THE EFFECT OF USING NUMBERED HEADS TOGETHER (NHT) TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT

THESIS

By
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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2020

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Muari and Fatima, who always encourage, motivate and support me endlessly. Thank you for being the center of my life. Also, thank you for all the pray you chanted to Allah for me.

2. My dearest sisters and brother, Indri Ayu Lestari, Lela Ayu Damayanti and Putra Prastia Pamungkas. I cannot be more grateful to have you as siblings.
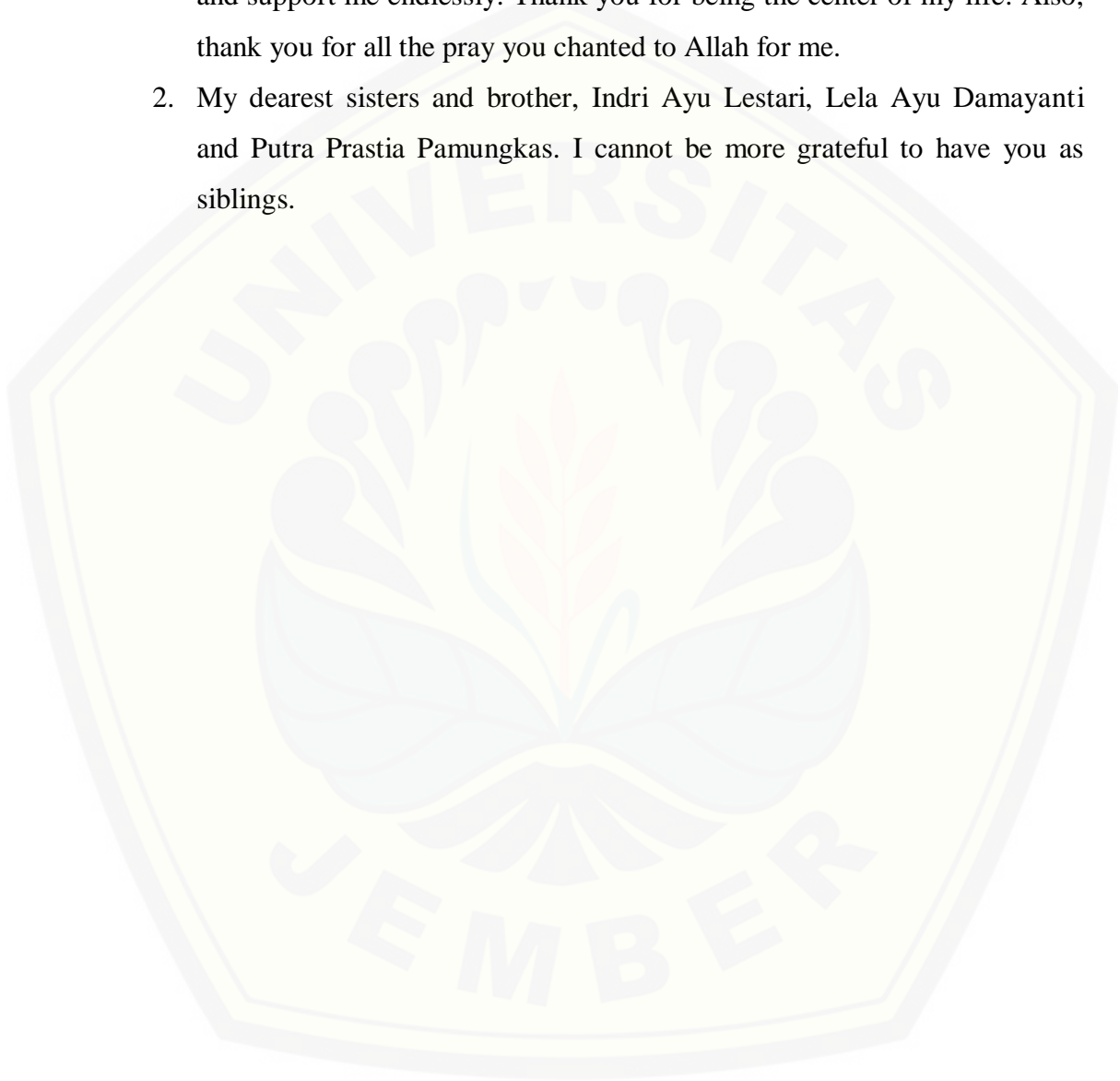
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I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of the thesis writing from the university and the faculty has been followed.

