	<p>- Peserta didik</p>	<p>2 menit</p>

	<ul style="list-style-type: none"> - Guru membimbing siswa untuk menemukan dan memahami gagasan pokok, informasi rinci dan informasi tertentu dari contoh teks yang diberikan - Guru menjawab pertanyaan dari peserta didik tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang digunakan dalam teks recount berbentuk cerita tentang pengalaman pribadi - Guru memberikan pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan. 	<p>memperhatikan dan membaca contoh teks recount berbentuk cerita tentang pengalaman pribadi.</p> <ul style="list-style-type: none"> - Peserta didik memahami dan menemukan gagasan pokok, informasi rinci dan informasi tertentu dari contoh teks yang diberikan. - Dengan pertanyaan pengarah dari guru, peserta didik mempertanyakan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan yang digunakan dalam teks recount berbentuk cerita tentang pengalaman pribadi. - Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan / penyampaian dari guru. 	<p>3 menit</p> <p>2 menit</p> <p>2 menit</p>
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	<ul style="list-style-type: none"> - Guru bertanya apakah siswa mengalami kesulitan dalam menerima dan memahami contoh dan penjelasan yang diberikan sebelumnya. <p>2. Bereksplorasi/bereksperimen</p> <ul style="list-style-type: none"> - Guru memberikan pertanyaan pembimbing (leading question) kepada siswa yang sesuai dengan material yang diajarkan. <ul style="list-style-type: none"> - Guru mengulas penjelasan secara singkat tentang teks recount. <ul style="list-style-type: none"> - Guru membagikan kepada siswa contoh teks recount. <p>3. Mengasosiasi/menganalisis</p> <ul style="list-style-type: none"> - Guru menyuruh siswa untuk membaca teks dengan suara keras. - Guru meminta siswa untuk menandai arti kata sulit dalam text dan temukan artinya 	<ul style="list-style-type: none"> - Peserta didik menjawab pertanyaan yang di berikan oleh guru oleh guru. <ul style="list-style-type: none"> - Siswa menjawab pertanyaan pembimbing (leading question) yang diberikan oleh guru. <ul style="list-style-type: none"> - Peserta didik memperhatikan ulasan tentang teks recount. <ul style="list-style-type: none"> - Peserta didik menerima teks recount yang diberikan oleh guru. <ul style="list-style-type: none"> - Peserta didik membaca teks dengan suara keras. - Peserta didik menandai arti kata sulit dalam text dan temukan artinya 	<p>1 menit</p> <p>2 menit</p> <p>3 menit</p> <p>1 menit</p> <p>2 menit</p> <p>5 menit</p>
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	<p>menggunakan kamus.</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengerjakan soal secara individu. - Guru meminta siswa untuk mendiskusikan teks dengan seluruh siswa. - Guru Memberikan feedback untuk seluruh siswa yang ada di kelas. <p>4. Mengkomunikasikan</p> <ul style="list-style-type: none"> - Guru meminta siswa untuk mengungkapkan hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya. 	<p>menggunakan kamus.</p> <ul style="list-style-type: none"> - Peserta didik mengerjakan soal secara individu. - Peserta didik mendiskusikan teks dengan seluruh siswa. - Peserta didik menerima feedback yang diberikan oleh guru. - Peserta didik mengungkapkan hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya. 	<p>20 menit</p> <p>12 menit</p> <p>2 menit</p> <p>3 menit</p>
Penutup	<ol style="list-style-type: none"> 1. Guru melakukan refleksi dengan meminta pendapat peserta didik tentang kegiatan pembelajaran yang telah dialami. 2. Guru menyimpulkan pembelajaran. 3. Guru mengajak para peserta didik untuk mengakhiri 	<ol style="list-style-type: none"> 1. Peserta didik memberikan pendapat tentang kegiatan pembelajaran yang telah dialami. 2. Peserta didik menyimpulkan pembelajaran. 3. Para peserta didik mengakhiri pembelajaran 	<p>2 menit</p> <p>2 menit</p> <p>1 menit</p>

	pembelajaran dengan berdoa sesuai dengan keyakinan masing-masing.	dengan berdoa sesuai dengan keyakinan masing-masing.	
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IX. Penilaian :

Memberikan posttest untuk kedua kelas, kelas control dan kelas experimental.

Jember,.....2015

Supervisor

Trainee Teacher

Umi Khoiriyah, S.Pd.

Robbica Martino

NIP:

NIM: 090210401004

TEACHING MATERIALS

Leading Questions:



Notes:

1. Boy
2. Boy
3. Boy
4. Boy
5. Girl

1. Do you know what picture it is?
2. Where do you think the children play football?
3. How many boys and girls are there in the picture?
4. What did the girl do in this picture?

Explanation about recount text:

- A *recount text* is a text that tells the reader about one story, action or activity that happened in the past.
- A *recount* tells about events that have happened to you or other people.

The structures of recount text:

- *Orientation* tells who was involved, what happened, where the events took place, when it happened.
- *Events* tell what happened and in what sequence.

- *Reorientation/ ending* tells how the experience ended.

The language features of recount text

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, etc.
- Using action verb; look, go, change, etc.
- Using simple past tense.

The example of recount text:

My Personal Experience	
1	<p>When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.</p>
6	<p>Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is a start”. I took the book out, and read it.</p>
11	<p>I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British</p>

18	<p>bacteriologist who found the first antibiotic and penicillin.</p> <p>After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.</p> <p>(http://thousandsideas.com/recount-text-my-personal-experience/)</p>
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- I. Read the following text carefully and answer the question based on the text by choosing a, b, c, or d!

Text 1 for questions number 1-8

BEING LATE	
1	Yesterday, Dinar, my roommate, woke up late but she had to go to campus.
2	When she wanted to take her motorcycle, she could not move it because there were some other motorcycles that blocked up hers. She tried to move first all of the motorcycle, so that her motorcycle could move from the garage. But she couldn't do it.
6	Then, she called Adel who had that motorcycle which blocked it up. So, her friend who had that motorcycle helped Dinar.
8	Finally, she could move her motorcycle and rode it to go to campus. Consequently she was late to come into class.
(Taken from: http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html)	

- “Yesterday, Dinar, my roommate woke up late and she had to go to campus” (Paragraph 1, line 1). The underlined word refers to.....
 - The writer.
 - The reader.
 - Dinar.
 - Adel.
- What did Dinar do last morning?
 - Went to campus.
 - Blocked up the motorcycle.
 - Woke up late.
 - Called Adel.
- Based on the second paragraph, we know that.....
 - Dinar could move her motorcycle.
 - Dinar could not move her motorcycle.
 - Dinar went to campus.
 - Dinar woke up late.
- Who was Adel?
 - The reader's friend.
 - The reader's roommate.
 - Dinar's friend.
 - Dinar's roommate

5. Why did Dinar could not move her motorcycle?
 - a. Because her motorcycle was blocked up by some motorcycles.
 - b. Because her motorcycles was in the garage.
 - c. Bacause she had to go to campus.
 - d. Because she woke up late.
6. These sentences are TRUE based on the text except...
 - a. Dinar woke up late last morning.
 - b. Dinar is the reader's friend.
 - c. Dinar could not move her motorcycle.
 - d. Dinar called Adel to help her.
7. "Finally, she could move her motorcycle and rode it to go to campus" (Paragraph 4, line 8). The underlined word refers to.....

a. Garage.	c. Room.
b. Campus.	d. Motorcycle.
8. What is the text about?
 - a. Adel's experience.
 - b. The writer's roommate experience.
 - c. Dinar's roommate experience.
 - d. The reader's roommate experience.

Text 2 for questions number 9 – 20

MY VERY BUSY DAY	
1	Last Monday was a busy day for me. I spent my time to do a lot of collage activities in my home. I had to do an assignment from my lecturer and I had to visit my grandmother in the hospital.
4	First, in the morning, I did my presentation assignment. My friend, Nurhidayah, helped me because we had to do the presentation in pairs. It took 3 hours. Then, we went to the campus for joining the lecture, but the lecturer said that our presentation would be started next week. It made us disappointed. The

9	<p>class was finished at 12.30.</p> <p>After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, I had to go home immediately. There was no body at home, so I rush to the hospital. When I got there, there were so many members of my family. There were as many as 10 people. My aunt, my niece, my uncle and some of my cousins.</p>
14	<p>We all hoped that our grandmother would get better soon. Those activities made my day busy.</p> <p>(Taken from: Eviana Yuni Afra, http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html)</p>

9. "I spent my time to do a lot of collage activities in my home". (Paragraph 1, line 1). The similar meaning of the underlined word is.....
- a. Elementary school. c. Senior high school.
b. Junior high school. d. University.
10. "It made us disappointed". (Paragraph 2, line 7). The underlined word refers to.....
- a. The writer and the lecturer. c. The writer and her partner.
b. The writer and the reader. d. The writer and her family.
11. With whom did the writer do presentation's assignment?
- a. Her partner. c. Her cousin.
b. Her parent. d. Her lecturer.
12. How long did they do their presentation's assignment?
- a. An hour. c. Three hours.
b. Two hours. d. Four hours.
13. Who was hospitalized?
- a. The writer's cousin. c. The writer's uncle.
b. The writer's friend. d. The writer's grandmother.