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The Writer

Lely Ayu Damayanti
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CONSULTANTS' APPROVAL

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The thesis entitled "The Effect of Using Numbered Heads Together (NHT) Technique on The Students' Reading Comprehension Achievement" is approved by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

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2. The Chairperson of the Language and Arts Education Department

3. The Chairperson of the English Education Study Program

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Finally, I hope this thesis will provide some advantages for the writer as we as the readers. I would be more grateful if there are some positive comments and suggestions from the readers for the improvement of this thesis.

Jember, January 28th 2020

Lely Ayu Damayanti

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SUMMARY

The Effect of Using Numbered Heads Together (NHT) Technique on The Students' Reading Comprehension Achievement; Lely Ayu Damayanti, 150210401042; English Education Study Program, Language and Arts Department; Faculty of Teacher Training and Education, Jember University.

This research was conducted to investigate the effect of using Numbered Heads Together (NHT) technique on the seventh grade students' reading comprehension achievement at SMP Negeri 9 Jember in the 2019/2020 academic year. Based on the result of the interview with the English teacher, it revealed that the students' motivation in accomplishing the exercises was the biggest problem in teaching reading. It happened because the low achiever students usually depended on the other students from higher achievers to accomplish the exercises when they worked in small groups. Therefore, the researcher conducted the experimental research by using Numbered Heads Together (NHT) technique. According to Kagan (1994), NHT technique focused on construction knowledge in learning reading through the cooperation and social interaction. This technique was effective because it trained all students in groups to be responsible in comprehending the materials and working cooperatively.

Moreover, there were three kinds of data collection method used in this research, namely reading comprehension test, interview, and documentation. The students' scores in reading comprehension test were used as the primary data, while the secondary data were collected by conducting interview and documentation.

The participants of this research were the seventh grade students of SMP Negeri 9 Jember in the 2019/2020 academic year. The homogeneity test was conducted to 121 students from Class VII C to Class VII F. The result of the homogeneity test revealed that the population was homogeneous. Thus, the researcher determined the experimental and the control groups randomly by lottery. Therefore, Class VII D was determined as the experimental group and Class VII C as the control group.

The design of this research was quasi-experimental with post test only design because it aimed to investigate whether or not there was significant effect of using NHT technique on the students' reading comprehension achievement. The experimental and control groups were taught reading using different treatments. The experimental group was taught reading using NHT technique. Meanwhile, the control group was taught reading using Question and Answer technique. The post test was administered after both groups had been taught reading comprehension twice.

The results of the post test were analyzed using Independent Sample T-test formula by SPSS. Based on the calculation, the mean score of the experimental group (64.19) was higher than the control group (56.13). It also showed that the value of sig. (2-tailed) was 0.029. It was lower than 0.05 which could be concluded that there was a significant difference in the means between the two groups. This result indicated that there was a significant effect of using NHT technique on the students' reading comprehension achievement.

CHAPTER 1. INTRODUCTION

This chapter explains some aspects dealing with the topic of the research. They are research background, research problem, research objective, and research significance.

1.1 Research Background

Language is a key device of communication for human life. People use it for conveying their thoughts, ideas, desires, emotions, opinions and feelings. Moreover, learning a language is one of the significant fields to improve quality of human resources. By learning languages, people can foster their knowledge in many fields and will not be limited because of language barrier. One of the most spoken languages in international communication level is English which becomes the device for people who want to develop their knowledge without being limited by national boundaries.

Nowadays, in globalization era, many countries around the world use English as a native, as a second or as a foreign language (ESL/EFL). The English language has got the status of language of communication since the growing demand for communication on international level (Ahmed *et al*., 2017: 99). Beside as an instrument for international communication, English is also used for scientific research, technology, commerce, tourism, and so on. Furthermore, there is no other language that is broadly studied and applied as foreign language than English (Gustadevi, *et al*., 2012: 191).

Because of those reasons, the Indonesian government has decided to put English in the National Education curriculum and makes it as the first foreign language to be taught in school. It becomes the compulsory subject in Junior High School until university level. Since English is taught as a foreign language, it means Indonesian people do not use it on a daily life. The only time they get exposure of learning and practicing English is when they have the English subject at schools. As a result, learning English is a challenging subject for Indonesian students because the lack of exposure of the language and the considerable diversity between English and their first language.

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Reading is one of the English skills that must be taught to the Indonesian students besides listening, speaking and writing. Reading plays an important role in mastering a language because it has a relation with the other skills which involve reading activities. In other words, reading has a crucial contribution in successful language learning along with the other skills. According to Grellet (1986:7) reading is an active process that involves constant guessing, predicting, checking and asking oneself question (recited from Gustadevi, *et al*., 2012:192). Thus, readers do not only read and being passive receivers but they have to be aware of what they read in order to improve their comprehension.

Based on the preliminary study conducted at SMP Negeri 9 Jember by doing an informal interview with the English teacher on 24th January 2019, the teacher revealed that this school has used Curriculum 2013 and she had applied students' center in the teaching learning process. It means that students were more active and had dominant contribution in teaching and learning process. The teacher asked probing and prompting questions to the students so they could be involved actively the in learning process. When she taught reading, she usually started the lesson by asking the students to read aloud the passages in the textbook they used and then discussing the unfamiliar words to get the meaning. Then, she gave true/false, multiple choice, jumbled paragraph, filling the blanks as the formats of the exercises. From those steps, she had never applied NHT technique in teaching reading. According to her explanation, gaining the students' motivation in accomplishing the exercises was the biggest problem in teaching reading. It happened because the low achiever students usually depended on the other students from higher achievers to accomplish the exercises when they work in small groups. As the result, the exercises given were not really effective because only the students with higher achievement were the ones who actually learnt the lesson seriously, but the low achievers did not.

From those facts, the researcher was interested in investigating to know whether or not there is an effect of using Numbered Heads Together (NHT) technique on the students' reading comprehension achievement. According to Walker (2002), Cooperative Learning is an approach where students work in

small groups and do academic tasks together while they help themselves and their teammates to learn. Therefore, not only students of higher achiever will do the exercises, but also students of average and lower achievers should involve in the group work. Savage and Armstrong (1996) state that Cooperative Learning approach has some techniques which can be applied in the class, including Numbered Heads Together, Think-Pair-Share, Role Playing, Jigsaw, Students Team Achievement Division (STAD), and so on. Furthermore, Numbered Heads Together (NHT) is assumed to be the most appropriate technique to teach reading comprehension because it can train students' accountability both as an individual and as teammates (Efriza, *et al.* 2013). They are given the opportunity to participate and give their opinions in the group discussion and to make sure their team mates know the content of the text.

Numerous studies dealing with NHT technique in reading comprehension achievement had been conducted by researchers from many different views. Some researchers conducted experimental research in investigating the eighth grade students' reading comprehension of narrative texts (Fithiawati, 2014; Hasanah, 2017; and Hanggoro, 2017) and recount texts (Martino, 2015). The finding showed that using NHT technique in teaching reading comprehension was effective. Meanwhile, the other researcher used the Classroom Action Research (CAR) as the research design in implementing NHT technique to improve the eighth grade students' reading comprehension achievement of narrative texts (Hasri, 2015). The result showed that NHT technique could improve students' reading comprehension and active participation. Nevertheless, there are some distinctions of this research with those previous researches. The previous researches conducted the NHT technique to the eighth grade students. Meanwhile, for the text genre, they only used narrative and recount texts as the reading materials. Those facts can be the gap and the reason to conduct this present research. Moreover, to fill the gap, new investigation is needed to be done, especially focusing on investigating the effect of NHT technique on the seventh grade students' reading comprehension of descriptive text.

Therefore, the researcher was interested in conducting a research entitled "*The Effect of Using Numbered Heads Together (NHT) Technique on Students' Reading Comprehension Achievement*".

1.2 Research Question

Based on the research background above, the problem of the research is formulated as follows:

"Is there any significant effect of using Numbered Heads Together (NHT) technique on the students' reading comprehension achievement of the seventh grade at SMP Negeri 9 Jember?"

1.3 Research Objective

Considering the research problem above, the research objective is to find out whether or not there is a significant effect of using Numbered Heads Together (NHT) technique on the students' reading comprehension achievement of the seventh grade at SMP Negeri 9 Jember.

1.4 Research Contribution

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

1.4.1. Practical Contribution

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

1.4.2. Empirical Contribution

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

students' reading comprehension achievement using Numbered Heads Together (NHT) technique, or apply it with different skills, for example "The Effect of Using Numbered Heads Together (NHT) Technique on the Students' Writing Achievement" or listening comprehension achievement.