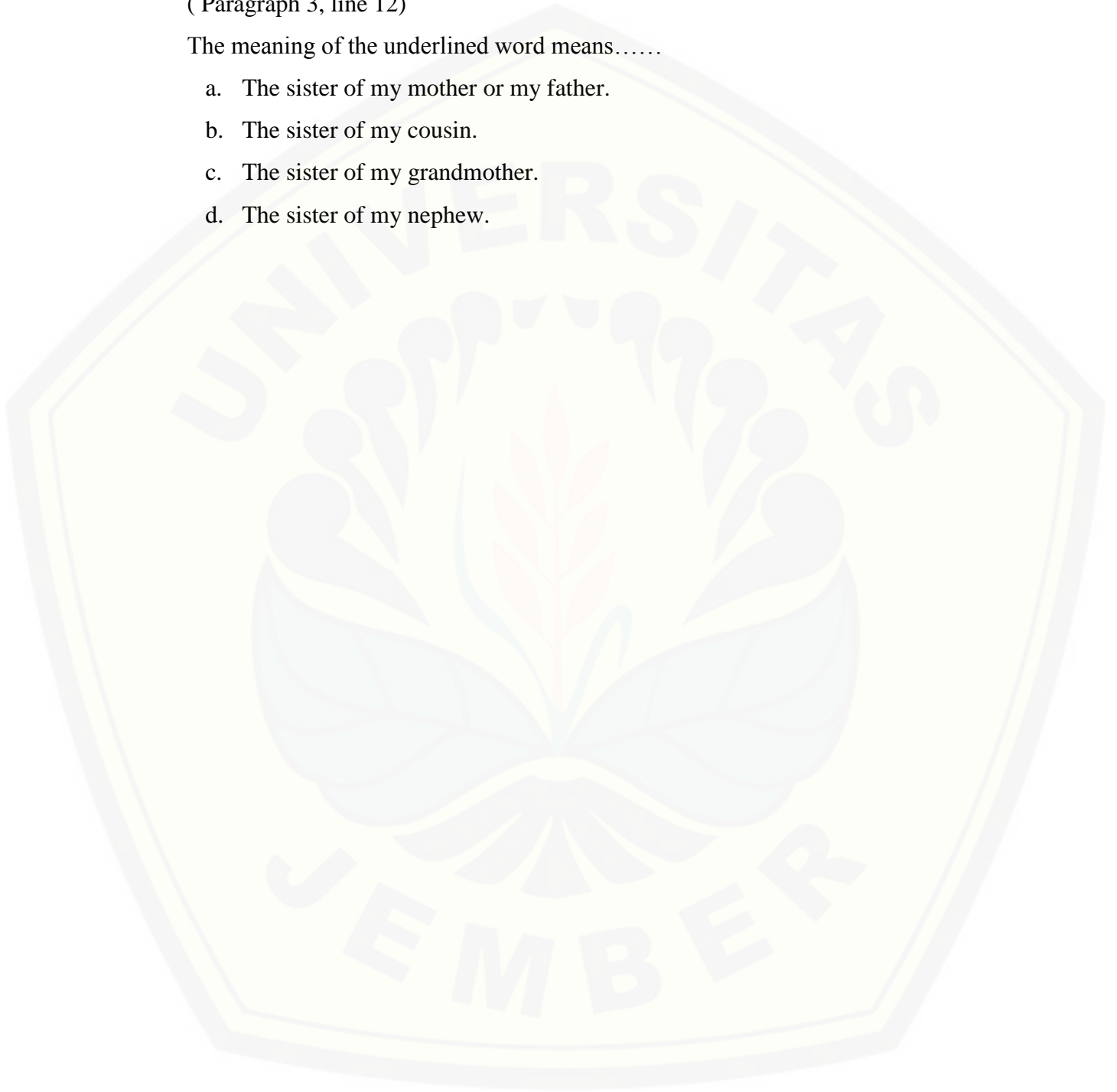
14. "It made us disappointed". (Paragraph 2, line 7)
The underlined word has opposite meaning with....
- a. Happy.
 - b. Lazy.
 - c. Satisfied.
 - d. Sad.
15. Based on the third paragraph, we know that....
- a. The writer spent her time to do a lot of collage activities to her home.
 - b. The writer did presentation's assignment with her partner.
 - c. The writer's grandmother was hospitalized.
 - d. The writer's aunt was hospitalized.
16. Which paragraph(s) of the text tells about the event(s) that happened?
- a. 1 & 2.
 - b. 1 & 3.
 - c. 2 & 3.
 - d. 3 & 4.
17. Which paragraph(s) of the text tells about the writer's presentation was canceled?
- a. 1.
 - b. 2.
 - c. 3.
 - d. 4.
18. These sentences are NOT TRUE based on the text except.....
- a. Last Sunday was a busy day for the writer.
 - b. The class finished at 13.20.
 - c. The writer's grandmother in a good condition.
 - d. There were as many as ten people in hospital.
19. What is the text about?
- a. The reader's busy day.
 - b. The family's busy day.
 - c. The writer's busy day.
 - d. The grandmother's busy day.

20. “My aunt, my niece, my uncle and some of my cousin”.

(Paragraph 3, line 12)

The meaning of the underlined word means.....

- a. The sister of my mother or my father.
- b. The sister of my cousin.
- c. The sister of my grandmother.
- d. The sister of my nephew.



ANSWER KEY

11. C (WC)	22. A (SC)
12. C (SC)	23. C (SC)
13. B (PC)	24. D (SC)
14. C (SC)	25. C (WC)
15. A (SC)	26. C (PC)
16. B (TC)	27. C (PC)
17. D (WC)	28. B (PC)
18. B (TC)	29. C (TC)
19. D (WC)	30. C (TC)
20. C (WC)	31. A (WC)

Notes

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

TC : Text Comprehension

The Distribution of the Task Items

NO	KINDS OF COMPREHENSION	NUMBER OF ITEMS	TOTAL NUMBER
1	Word Comprehension	1,7,9,10,14,20	6
2	Sentence Comprehension	2,4,5,11,12,13	6
3	Paragraph Comprehension	3,15,16,17	4
4	Text Comprehension	6,8,18,19	4

POST TEST

Subject : English **Name** :.....

Grade / Semester : VIII / II **Class** :.....

Read the following text carefully then answer the questions by choosing a, b, c, or d based on the text!

The text below for questions no.1-12

1	<p>Last week my friends and I had to go to Ungaran Mountain as the requirement of the school program. Electronic Government Procurement (EGP) was one of the school activities which focused on activity that relates to nature.</p>
5	<p>On this occasion we tried to climb Ungaran Mountain together. Before we went to the mountain, firstly we met in B3 park to check the participants and the logistics. We had to check them for safety. We always paid attention to safety, because the place that we visited was a dangerous place.</p>
9	<p>After checking all of things, we went to the mountain together. We tried to go on foot, because it was one of the physical training. We saw many beautiful sceneries all the way. There were tea garden, a waterfall, a beautiful farm, etc.</p>
12	<p>Finally we got to the mountain. It was very amazing. Over there, we saw a hidden waterfall and we took a rest over there. We were exhausted but we didn't feel that because we enjoyed it.</p> <p>Taken from: http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html</p>

1. “Last week my friends and I had to go to Ungaran Mountain for the requirement of school program”. (Paragraph 1, line 1).
The underlined word refers to.....
 - a. The reader.
 - b. The writer.
 - c. The writer’s friend.
 - d. The reader’s friend.
2. When did they go to Ungaran Mountain?
 - a. Last year.
 - b. Last month.
 - c. Last week.
 - d. Last holiday.
3. Why did they go to Ungaran Mountain?
 - a. For the requirement of the school program.
 - b. To check the participants and the logistics.
 - c. To see many beautiful sceneries all the way.
 - d. To see a hidden waterfall and take a rest.
4. Where did they meet to check the participant and the logistic?
 - a. In Ungaran Mountain.
 - b. In B3 Park.
 - c. In the waterfall.
 - d. In the beautiful farm.
5. Based on the second paragraph we know that.....
 - a. The writer and his friends got to the mountain, it was very amazing.
 - b. They saw many beautiful sceneries all the way.
 - c. They met in B3 park to check the participants and the logistics.
 - d. They went to Ungaran Mountain for the requirement of the school program.
6. The information about beautiful sceneries can be found in paragraph.....
 - a. 4.
 - b. 3.
 - c. 2.
 - d. 1.
7. “We saw many beautiful sceneries all the way” (paragraph 3, line 11). The similar meaning from the underlined word is.....
 - a. Mountains.
 - b. Views.
 - c. Flowers.
 - d. Pictures.