1.4.3. Theoretical Contribution

Theoretically, the result of this study can be taken into consideration to enhance the quality of teaching and learning activities, especially in teaching reading comprehension. It will be expected to be utilized as an alternative teaching technique to make the reading activities more enjoyable and interesting for the students.
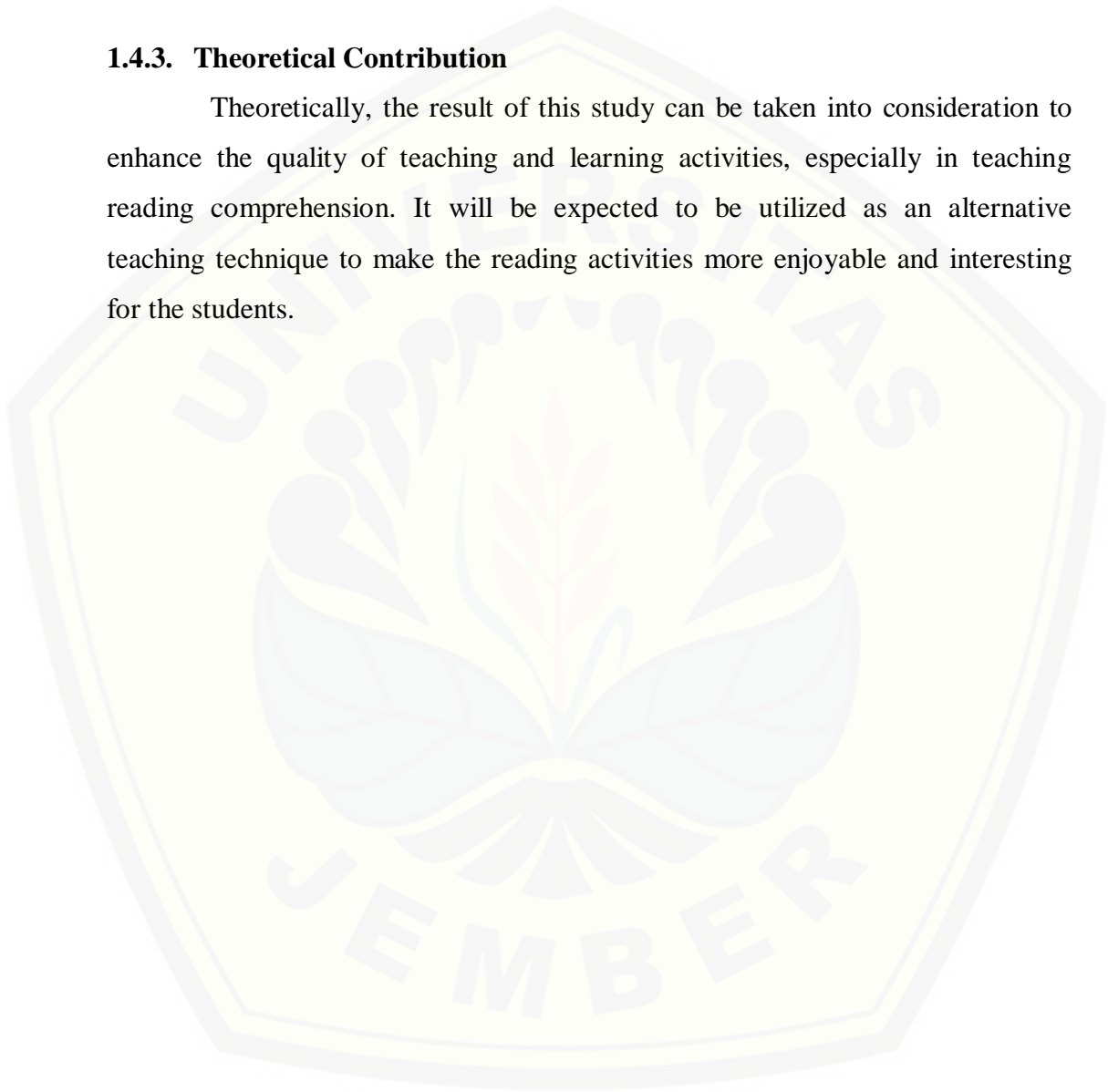
CHAPTER 2. LITERATURE REVIEW

This chapter explains about theories related to the research problem. It covers the information dealing with the Cooperative learning, Numbered Heads Together technique, descriptive text, previous studies, and the research hypothesis.

2.1 Numbered Heads Together (NHT) Technique

Kagan (1994) develops Numbered Heads Together as one of the cooperative learning strategies. He defines NHT as a technique in which the center of the learning process is the students instead of the teacher.