8. How did they go to the mountain?
 a. By bus. b. By train. c. By bike. d. On foot.
9. What did they see from the mountain?
 a. Tea garden. c. Hidden waterfall.
 b. Beautiful farm. d. Ungaran Mountain.
10. Based on the last paragraph we know that.....
 a. The writer and his friends had to go to Ungaran Mountain.
 b. They were exhausted but they didn't feel that because they enjoyed it.
 c. They had to check them for safety.
 d. After checking all of things, they went to the mountain together.
11. The sentences are NOT TRUE based on the text, except.....
 a. Last week I had to go to Ungaran Mountain for the requirement of the school program.
 b. They never paid attention with safety, because the place that they came was dangerous place.
 c. After checking all of things, they went to the mountain together.
 d. They were exhausted, they didn't enjoy it.
12. What is probably the best title for the text?
 a. Hidden Waterfall. c. B3 Park.
 b. Beautiful Farm. d. Ungaran Mountain.

The following text for questions no 13-25

Visiting Bali	
1	There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.
6	On the day of the tour, he was ready. My friend and his group drove

17. Based on the second paragraph we know that.....
- a. The writer's friend stayed in Kuta on arrival.
 - b. Mass is a tourist center.
 - c. Singaraja is a city of about 90 thousands people.
 - d. He was very satisfied.
18. "Singaraja is a city of about 90 thousand people" (Paragraph 2, line 7). The opposite meaning from the underlined words is.....
- a. Country.
 - b. Regency.
 - c. Village.
 - d. Island.
19. What did he do in Sukawati?
- a. Surfboarding.
 - b. Sailing.
 - c. Having lunch.
 - d. Swimming.
20. How many days did the writer's friend spend in Bali?
- a. Ten days.
 - b. Nine days.
 - c. Eight days.
 - d. Seven days.
21. How was his feeling?
- a. Satisfied.
 - b. Happy.
 - c. Angry.
 - d. Sad.
22. Which paragraphs of the text tell about the events that happened?
- a. 1 & 2
 - b. 1 & 3
 - c. 2 & 3.
 - d. 2 & 4.

23. These sentences are TRUE based on the text, except.....
- The second tour to Ubud was a very different tour.
 - The next stop was Sukawati, a center for silversmiths and goldsmiths.
 - The writer's friend spent the first three days swimming and surfing on Kuta beach.
 - The writer's friend watched young boys were carving away at big blocks of stone.
24. What is the text about?
- The writer's experience.
 - Holiday in Ubud.
 - Visiting Bali.
 - Visiting Singaraja.
25. The sentences are NOT TRUE based on the text, except.....
- The second tour to Singaraja was a very different tour.
 - Singaraja is a village of about 90 thousands people.
 - The next stop was Celuk, a center for silversmiths and goldsmiths.
 - He spent the first two days swimming and surfing on Kuta beach.

ANSWER KEY

- | | | |
|------------|------------|------------|
| 1. B (WC) | 11. C (TC) | 21. A (SC) |
| 2. C (SC) | 12. D (TC) | 22. C (PC) |
| 3. A (SC) | 13. B (SC) | 23. B (TC) |
| 4. B (SC) | 14. D (WC) | 24. C (TC) |
| 5. C (PC) | 15. C (WC) | 25. C (TC) |
| 6. B (PC) | 16. B (SC) | |
| 7. B (WC) | 17. C (PC) | |
| 8. D (SC) | 18. C (WC) | |
| 9. D (SC) | 19. C (SC) | |
| 10. B (PC) | 20. A (SC) | |

Notes:

WC : Word Comprehension

SC : Sentence Comprehension

PC : Paragraph Comprehension

TC : Text Comprehension

The Distribution of the Task Items

NO	KINDS OF COMPREHENSION	NUMBER OF ITEMS	TOTAL NUMBER
1	Word Comprehension	1,7,14,15,18	5
2	Sentence Comprehension	2,3,4,8,9,13,16,19,20,21	10
3	Paragraph Comprehension	5,6,10,17,20	5
4	Text Comprehension	11,12,23,24,25	5

**The Homogeneity Test Score
SMP Islam Gumukmas Jember
Class VIIIA**

NO.	NO. INDUK	NAME	SCORE
1	5900	A.Syaiful Qosim	45
2	5902	Riyanto	65
3	5904	Dewi Kurnia	75
4	5905	Dewi Noviyasari	70
5	5906	Dewi Sofiyatun Zahro	70
6	5907	Dian Nur Laili	60
7	5908	Diana Eva Lani	60
8	5909	Dimas Prasetyo Hadi	65
9	5910	Dimas Safri Maulana. H	65
10	5911	Faikhatul Munawaroh	65
11	5912	Faridatul Hani	75
12	5913	Imam Mashuri	60
13	5914	Dual Fitri	70
14	5915	Irmatus Sa'adah	80
15	5916	Jainul Hasan	35
16	5917	Karifatul Hasana	75
17	5918	Khomanis Shofariya	75
18	5919	M. Ainun Najib	75
19	5920	M. Davit Orlanda	50
20	5921	M. Dimas Wijaya	45
21	5922	Saifudin Zuhri	50
22	5923	M. Ilham Febrianto	55
23	5924	M. Imam Rozikin	45
24	5925	M. Jainul Hasan	65
25	5926	M. Rifki Ubaidillah	65
26	5927	M. Rijal Habib	70
27	5928	M. Rijal Udin Afandi	65
28	5929	M. Sulton Al Khoirus	45
29	5930	Maya Ulfa Yulia Anggraeni	85
30	5931	Moh. Anas Muhajir	70
31	5932	Muhammad Ali Imron	60
32	5934	Navisatul Latifah	80
33	5935	Nurul Azizatul. M	70
34	5936	Rosana Septiana	85
35	5937	Safarina Mawarti	55
36	5938	Salma Azimatul Aslamiyah	80
37	5939	Siti Kusniawati	80
38	5940	Siti Nafi'atus Solikha	55
39	5941	Siti Nuriya	50
40	5942	Siti Nur Vaidah	75
41	5943	Ulil Absor	35
42	5944	Wida Nurmalasari	55
43	5945	Yuli Wulandari	80
44	5946	Mohammad Wahyu Ilhami	70
	TOTAL		2825
	MEAN		64.20

The Homogeneity Test Score
SMP Islam Gumukmas Jember
Class VIII B

NO.	NO. INDUK	NAME	SCORE
1	5947	Madinatul Munawaroh	80
2	5948	Alfira Damayanti	55
3	5949	Ananda Fazri Rama	40
4	5950	Aneng Robiatul. A	65
5	5951	Budi Laksono	35
6	5952	Dianti Wulandari	70
7	5953	Doni Setiawan	40
8	5954	Dwi Minto Aji	50
9	5955	Dwi Robiatul	70
10	5956	Eva Ekatama Mardina	75
11	5957	Eva Zuli Ana	60
12	5958	Feri Andreansyah	40
13	5959	Lis Saniatul. M	70
14	5960	Imam Bukhori Muslim	30
15	5961	Imam Nur Soim	50
16	5962	Iwan Wahyudi	50
17	5963	Khomsatul Hasanah	65
18	5964	Laelatun Najah	50
19	5965	Lailiatul Sa'diyah	70
20	5966	Laili Kamilatul. H	60
21	5967	M. Diki Candra. A	65
22	5969	M. Khoiril Ulum	60
23	5970	M. Rifqi Fuadi	35
24	5971	M. Wildan Amri	50
25	5972	M. Fahrul Gunawan	70
26	5974	M. Romadhoni	35
27	5975	Muhammad Syaiful	35
28	5976	Nurlina Maulita	65
29	5977	R. Hendrik Irawan	40
30	5978	Riatul Fadilah	55
31	5979	Risa Agustin	80
32	5980	Roni Baharudin	30
33	5981	Saidatun Nisak	70
34	5982	Siti Aisyah	70
35	5983	Siti Badriatun Ni'mah	50
36	5984	Siti Mukarromah	55
37	5985	Siti Nur Fadilah	75
38	5986	Siti Yulaikah	75
39	5987	Slamet Riyadi	30
40	5989	Tomas Angga	40
41	5990	Vira Afzah Afkarina	60
42	5991	Wiratul Jannah	65
43	5992	Ifa Robiatul Afifah	50
44		M. Nur Hasyim	35
	TOTAL		2420
	MEAN		55