NHT technique trains students "to actively involve in reading discussion, fostering positive independence among groups, and developing communicative skill" (Kagan (1994) in Gustadevi, 2012:194). This technique is effective because it trains all students in groups to be responsible in comprehending the materials and working cooperatively since the success of the group depends on individual's success. Hence, it is possible to build high learning motivation and create good social interaction so that students can give their opinion and discuss it together. The numbering system in NHT technique makes students responsible, discipline, and more active in learning process.

According to Kagan (1994), NHT technique focuses on construction knowledge in learning reading through the cooperation and social interaction. Students are divided into small groups with 1-5 members and each person gets a number (from one to the maximum number in each group). The teacher gives the question and the students put their heads together with their own group members to discuss the answer.

2.1.1 The Advantages of NHT Technique

Numbered Heads Together technique has several advantages. Firstly, NHT techniques can improve students' achievement. This technique can be implemented in almost all subject areas and improves students' academic achievement. Using NHT technique in teaching and learning process can motivate

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students because they are helped by their teammates and it makes students participate actively during the lesson (Kagan and Kagan, 2009).

Secondly, NHT technique increases students' social skill. This technique promotes cooperative activities among students in order to construct their knowledge in learning reading. It can create good social interaction because every student has equal responsibility in answering the questions (High, 1993).

Thirdly, NHT technique decreases dominance of intelligent students because all of the students including the shy or weak ones have to give their answers. Moreover, NHT technique encourages peer tutoring. The higher achiever students will assist students with lower achievement. Having to tutor peers and receiving peer tutoring will make students easier to exchange information (Arend, 1986).

2.1.2 The Disadvantages of NHT Technique

Beside the advantages above, there are disadvantages of applying NHT technique. They are as follows.

1. The division of groups might not be equal. Students often want to make a group as they wish. Meanwhile, in NHT technique, a group should consist of students from higher, average and lower achievers. As the solution, the teacher has to divide them based on their previous scores and lets the students be happy and feel convenient with their own friends.

2. The students might not get the equal chance to answer the question since there is a possibility the teacher will call the same number more than one. To anticipate this problem, teacher should make a note of numbers have been called, so every student has equal chance to answer the questions.

3. The students might be overhear or cheat with another group during the discussion. To overcome this problem, teacher has to arrange the distance of each group and warn the students that their groups will not get a point if they cheat although they get the correct answer.

Those were the actions that the researcher did to anticipate and to overcome the disadvantages.

2.2 Reading Comprehension

Reading is not only an activity of pronouncing a written text. Nuttal (1996) defines reading as a process to get meaning from a text. In other words, it is a communication process between the sender who encodes a message in a written form and the receiver who decodes the text. However the meaning that the writer wants to convey may not be the same as what the reader gets. By reading, students will obtain much information from any sort of text and broader their knowledge. In order to be successful readers, students need to comprehend what they read. Thus, reading comprehension is needed to make them to be effective readers.

Reading is always related to comprehension because the purpose of reading is to understand what has been read. According to Jack and Schmidt (2002), comprehension means the ability to identify the intended meaning of spoken and written communication. Moreover, in order to understand the main point of the text, the reader has to comprehend the whole text correctly. Based on those explanations, it can be concluded that reading comprehension is the activity where the readers comprehend what they have read by relating the factual information with their prior knowledge so they can construct meaning.

2.2.1 Reading Comprehension Achievement

Reading achievement relates to how successful a reader to understand the content of the text. Hughes (1996) defines achievement as the successful results of the students in achieving the learning objectives. In addition, McWhorter (1989) notes that reading comprehension achievement relates to word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. In this study, the researcher will focus on the reading material for the seventh grade of Junior High School students on descriptive text covering word comprehension, sentence comprehension, paragraph comprehension, text comprehension.

2.2.2 The Steps of Applying NHT Technique in Teaching Reading

The following steps of applying Numbered Heads Together technique were used in this study based on Kagan's idea (2009:16). The steps were as follows.

1. The students number off (Numbering)

   The students were divided into small groups which consisted of 1-5 members. In each group, they randomly number off from 1-5 as they wish.

2. The teacher posed a question (Questioning)

   The teacher posed a question or problem when the groups were settled and told them they had a certain amount of time for '*thinking time*'. In this step, they had to come up with an answer individually.

3. The students put heads together

   The students put their heads together to discuss each member's answer and helped each other.

4. The teacher called a number (Answering)

   The teacher called a number from 1-5 randomly. All students from each group with that number stood up and gave their group's answer(s).

2.2.3 The Procedures of Teaching Reading Using NHT Technique

This research adopted the steps of Numbered Heads Together technique developed by Kagan and Kagan (2009). The researcher explained the steps of the technique to the students before applying it, so that students understood how the technique would work. The steps are explained as follows.

1. The students number off

   The researcher asked the students to make small groups consisting of five members. The members of each group have to had equal ability. Each group consisted of students with high, average, and low achievement. Then, the researcher gave numbers from 1 to 5 to the students in each group randomly.

2. The teacher posed the question and gives 'think time'

After dividing the students into small groups and numbering them, the researcher gave students the text and posed the questions. The students were given limited thinking time so that they could answer the questions individually. The researcher gave a signal when the thinking time was over.

3. The students privately wrote their answers

The students had to answer the questions on their own paper privately to train their individual accountability. They were not allowed to talk or cheat with the others before they put their heads together.

4. The students stood up and "put heads together"

The students stood up and put their heads together with their teammates to discuss their answers so that they could come up with the best answers. They could assist each other to make sure every student in the group knew the answer.

5. The students sat down when everyone knew the answer

The students sat down again when the researcher gave a signal that the discussion was over and every student already had to the answers because they were called randomly.

6. The teacher called a number

The researcher called a number randomly and the students with the represent number had to answer the question and each student had to give the reason why they chose that answer.

7. The classmates applauded to students who responded

The researcher asked students to give applause to those who could answer correctly.

2.2.4 Descriptive Text

There many types of text that are taught to Junior High School students have to master. According to Curriculum 2013 for Junior High School, the descriptive text is the only type of genre learned by the seventh grade students. Anderson and Anderson (1998:26) state "A descriptive text describes a particular

person, place or thing". Meanwhile Wong (1998) also explains that a descriptive text describes a person, a place, or an object to make the reader can imagine the 'thing' accurately. In other words, a descriptive text is a text to give readers information about the details of a person, a place or a thing.

The descriptive text has two aspects as the generic structures, that is, identification and description. In identification or the so called general description, the writer introduces something to be described. In description, the writer describes the details of the 'thing', the structure, characteristics, parts of the thing that will be described. The language features of descriptive text use simple present tense and adjectives.

2.3 Previous Studies

This study needs previous research findings to provide relevant references. The first research was conducted by Fithiawati (2014) entitled "The Effectiveness of Numbered Heads Together (NHT) Technique on Students' Reading Ability of Narrative Text". The researcher conducted the experimental research on the eighth grade of Junior High School students. There were two classes the researcher chose as the experimental and the control groups. Both classes had 25 students of each class. The researcher assigned pre-test and post-test to both classes, but she only gave the treatments to the experimental group. The finding showed that the experimental group got higher achievement than that of the control group.

The second research was conducted by Hasri (2015) entitled "Improving the Eighth Grade Students' Participation and Their Reading Comprehension Achievement by Using Numbered Heads Together (NHT) Technique at MTs N Arjasa". This Classroom Action Research (CAR) was conducted to 30 students of class VIII C. The researcher used narrative texts as the teaching reading material. The result revealed that Numbered Heads Together (NHT) technique could improve the students' active participation in the teaching and learning process and improved their reading comprehension.

The third research was conducted by Martino (2015) entitled "The Effect of NHT Technique at SMP Islam Gumukmas Jember in The 2014/2015 Academic

Year". The researcher reported that NHT had a significant effect on the students' reading comprehension achievement of the eighth grade students at SMP Islam Gumukmas Jember. He used recount texts as the learning material and the result showed that students who were taught reading using NHT technique got better reading comprehension achievement compared to those who didn't get any treatment using NHT.

The fourth research was conducted by Hasanah (2017) entitled "The Effect of Numbered Heads Together on Students' Reading Comprehension of Narrative Text". The researcher conducted homogeneity test to two classes of the eighth grade students in order to test the similarity of the samples in both classes. Then, the researcher assigned the two classes, one as the experimental group and the other one as the control group. Each class had 30 students as the participants. The research finding revealed that using Numbered Heads Together technique in teaching reading of narrative text was effective. The post-test scores of the experimental group were higher than those of the control group.

The fifth research was experimental research conducted by Hanggoro (2017) entitled "The Effectiveness of Numbered Heads Together (NHT) in Teaching Reading". This research used 64 of the eighth grade students as the participants. Those students were divided into two groups, experimental and control group with 32 students in each group. The experimental group was taught using NHT technique, while the control group was taught using Direct Instruction. The findings revealed that NHT technique was more effective in teaching reading than the use of Direct Instruction to the eighth grade students of MTsN Filial Pulutan Nogosari Boyolali. Based on those previous studies, the use of NHT technique in teaching reading showed excellent results. Thus, this technique is believed to be able to solve the students' problems, especially in learning reading comprehension.