The Homogeneity Test Score
SMP Islam Gumukmas Jember
Class VIII C

NO	NO. INDUK	NAME	SCORE
1	5994	Aldi Saifulloh	60
2	5995	Alfina Infitahul. M	85
3	5996	Amin Riyadi	70
4	5997	Andika Yudhi Kurniawan	45
5	5998	Aria Aria Ningsih	70
6	5999	Arif Rahman Hakim	70
7	6000	Candra Karimuna	75
8	6001	Dian Prasetyo	80
9	6002	Diki Dwi Subeki	25
10	6003	Dimas Pangestu	65
11	6004	Dwi Mafathul Huda	65
12	6005	Evita Ratna Sari	65
13	6006	Faiz Qotur Riza Mia	60
14	6007	Faridatul Aini	70
15	6008	Fikrotul Malika	65
16	6009	Hikmatus Sholikhah	70
17	6011	Ilham Showafi	65
18	6012	Intan Cahyandari	50
19	6013	Intan Nur Aini	60
20	6014	Johan Andriawan	65
21	6015	Khorul Mustofa	50
22	6016	Krisna Aditiya Utama	85
23	6017	Liwa Amilia	70
24	6018	M. Abdul Rohman	30
25	6019	M. Khoirul Hakim	25
26	6020	Muhammad Abdul Rosit	60
27	6021	Muhammad Alan Susanto	60
28	6022	Muhammad Fuad Hasan	35
29	6024	Puput Ageng Saputro	60
30	6025	Rameliy	65
31	6026	Rida Wulandari	60
32	6027	Saifudin	50
33	6028	Shella Hazfausia	80
34	6029	Silvi Amatul Latifah	70
35	6030	Siti Eka Purwitasari	70
36	6031	Siti Istiqomah	65
37	6032	Siti Monica Dwi. M	70
38	6033	Siti Solehatul Rofiah	60
39	6035	Slamet Rudiono	60
40	6036	Tegar Laksana Karang	30
41	6037	Tika Triwuni	65
42	6038	Uswatun Hasanah	70
43	6039	Windy Rahmatussania	75
44	6040	Wisnu Pramadyo Aji	60
	TOTAL		2705
	MEAN		61.4727

The Homogeneity Test Score
SMP Islam Gumukmas Jember
Class VIIID

NO	NO. INDUK	NAME	SCORE
1	6041	M. Luki	45
2	6042	Achmad Sholeh	30
3	6043	Siti Nur Ifani	45
4	6044	Agung Wahyuda	30
5	6045	Ahmad Syamsul Arifin	20
6	6046	Izza Avcarina	70
7	6047	Bayu Candra Lestari	40
8	6049	Della Rantika Rahma	55
9	6050	Dikky Hariyanto	45
10	6051	Eka Widya Hasanah	55
11	6052	Eko Cahyono	40
12	6053	Rizal Rahmatulloh	35
13	6054	Masruri Zawawi	15
14	6055	Galuh Parwati	45
15	6056	Hendrik Juli Santiko	45
16	6057	Junaidi	20
17	6058	Lilis Setyowati	55
18	6059	M. Abdul Rozak Mubarak	50
19	6061	Muhammad Miftahul Huda	30
20	6062	Muhammad Sofwan Fadli	30
21	6063	Muhammad Amirkhan	40
22	6064	M. Salman Al Farizi	50
23	6065	Martika Indriyani	45
24	6066	Mia Ardiana	45
25	6067	Bayu Sepian P	35
26	6068	Moh. Mahfud Dhofir	35
27	6069	Mugiyati	35
28	6071	Muhammad Rijal	25
29	6072	Khomarul Huda	25
30	6073	Novita Dwi Nurwahidah	60
31	6074	Ois Septia Rahmawati	60
32	6075	Qoyuma Dwi Kumalasari	55
33	6076	Ramdinah Azizah	65
34	6077	Riyan Lutfiyanto	50
35	6078	Siti Faiqoh	50
36	6079	Siti Faizah	55
37	6080	Siti Maulidiyah Fatima	35
38	6081	Siti Nur Afina	35
39	6084	Windi Eka Oktavianingrum	50
40	6085	Yanti Wulandari	50
41	6086	Zahro Ulatifah	45
42	6087	Hubal Khoiri	30
43	6060	Muhammad Sandi	30
	TOTAL		1805
	MEAN		41.97674

Appendix 8

The Tabulation of Student's Reading Homogeneity Test Scores

NO.	VIII A		VIII B		VIII C		VIII D	
	X ₁	X ₁ ²	X ₂	X ₂ ²	X ₃	X ₃ ²	X ₄	X ₄ ²
1.	45	2025	80	6400	60	3600	45	2025
2.	65	4225	55	3025	85	7225	30	900
3.	75	5625	40	1600	70	4900	45	2025
4.	70	4900	65	4225	45	2025	30	900
5.	70	4900	35	1225	70	4900	20	400
6.	60	3600	70	4900	70	4900	70	4900
7.	60	3600	40	1600	75	5625	40	1600
8.	65	4225	50	2500	80	6400	55	3025
9.	65	4225	70	4900	25	625	45	2025
10.	65	4225	75	5625	65	4225	55	3025
11.	75	5625	60	3600	65	4225	40	1600
12.	60	3600	40	1600	65	4225	35	1225
13.	70	4900	70	4900	60	3600	15	225
14.	80	6400	30	900	70	4900	45	2025
15.	35	1225	50	2500	65	4225	45	2025
16.	75	5625	50	2500	70	4900	20	400
17.	75	5625	65	4225	65	4225	55	3025
18.	75	5625	50	2500	50	2500	50	2500
19.	50	2500	70	4900	60	3600	30	900
20.	45	2025	60	3600	65	4225	30	900
21.	50	2500	65	4225	50	2500	40	1600
22.	55	3025	60	3600	85	7225	50	2500
23.	45	2025	35	1225	70	4900	45	2025
24.	65	4225	50	2500	30	900	45	2025
25.	65	4225	70	4900	25	625	35	1225
26.	70	4900	35	1225	60	3600	35	1225
27.	65	4225	35	1225	60	3600	35	1225
28.	45	2025	65	4225	35	1225	25	625
29.	85	7225	40	1600	60	3600	25	625
30.	70	4900	55	3025	65	4225	60	3600
31.	60	3600	80	6400	60	3600	60	3600
32.	80	6400	30	900	50	2500	55	3025
33.	70	4900	70	4900	80	6400	65	4225
34.	85	7225	70	4900	70	4900	50	2500
35.	55	3025	50	2500	70	4900	50	2500
36.	80	6400	55	3025	65	4225	55	3025
37.	80	6400	75	5625	70	4900	35	1225
38.	55	3025	75	5625	60	3600	35	1225
39.	50	2500	30	900	60	3600	50	2500
40.	75	5625	40	1600	30	900	50	2500
41.	35	1225	60	3600	65	4225	45	2025
42.	55	3025	65	4225	70	4900	30	900
43.	80	6400	50	2500	75	5625	30	900
44.	70	4900	35	1225	60	3600		
Σ	2825	188625	2420	142425	2705	175325	1805	82475
Mean	64,20		55		61,47		41,98	

Appendix 9

The Analysis of Variance Computation

	VIIIA	VIIIB	VIIIC	VIIID	Total (Σ)
N	44	44	44	43	175 (N)
ΣX	2825	2420	2705	1805	9755 (ΣX_{ttl})
ΣX^2	188625	142425	175325	82475	588850 (ΣX^2_{ttl})
M	64,20	55	61,47	41,98	

The application of the values of variance computation in the ANOVA formula :

$$1. SST = \sum X_{ttl}^2 - \frac{(\sum X_{ttl})^2}{N}$$

$$= 588850 - \frac{(9755)^2}{175}$$

$$= 588850 - 543771,57$$

$$= 45078,43$$

$$2. SSB = \frac{(\sum X_A)^2}{n_A} + \frac{(\sum X_B)^2}{n_B} + \frac{(\sum X_C)^2}{n_C} + \frac{(\sum X_D)^2}{n_D} - \frac{(\sum X_{ttl})^2}{N}$$

$$= \frac{(2825)^2}{44} + \frac{(2420)^2}{44} + \frac{(2705)^2}{44} + \frac{(1805)^2}{43} - \frac{(9755)^2}{175}$$

$$= 181377,84 + 133100 + 166296,02 + 75768,02 - 543771,57$$

$$= 12770,31$$

$$3. SSW = SST - SSB$$

$$= 45078,43 - 12770,31$$

$$= 32308,12$$

$$4. Dfb = K - 1$$

$$= 4 - 1$$

$$= 3$$

$$5. Dfw = N - K$$

$$= 175 - 3$$

$$= 172$$

$$6. MSB = \frac{SSB}{dfb}$$

$$= \frac{12770,31}{3}$$

$$= 4256,77$$

$$7. MSW = \frac{SSW}{dfw}$$

$$= \frac{32308,12}{172}$$

$$= 187,84$$

$$8. Fo = \frac{MSB}{MSW}$$

$$= \frac{4256,77}{187,84}$$

$$= 22,66$$

$$\begin{aligned} 9. F_t &= (dfb)(dfw)5\% \\ &= (3)(172)5\% \\ &= 2,70 \end{aligned}$$

The value of F_0 computation $> F_t$

$$22,66 > 2,70$$

Notes:

- F_0 = the observation
- SST = sum square of total groups
- SSB = sum square of between groups
- SSW = sum square of within groups
- Dfb = degree of freedom between groups
- Dfw = degree of freedom within groups
- MSB = mean square between groups
- MSW = mean square within groups
- K = total class
- N = respondents

Appendix 10

Groups of NHT Class VIII A

- Group 1
1. Dewi Kurnia
 2. Dewi Sofiyatun Z
 3. M. Ilham Febrianto
 4. M. Rifki Ubaidillah
 5. Dewi Novitasari

- Group 2
1. Irmatus Sa'adah
 2. Riyanto
 3. A. Syaiful Qosim
 4. Diana Evalani

- Group 3
1. Karifatul Hasanah
 2. M. Rizal Habib
 3. M. Davit Orlanda
 4. Faridatul Hani

- Group 4
1. Khomanis Shofariya
 2. Moh. Anas M
 3. Saifudin Zuhri
 4. Dual Fitri
 5. Moh. Wahyu Ilhami

- Group 5
1. Maya Ulfa Yulia A
 2. Dian Nur Laili
 3. Ulil Absor
 4. Imam Mashuri

- Group 6
1. Rosana Septiana
 2. Safarina Mawarti
 3. Jainul Hasan
 4. Muh. Ali Imron

- Group 7
1. Salma Azimatul
 2. Dimas Prasetyo
 3. M. Dimas Wijaya
 4. Navisatul Latifah

- Group 8
1. Siti Kusniawati
 2. Faikhatul M
 3. M. Imam Rozikin
 4. Dimas Safri Maulana

- Group 9
1. Siti Nur Vaidah
 2. Nurul Azizatul
 3. Wida Nurmalasari
 4. M. Ainun Najib

- Group 10
1. Yuli Wulandari
 2. M. Jainul Hasan
 3. Siti Nuriya
 4. M. Rizal Udin
 5. Siti Nafi'atus S

Checklist Score Numbered Heads Together

Lesson Plan 1 Class VIII A

NUMBER OF QUESTION	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 7	GROUP 8	GROUP 9	GROUP 10
1	√	√	√	√	√	√	√	√	√	√
2	√	√	√	√	√	√	√	√	√	√
3	√	-	√	√	√	√	√	√	√	√
4	√	√	√	√	√	√	√	√	√	√
5	-	-	-	-	-	-	-	-	-	-
6	-	√	√	√	√	√	√	√	√	√
7	√	-	√	√	-	√	√	√	√	√
8	√	√	√	√	√	√	√	√	√	√
9	√	√	√	√	√	√	√	√	√	√
10	√	√	√	√	-	√	√	√	√	√
11	√	√	√	√	√	√	√	√	√	-
12	√	-	√	√	√	√	√	√	√	√
13	√	-	-	-	-	-	√	√	-	√
14	√	√	√	√	√	√	√	√	√	√
15	-	√	√	√	√	-	√	√	√	√
16	-	-	√	√	√	√	-	-	√	-
17	√	√	√	√	-	-	√	√	√	√
18	-	-	-	-	-	-	√	√	-	√
19	-	-	-	-	-	√	√	√	√	√
20	√	√	√	√	√	√	√	-	√	√
TOTAL	14	12	16	16	13	15	18	17	17	17

Checklist Score Numbered Heads Together

Lesson Plan 2 Class VIII A

NUMBER OF QUESTION	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 7	GROUP 8	GROUP 9	GROUP 10
1	√	√	√	√	√	√	√	√	√	√
2	√	√	√	√	√	√	√	√	√	√
3	√	√	√	√	-	√	√	√	√	√
4	-	-	-	-	√	√	√	√	√	√
5	-	√	-	√	-	-	√	-	√	√
6	√	√	√	√	√	√	√	√	√	√
7	√	√	√	√	-	√	√	√	√	√
8	√	-	√	√	√	-	-	-	-	√
9	√	√	√	√	√	√	√	√	√	√
10	√	√	√	√	-	√	√	√	√	√
11	-	-	√	-	√	√	√	√	√	-
12	-	-	√	-	√	√	√	√	√	√
13	√	√	-	-	-	-	-	√	-	√
14	√	√	√	√	√	√	√	√	√	-
15	-	-	√	√	-	-	-	√	√	√
16	-	-	√	√	√	√	-	-	√	-
17	√	√	√	√	-	-	√	√	√	√
18	-	-	-	-	√	-	√	√	√	√
19	-	-	-	-	√	√	√	√	√	√
20	√	√	√	√	√	√	√	√	√	√
TOTAL	12	12	15	14	13	14	16	17	18	17

The Result of Try Out Test of Odd Number

No	1	3	5	7	9	11	13	15	17	19	21	23	25	Total
1.	1	1	1	0	1	0	0	0	1	1	1	0	0	7
2.	1	1	1	0	0	0	1	1	0	0	0	0	0	5
3.	0	0	1	0	1	0	1	1	0	1	0	0	0	5
4.	1	1	1	0	0	0	1	1	0	1	0	0	0	6
5.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	1	1	0	0	0	0	1	1	1	1	0	0	1	7
7.	0	1	0	0	1	0	0	0	1	0	1	1	0	5
8.	0	1	1	0	0	0	1	0	0	1	0	0	0	4
9.	0	0	0	0	1	0	1	0	1	0	0	1	1	5
10.	0	1	0	0	0	0	0	0	0	0	1	1	1	4
11.	1	1	1	0	0	0	1	1	0	0	0	0	0	5
12.	0	1	0	0	1	0	1	0	0	0	0	0	0	3
13.	0	1	0	1	0	1	1	0	0	1	0	1	1	7
14.	0	1	0	0	0	0	1	0	0	0	0	1	0	3
15.	0	0	0	0	0	0	1	0	1	0	1	0	1	4
16.	1	1	0	0	0	0	1	0	0	1	0	0	0	4
17.	1	0	1	0	0	0	0	0	1	1	1	1	1	7
18.	0	1	0	0	0	0	1	0	1	0	1	1	0	5
19.	0	1	1	0	1	0	1	1	0	0	0	0	0	5
20.	1	0	1	0	1	0	1	0	0	0	0	1	0	5
21.	1	1	0	1	0	0	1	1	0	0	1	0	0	6
22.	0	1	0	0	0	0	1	0	0	0	0	1	1	4
23.	0	1	0	0	0	0	1	1	0	1	0	0	1	5
24.	0	1	1	0	0	0	1	0	1	0	1	0	0	5
25.	0	1	1	0	1	0	1	1	0	0	0	0	0	5
26.	0	1	1	1	0	0	0	0	1	0	0	1	0	5
27.	0	1	0	1	1	0	1	0	0	0	0	1	0	5
28.	1	1	0	0	0	0	1	0	1	1	0	1	1	7
29.	0	1	0	0	0	1	1	0	1	1	0	0	1	6
30.	1	1	1	0	1	0	1	1	0	0	0	0	0	6
31.	1	1	0	1	0	1	1	0	0	1	1	0	0	7
32.	1	1	0	0	0	0	1	0	0	0	0	0	0	3
33.	0	1	0	1	0	0	1	0	0	0	1	1	0	5
34.	0	1	1	0	0	0	1	1	0	0	0	1	1	6
35.	1	0	0	0	1	1	0	0	1	1	1	0	0	6
36.	0	1	0	1	0	0	1	0	0	1	1	1	0	6
37.	0	1	1	0	0	0	1	1	1	0	0	0	0	5
38.	1	0	0	0	1	0	0	1	0	0	1	0	1	5
39.	0	1	0	0	1	0	1	0	0	0	1	0	0	4
40.	0	1	0	0	1	0	1	0	0	0	1	0	1	5
41.	1	1	1	0	1	0	0	0	0	0	0	0	1	5
42.	1	1	0	0	0	0	1	1	1	1	0	0	0	6
43.	1	1	0	0	0	0	1	0	0	0	1	0	1	5
44.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	18	35	16	7	15	4	34	14	14	15	16	15	15	218