From those five of previous researches above, there is similarity with this research which is discussing about the effect of using NHT technique in teaching reading. Nevertheless, there are some distinctions of this research with those previous researches. The previous researches conducted the NHT technique to the

eighth grade students. Meanwhile, for the text genre, they only used narrative and recount texts as the reading materials. Those facts can be the gap and the reason to conduct this present research.

This research aimed at investigating the effect of Numbered Head Together technique on the seventh grade students' reading comprehension achievement on descriptive texts. The purpose of this research was to know whether or not Numbered Heads Together (NHT) technique gave a significant effect on the students' reading comprehension of descriptive texts.

2.4 Research Hypothesis

Based on those previous research findings above and related literature reviews, the hypothesis of this study can be formulated as follows: "there is a significant effect of using Numbered Heads Together (NHT) technique on the students' reading comprehension achievement the seventh grade students at SMP Negeri 9 Jember".

CHAPTER 4. RESULT AND DISCUSSION

This chapter presents the description of the treatment, the analysis of post test result, the hypothesis verification, and the discussion.

4.1 The Descriptions of the Treatments

The teaching and learning process was administered to both experimental and control groups. Each group was taught reading twice before the researcher conducted the post test. The meetings were conducted based on the lesson plans and each meeting took 80 minutes. In the experimental group, the students were treated by using Numbered Heads Together technique in teaching and learning process of reading comprehension. Meanwhile, in the control group, the students were taught reading by using Question and Answer technique.

In the first meeting, the researcher told the students that the main topic of the teaching and learning process was about animals. The topic on the first meeting was about Goat. The researcher gave the students a descriptive text about animals and asked them to read it. The researcher asked them to figure out about the function of descriptive text, the language features and let them find the unfamiliar words. In finding the unfamiliar words, the researcher gave the other students who knew the meaning of the unfamiliar words to answer. After that, they were divided into small groups consisted of 5 members. For the experimental group, the division was based on the researcher's arrangement. The researcher gave numbered heads from 1 to 5 to each group and asked them to put it on their heads. The researcher explained the rules of NHT. After the students understood, they were given exercises and were asked to do it individually for 15 minutes before asking them to put their heads together to discuss their answers with their group members for about 10 minutes. Then, the researcher called a number for each question for the students to answer, for the fastest student who raised his/her hand and gave correct answers got a point for his/her group. Meanwhile, in the control group, the students could choose their team mates by themselves and assigned them to do the exercises given by the researcher. Then, their answers

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were discussed. In the first meeting the students needed more explanation from the researcher because they were not familiar with the descriptive text since it should be taught in the even semester while the present study was conducted in the odd semester.

In the second meeting, the students could understand and cooperated easily because they have known the rules. The researcher used Cat as the topic on the second meeting. The students in this meeting were more cooperated in finding the unfamiliar words and the meaning of them since it could benefit them in understanding the text easily. For the experimental group, they were more eager to participate and compete with other groups to answer the questions. The number heads they wore made them more competitive in giving their answers and opinions. Meanwhile, the students in the control group were worked cooperatively with their team mates.

4.2 The Analysis Result of Post Test

The post test was administered on October 11th, 2019. The total number of participants was 64 students but only 62 students joined the test. The total number of post test items was 20 items and the time allocation was 40 minutes. The score for the correct answer was 5 points, so the total score for all correct items was 100.

Table 4.1 Descriptive Statistics for Post Test
Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE	VII C	31	56.13	15.205	2.731
	VII D	31	64.19	13.172	2.366

From Table 4.1, it could be seen that the students' mean score of Class VII C as the control group was 56.13. That result was lower than Class VII D as the experimental group, in which the mean score for the experimental group was 64.19.

The result of post test from both the experimental and the control groups were used as the primary data to find the different effects of the treatments by using NHT technique for the experimental group and Question and Answer for the

control group. The results of the data were analyzed by using independent sample t-test formula by using SPSS to know whether or not there was a significant difference of the mean scores between the experimental and the control groups.