The Result of Try Out Test of Even Number

No.	2	4	6	8	10	12	14	16	18	20	22	24	Total
1.	1	1	0	1	0	0	0	1	0	0	0	1	5
2.	1	1	0	0	0	1	1	1	0	1	1	0	7
3.	0	1	0	0	1	0	0	1	0	0	0	1	4
4.	0	1	0	1	0	1	1	1	0	1	0	0	6
5.	-	-	-	-	-	-	-	-	-	-	-	-	-
6.	0	1	1	0	1	1	0	1	0	1	0	0	6
7.	1	1	0	0	0	0	0	1	0	0	0	1	4
8.	0	1	1	0	0	0	0	1	1	0	0	1	5
9.	0	1	0	0	0	0	0	1	0	0	0	1	3
10.	0	1	0	1	0	0	0	1	0	0	1	0	4
11.	1	1	0	1	0	0	0	1	0	0	1	0	5
12.	0	1	0	0	0	0	0	1	0	0	0	0	2
13.	1	1	0	1	0	0	0	1	0	0	0	1	5
14.	1	0	0	0	0	1	1	0	0	0	0	0	3
15.	0	1	0	0	0	1	1	1	0	1	0	0	5
16.	0	1	1	0	0	0	0	1	0	0	0	1	4
17.	1	1	0	1	0	1	0	1	1	0	0	0	6
18.	0	1	1	0	1	0	1	1	0	0	0	0	5
19.	0	1	1	0	0	1	0	1	0	1	0	0	5
20.	0	1	0	0	1	0	0	1	0	1	0	0	4
21.	0	0	0	0	1	0	0	0	0	0	1	0	2
22.	0	1	0	1	1	0	0	1	0	1	0	0	5
23.	1	1	1	0	0	1	0	1	0	0	0	0	5
24.	0	1	0	0	0	0	1	1	0	0	1	1	5
25.	0	0	1	1	1	0	1	1	0	0	0	0	5
26.	0	1	0	1	0	1	0	1	1	0	0	0	5
27.	0	1	0	0	1	1	1	1	0	1	0	0	6
28.	1	1	0	0	1	0	0	1	0	0	1	1	6
29.	0	1	0	0	0	0	0	1	0	1	0	1	4
30.	1	0	1	1	0	0	1	0	1	0	1	0	6
31.	0	0	1	1	0	1	1	0	0	1	0	1	6
32.	0	0	0	0	0	0	0	0	0	0	0	1	1
33.	0	0	0	0	0	0	1	0	0	1	0	1	3
34.	1	1	1	0	0	0	0	1	0	1	0	1	6
35.	1	1	1	1	0	0	0	1	0	0	0	0	5
36.	0	1	0	0	0	1	0	1	0	1	0	0	4
37.	0	1	0	0	1	0	1	1	0	1	0	1	6
38.	0	1	0	1	1	0	0	1	1	0	0	0	5
39.	1	0	1	1	1	0	0	0	0	0	0	0	4
40.	0	1	0	0	0	1	0	1	0	1	0	0	4
41.	0	1	1	0	1	1	0	1	0	0	0	0	5
42.	1	1	0	0	0	1	1	1	0	0	0	0	5
43.	1	1	0	0	1	0	0	1	0	0	0	1	5
44.	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	15	34	13	14	14	15	13	35	5	15	7	16	196

Appendix 13

Calculation of Each Odd (X) and Even (Y)

No.	Name	Odd (X)	Even (Y)	X ²	Y ²	XY
1.	Madinatul Munawaroh	7	5	49	25	35
2.	Alfira Damayanti	5	7	25	49	35
3.	Ananda Fazri Rama	5	4	25	16	20
4.	Aneng Robiatul. A	6	6	36	36	36
5.	Budi Laksono	-	-	-	-	-
6.	Dianti Wulandari	7	6	49	36	42
7.	Doni Setiawan	5	4	25	16	20
8.	Dwi Minto Aji	4	5	16	25	20
9.	Dwi Robiatul	5	3	25	9	15
10.	Eva Ekatama Mardina	4	4	16	16	16
11.	Eva Zuli Ana	5	5	25	25	25
12.	Feri Andreansyah	3	2	9	4	6
13.	Lis Saniatul. M	7	5	49	25	35
14.	Imam Bukhori Muslim	3	3	9	9	9
15.	Imam Nur Soim	4	5	16	25	20
16.	Iwan Wahyudi	4	4	16	16	16
17.	Khomsatul Hasanah	7	6	49	36	42
18.	Laelatun Najah	5	5	25	25	25
19.	Lailiatu Sa'diyah	5	5	25	25	25
20.	Laili Kamilatul. H	5	4	25	16	20
21.	M. Diki Candra. A	6	2	36	4	12
22.	M. Khoiril Ulum	4	5	16	25	20
23.	M. Rifqi Fuadi	5	5	25	25	25
24.	M. Wildan Amri	5	5	25	25	25
25.	M. Fahrul Gunawan	5	5	25	25	25
26.	M. Romadhoni	5	5	25	25	25
27.	Muhammad Syaiful	5	6	25	36	30
28.	Nurlina Maulita	7	6	49	36	42
29.	R. Hendrik Irawan	6	4	36	16	24
30.	Riatul Fadilah	6	6	36	36	36
31.	Risa Agustin	7	6	49	36	42
32.	Roni Baharudin	3	1	9	1	3
33.	Saidatun Nisak	5	3	25	9	15
34.	Siti Aisyah	6	6	36	36	36
35.	Siti Badriatun Ni'mah	6	5	36	25	30
36.	Siti Mukarromah	6	4	36	16	24
37.	Siti Nur Fadilah	5	6	25	36	30
38.	Siti Yulaikah	5	5	25	25	25
39.	Slamet Riyadi	4	4	16	16	16
40.	Tomas Angga	5	4	25	16	20
41.	Vira Afzah Afkarina	5	5	25	25	25
42.	Wirdatul Jannah	6	5	36	25	30
43.	Ifa Robiatul Afifah	5	5	25	25	25
44.	M. Nur Hasyim	-	-	-	-	-
	Σ	218	196	1180	991	1054

Appendix 14

Difficulty Index of Each Test Items

Item Number	JJB	JPT	P	Criteria
1.	18	42	0,43	Fair
2.	15	42	0,36	Fair
3.	35	42	0,83	Easy
4.	34	42	0,81	Easy
5.	16	42	0,38	Fair
6.	13	42	0,31	Fair
7.	7	42	0,17	Difficult
8.	14	42	0,33	Fair
9.	15	42	0,36	Fair
10.	14	42	0,33	Fair
11.	4	42	0,09	Difficult
12.	15	42	0,36	Fair
13.	34	42	0,81	Easy
14.	13	42	0,31	Fair
15.	14	42	0,33	Fair
16.	35	42	0,83	Easy
17.	14	42	0,33	Fair
18.	5	42	0,12	Difficult
19.	15	42	0,36	Fair
20.	15	42	0,36	Fair
21.	16	42	0,38	Fair
22.	7	42	0,17	Difficult
23.	15	42	0,36	Fair
24.	16	42	0,38	Fair
25.	15	42	0,36	Fair

Notes:

JJB : the number of respondents answering the questions correctly.

JPT : the number of students who answer the questions.

P : the difficulty index of each item.

The criteria of difficulty index:

0.0 – 0.19 : difficult

0.20 – 0.80 : fair

0.81 – 1.00 : easy

(Djiwandono, 1996: 141)

Appendix 15

Score of Post Test

No.	Experimental Group (VIII A)	Score	Control Group (VIII C)	Score
1.	A. Syaiful Qosim	56	Aldi Saifulloh	64
2.	Riyanto	72	Alfina Infitahul	76
3.	Dewi Kurnia	80	Amin Riyadi	72
4.	Dewi Novitasari	80	Andika Yudhi Kurniawan	56
5.	Dewi Sofiyatun Zahro	76	Aria Aria Ningsih	76
6.	Dian Nur Laili	52	Arif Rahman Hakim	68
7.	Diana Eva Lani	76	Candra Karimuna	76
8.	Dimas Prasetyo Hadi	52	Dian Prasetyo	80
9.	Dimas Safri Maulana	72	Diki Dwi Subeki	32
10.	Faikhatul Munawaroh	68	Dimas Pangestu	68
11.	Faridatul Hani	76	Dwi Mafathul Huda	68
12.	Imam Mashuri	64	Evita Ratna Sari	68
13.	Dual Fitri	76	Faiz Qotur Riza Mia	64
14.	Irmatus Sa'adah	80	Faridatul Aini	64
15.	Jainul Hasan	72	Fikrotul Malika	68
16.	Karifatul Hasanah	84	Hikmatus Sholikhah	72
17.	Khomanis Shofariya	88	Ilham Showafi	68
18.	M. Ainun Najib	76	Intan Cahyandari	52
19.	M. Davit Orlanda	64	Intan Nur Aini	64
20.	M. Dimas Wijaya	52	Johan Andriawan	60
21.	Saifudin Zuhri	76	Khorul Mustofa	48
22.	M. Ilham Febrianto	60	Krisna Aditya Utama	76
23.	M. Imam Rozikin	68	Liwa Amilia	64
24.	M. Jainul Hasan	72	M. Abdul Rohman	52
25.	M. Rifki Ubaidillah	84	M. Khoirul Hakim	56
26.	M. Rizal Habib	72	Muhammad Abdul Rosit	52
27.	M. Rizal Udin Afandi	68	Muhammad Alan Susanto	52
28.	M. Sulton Al Khoirus	-	Muhammad Fuad Hasan	36
29.	Maya Ulfa Yulia Anggraeni	88	Puput Ageng Saputro	52
30.	Moh. Anas Muhajir	80	Rameliy	56
31.	Muhammad Ali Imron	76	Rida Wulandari	52
32.	Navisatul Latifah	76	Saifudin	48
33.	Nurul Azizatul. M	72	Shella Hazfauziah	72
34.	Rosana Septiana	80	Silvi Amatul Latifah	64
35.	Safarina Mawarti	76	Siti Eka Purwitasari	60
36.	Salma Azimatul Aslamiyah	92	Siti Istiqomah	52
37.	Siti Kusniawati	80	Siti Monica Dwi. M	60
38.	Siti Nafi'atus Solikha	60	Siti Solehatul Rofiah	52
39.	Siti Nuriya	76	Slamet Rudiono	56
40.	Siti Nur Vaidah	60	Tegar Laksana Karang	56
41.	Ulil Absor	60	Tika Triwuni	56
42.	Wida Nurmalasari	72	Uswatun Hasanah	64
43.	Yuli Wulandari	80	Windy Rahmatussania	72
44.	Mohammad Wahyu Ilhami	80	Wisnu Pramadyo Aji	60
	Σ	3124		2682
	Mean	72,65		60,95

The Tabulation of Student's Reading Post Test Scores

No.	Experimental Group		Control Group	
	X	X ²	Y	Y ²
1	72	5184	64	4096
2	80	6400	76	5776
3	80	6400	72	5184
4	72	5184	56	3136
5	76	5776	76	5776
6	52	2704	68	4624
7	76	5776	76	5776
8	80	6400	80	6400
9	56	3136	32	1024
10	68	4624	68	4624
11	76	5776	68	4624
12	88	7744	68	4624
13	76	5776	64	4096
14	52	2704	64	4096
15	88	7744	68	4624
16	84	7056	72	5184
17	72	5184	68	4624
18	76	5776	52	2704
19	84	7056	64	4096
20	52	2704	60	3600
21	76	5776	48	2304
22	60	3600	76	5776
23	68	4624	64	4096
24	72	5184	52	2704
25	64	4096	56	3136
26	72	5184	52	2704
27	68	4624	52	2704
28	-	-	36	1296
29	64	4096	52	2704
30	80	6400	56	3136
31	76	5776	52	2704
32	76	5776	48	2304
33	72	5184	72	5184
34	80	6400	64	4096
35	76	5776	60	3600
36	92	8464	52	2704
37	80	6400	60	3600
38	60	3600	52	2704
39	76	5776	56	3136
40	60	3600	56	3136
41	60	3600	56	3136
42	72	5184	64	4096
43	80	6400	72	5184
44	80	6400	60	3600
∑	3124	231024	2682	168432
Mean	72,65		60,95	

Appendix 17


**The Schedule of Administering The Research
at SMP Islam Gumukmas, Jember**

No.	Date	Time	Activities
1.	Monday, January 12, 2015	08.45-09.30	Homogeneity Test Class VIID
2.	Tuesday, January 13, 2015	08.45-09.30	Homogeneity Test Class VIIIA
3.	Tuesday, January 13, 2015	12.10-12.55	Homogeneity Test Class VIIIB
4.	Wednesday, January 14, 2015	07.00-07.45	Homogeneity Test Class VIIC
5.	Tuesday, January 20, 2015	08.45-10.05	Experimental Group (Lesson Plan 1)
6.	Tuesday, January 20, 2015	12.10-13.30	Control Group (Lesson Plan 1)
7.	Tuesday, January 27, 2015	08.45-10.05	Experimental Group (Lesson Plan 2)
8.	Tuesday, January 27, 2015	12.10-13.30	Control Group (Lesson Plan 2)
9.	Wednesday, January 28, 2015	07.00-08.00	Try Out Posttest
10.	Thursday, January 29, 2015	08.45-09.45	Posttest Control Class
11.	Tuesday, February 3, 2015	08.45-09.45	Posttest Experimental Class

Appendix 18

The Names of Respondents

No.	Experimental Group (VIII A)	Control Group (VIII C)
1.	A. Syaiful Qosim	Aldi Saifulloh
2.	Riyanto	Alfina Infitahul
3.	Dewi Kurnia	Amin Riyadi
4.	Dewi Novitasari	Andika Yudhi Kurniawan
5.	Dewi Sofiyatun Zahro	Aria Aria Ningsih
6.	Dian Nur Laili	Arif Rahman Hakim
7.	Diana Eva Lani	Candra Karimuna
8.	Dimas Prasetyo Hadi	Dian Prasetyo
9.	Dimas Safri Maulana	Diki Dwi Subeki
10.	Faikhatul Munawaroh	Dimas Pangestu
11.	Faridatul Hani	Dwi Mafathul Huda
12.	Imam Mashuri	Evita Ratna Sari
13.	Dual Fitri	Faiz Qotur Riza Mia
14.	Irmatus Sa'adah	Faridatul Aini
15.	Jainul Hasan	Fikrotul Malika
16.	Karifatul Hasanah	Hikmatus Sholikhah
17.	Khomanis Shofariya	Ilham Showafi
18.	M. Ainun Najib	Intan Cahyandari
19.	M. Davit Orlanda	Intan Nur Aini
20.	M. Dimas Wijaya	Johan Andriawan
21.	Saifudin Zuhri	Khorul Mustofa
22.	M. Ilham Febrianto	Krisna Aditya Utama
23.	M. Imam Rozikin	Liwa Amilia
24.	M. Jainul Hasan	M. Abdul Rohman
25.	M. Rifki Ubaidillah	M. Khoirul Hakim
26.	M. Rizal Habib	Muhammad Abdul Rosit
27.	M. Rizal Udin Afandi	Muhammad Alan Susanto
28.	M. Sulton Al Khoirus	Muhammad Fuad Hasan
29.	Maya Ulfa Yulia Anggraeni	Puput Ageng Saputro
30.	Moh. Anas Muhajir	Rameliy
31.	Muhammad Ali Imron	Rida Wulandari
32.	Navisatul Latifah	Saifudin
33.	Nurul Azizatul. M	Shella Hazfauziah
34.	Rosana Septiana	Silvi Amatul Latifah
35.	Safarina Mawarti	Siti Eka Purwitasari
36.	Salma Azimatul Aslamiyah	Siti Istiqomah
37.	Siti Kusniawati	Siti Monica Dwi. M
38.	Siti Nafi'atus Solikha	Siti Solehatul Rofiah
39.	Siti Nuriya	Slamet Rudiono
40.	Siti Nur Vaidah	Tegar Laksana Karang
41.	Ulil Absor	Tika Triwuni
42.	Wida Nurmalasari	Uswatun Hasanah
43.	Yuli Wulandari	Windy Rahmatussania
44.	Mohammad Wahyu Ilhami	Wisnu Pramadyo Aji



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
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Nomor **8314** /UN25.1.5/LT/2014 **24 DEC 2014**
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Islam Gumukmas
Jember


Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Robbica Martino
NIM : 090210401004
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris


Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin, yakni tentang "The effect of using numbered head together technique on reading comprehension achievement of the eight grade students at SMP Islam Gumukmas, Jember".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.


Dekan
Pembantu Dekan I,
Sulkatman, M.Pd.
NIP. 19640123 199512 1 001

Appendix 20



LEMBAGA PENDIDIKAN MA'ARIF
**SEKOLAH MENENGAH PERTAMA
SMP ISLAM GUMUKMAS**
Alamat : Jl. Sultan Agung No. 16 Gumukmas Telp. 0336-321672


SURAT KETERANGAN TELAH SELESAI PENELITIAN
Nomor : 570/LPM.04/B-5/11/2015

Yang bertanda tangan dibawah ini Kepala SMP Islam Gumukmas Jember menerangkan bahwa :

Nama : Robbica Martino
Status : Mahasiswa Universitas Jember
NIM : 090210401004
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Benar-benar telah melaksanakan penelitian di SMP Islam Gumukmas Jember sejak tanggal 12 Januari s/d 03 Februari 2015. Sehubungan dengan keperluan yang bersangkutan untuk menyelesaikan skripsi dengan judul "*The Effect of Using Numbered Head Together Technique on Reading Comprehension Achievement of The Eight Grade Students at Smp Islam Gumukmas, Jember*" dalam rangka penyelesaian kuliah di Universitas Jember.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Gumukmas, 9 Februari 2015
Kepala,

Drs. Sukaeri

Appendix 21

Subject : English Name : Salma Azimatul A.
 Grade/ Semester : VIII / II Class : VIII A

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Read the following text carefully then answer the questions by choosing a, b, c, or d based on the text!

The text below for questions no.1-12

1	Last week my friends and I had to go to Ungaran Mountain for the requirement of the school program. Electronic Government Procurement (EGP) was one of school activities which are focused on activity that related with nature.
4	On this occasion we tried to climb Ungaran Mountain together. Before we went to the mountain, firstly we met in B3 park to check the participant and the logistic. We had to check it because of safety. We always paid attention with safety, because the place that we came was dangerous place.
8	After checking all of things, we went to the mountain together. We tried to go on foot, because it was one of the physical trains. We saw many beautiful sceneries on all day long. There is tea garden, waterfall, beautiful farm, etc.
11	Finally we got to the mountain, it was very amazing. Over there we saw a hidden waterfall and we took a rest over there. We were exhausted but we didn't feel that because we enjoyed it.

Taken from: <http://blogpetang.blogspot.com/2013/05/contoh-recount-text.html>

1. "Last week my friends and I had to go to Ungaran Mountain for the requirement of school program". (Paragraph 1, line 1).
The underlined word refers to.....
 a. The reader. c. The writer's friend.
~~X~~ b. The writer. d. The reader's friend.
2. When did they go to Ungaran Mountain?
 a. Last year. ~~X~~ Last week.
 b. Last month. d. Last holiday.
3. Why did they go to Ungaran Mountain?
~~X~~ a. For the requirement of the school program.
 b. To check the participant and the logistic.
 c. To see many beautiful sceneries on all day long.
 d. To see a hidden waterfall and take a rest.
4. Where did they meet to check the participant and the logistic?
~~X~~ a. In Ungaran Mountain. c. In the waterfall.
 b. In B3 Park. d. In the beautiful farm.
5. Based on the second paragraph we know that.....
 a. The writer's and his friends got to the mountain, it was very amazing.
~~X~~ b. They saw many beautiful sceneries on all day long.
 c. They met in B3 park to check the participant and the logistic.
 d. They went to Ungaran Mountain for the requirement of the school program.
6. The information about beautiful sceneries can be found in paragraph.....
 a. 4. ~~X~~ 3. c. 2. d. 1.
7. "We saw many beautiful sceneries on all day long" (paragraph 3, line 10). The similar meaning from the underlined word is.....
~~X~~ a. Mountains. c. Flowers.
 b. Views. d. Pictures.
8. How did they go to the mountain?
 a. By bus. b. By train. c. By bike. ~~X~~ d. On foot.

9. What did they see from the mountain?
 a. Tea garden. c. Hidden waterfall.
 b. Beautiful farm. d. Ungaran Mountain.
10. Based on the last paragraph we know that.....
 a. The writer and his friends had to go to Ungaran Mountain.
 b. They were exhausted but they didn't feel that because they enjoyed it.
 c. They had to check it because of safety.
 d. After checking all of things, they went to the mountain together.
11. The sentences are NOT TRUE based on the text, except.....
 a. Last week I had to go to Ungaran Mountain for the requirement of the school program.
 b. They never paid attention with safety, because the place that they came was dangerous place.
 c. After checking all of things, they went to the mountain together.
 d. They were exhausted, they didn't enjoy it.
12. What is probably the best title for the text?
 a. Hidden Waterfall. c. B3 Park.
 b. Beautiful Farm. d. Ungaran Mountain.

The following text for questions no 13-25

Visiting Bali	
1	There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first <u>three days</u> swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.
6	On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.
10	The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.
16	My friend ten-day-stay ended very quickly besides his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quite satisfied. http://adityafebriansyah1.blogspot.com/2014/01/contoh-recount-text-pendek-bahasa.html

13. Where did the writer's friend stay?
 a. Batubulan. c. Singaraja.
 b. Kuta. d. Ubud.
14. "There were so many places to see in Bali that my friend decided to join the tours to see as much as possible".(Paragraph 1, line 1). The similar meaning from the underlined word is.....
 a. Leave. c. Go.
 b. Stay. d. Follow.
15. "He spent the first three days swimming and surfing on Kuta beach" (Paragraph 1, line 3). The underlined word refers to.....
 a. The writer. c. The writer's friend.
 b. A young boy. d. A tourist.

16. What did the writer's friend do to spend the first three-days in Bali?
- a. Sailing or surfboarding.
 - b. Swimming and surfing.
 - c. Having lunch at Sukawati.
 - d. Carving away at big blocks of stone.
17. Based on the second paragraph we know that.....
- a. The writer's friend stayed in Kuta on arrival.
 - b. Mass is a tourist center.
 - c. Singaraja is a city of about 90 thousands people.
 - d. He was quiet satisfied.
18. "Singaraja is a city of about 90 thousand people" (Paragraph 2, line 7). The opposite meaning from the underlined words is.....
- a. Country.
 - b. Regency.
 - c. Village.
 - d. Island.
19. What did he do in Sukawati?
- a. Surfboarding.
 - b. Sailing.
 - c. Having lunch.
 - d. Swimming.
20. How many days did the writer's friend spend in Bali?
- a. Ten days.
 - b. Nine days.
 - c. Eight days.
 - d. Seven days.
21. How was his feeling?
- a. Satisfied.
 - b. Happy.
 - c. Angry.
 - d. Sad.
22. Which paragraphs of the text tell about the events that happened?
- a. 1 & 2
 - b. 1 & 3
 - c. 2 & 3.
 - d. 2 & 4.
23. These sentences are TRUE based on the text, except.....
- a. The second tour to Ubud was a very different tour.
 - b. The next stop was Sukawati, a center for silversmiths and goldensmiths.
 - c. The writer's friend spent the first three days swimming and surfing on Kuta beach.
 - d. The writer's friend watched young boys were carving away at big blocks of stone.
24. What is the text about?
- a. The writer's experience.
 - b. Holiday in Ubud.
 - c. Visiting Bali.
 - d. Visiting Singaraja.
25. The sentences are NOT TRUE based on the text, except.....
- a. The second tour to Singaraja was a very different tour.
 - b. Singaraja is a village of about 90 thousands people.
 - c. The next stop was Celuk, a center for silversmiths and goldensmiths.
 - d. He spent the first two days swimming and surfing on Kuta beach.