Table 4.2 the Result of Independent Sample t-test
Independent Samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S C O R E	Equal variances assumed	.156	**.694**	-2.232	60	**.029**	-8.065	3.613	-15.292	-837
	Equal variances not assumed			-2.232	58.805	.029	-8.065	3.613	-15.295	-834

According to Lavene's test for equality of variances in Table 4.2, F= 0.156 and P = 0.694 (>0.05) assumed equal variances, and in t-test with equal variances assumed, the value of t = -2.232 and p = 0.029 (<0.05) showed a significant difference in the means between two groups. The result showed that using Numbered Heads Together technique in teaching reading had an effect, and made significant improvement in the students' reading comprehension achievement on the experimental group. Thus, this research proved that the participants in the experimental group had better scores in reading comprehension test compared to those of the control group.

As the result, the null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted. It means that there was a significant difference between the experimental and the control group after the students of the experimental group got the treatments.

4.3 Discussion

The result of post test showed the students' mean score of the experimental group was higher than the students' mean score of the control group (64.19 > 56.13). Based on the analysis of t-test, it showed that sig. (2-tailed) value $p = 0.029$ (<0.05) was lower than the significant level. Therefore, it could be concluded that there was statically significant difference between the two groups. Furthermore, the result of data analysis proved that using Numbered Heads Together (NHT) technique in teaching reading had a significant effect on the students' reading comprehension achievement at SMPN 9 Jember.

The research finding showed that NHT technique is effective for the students to comprehend the reading material. The use of NHT technique proved that it could increase the students' comprehension in doing the reading tasks. It happened because the students of the experimental group had to work together and to make sure all their teammates could comprehend and answer the questions since their numbers were called randomly. Moreover, NHT technique provided opportunities for the students to discuss, assist and work collaboratively with their teammates. As stated by High (1993), NHT technique was effective because all students in group had equal responsibility and had motivation to support one's another learning.

During the teaching and learning process, the students of the experimental group were very active in giving their contribution. When a number was called, the students with the represented numbers were eager to compete with other groups to give their answers and arguments. It happened because the students had given the same opportunity to share their opinions. As stated by Kagan (1994) that NHT technique was under cooperative learning strategy that held each student accountable in learning material, so they could actively participate in reading discussion.

This research finding supported the findings of the previous studies conducted by other researchers. Hanggoro (2017) conducted a research on the use of NHT technique in teaching reading to the eighth grade students of MTsN Filial Pulutan Nogosari Boyolali. The findings of the research showed that the use of

NHT technique had a significant effect on the students' reading comprehension. Another research was conducted by Martino (2015) who also proved that there was a significant effect on using NHT technique on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember.

In conclusion, the use of Numbered Heads Together was effective in teaching reading comprehension as the mean score of the experimental group was higher than the mean score of the control group. The analysis showed that there was a significant effect of using Numbered Heads Together technique on the seventh grade students' reading comprehension achievement at SMPN 9 Jember in the 2019/2020 academic year. However, the present study had its limitations. The major limitation was this technique was time consuming because the students competed with other groups to answer and gave opinions for each question. The second limitation was the material that is, the use of descriptive text, which should be taught during the even semester. Hence, the students could not fully understand about the material. Those limitations should be revised by future researchers who are interested in conducting a similar research to have a better result. At least it should be administered for five times or one semester since it will contribute to better results.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for people who might deal with the same research topic in the present time or in the future.

5.1 Conclusion

Based on the analysis of the students' post test scores, it showed that the means score of the experimental group was higher than that of the control group (64.19 > 56.13). Furthermore, the Independent Sample T-test analysis revealed that the significant value was 0.694 which was higher than 0.05 with 95% significant interval. Therefore, based on the result of the data analysis and the discussion in the previous chapters, it could be summarized that there was a significant effect of using NHT technique on the seventh grade students' reading comprehension achievement at SMPN 9 Jember in the 2019/2020 academic year.

5.2 Suggestions

Based on the result of this research, the researcher would like to give the following suggestions to the following persons.

5.2.1 The English Teacher

The English teachers of SMPN 9 Jember are suggested to use Numbered Heads Together (NHT) technique in teaching reading comprehension. It can be used to increase students' motivation and comprehension in reading skill.

5.2.2 The Students

The researcher suggests that the students of SMPN 9 Jember use NHT technique as a new experience instead of using Question and Answer technique only.

5.2.3 Future Researchers

The future researchers are suggested to use this research as a consideration to conduct a further research dealing with the same topic but using different research area or different research design such as a classroom action research to improve students' reading comprehension. Besides, to have a better and more qualified research results, future researchers are suggested to have longer time, let's say one semester, in conducting an experimental research because this research only had 2 times for doing the treatment.
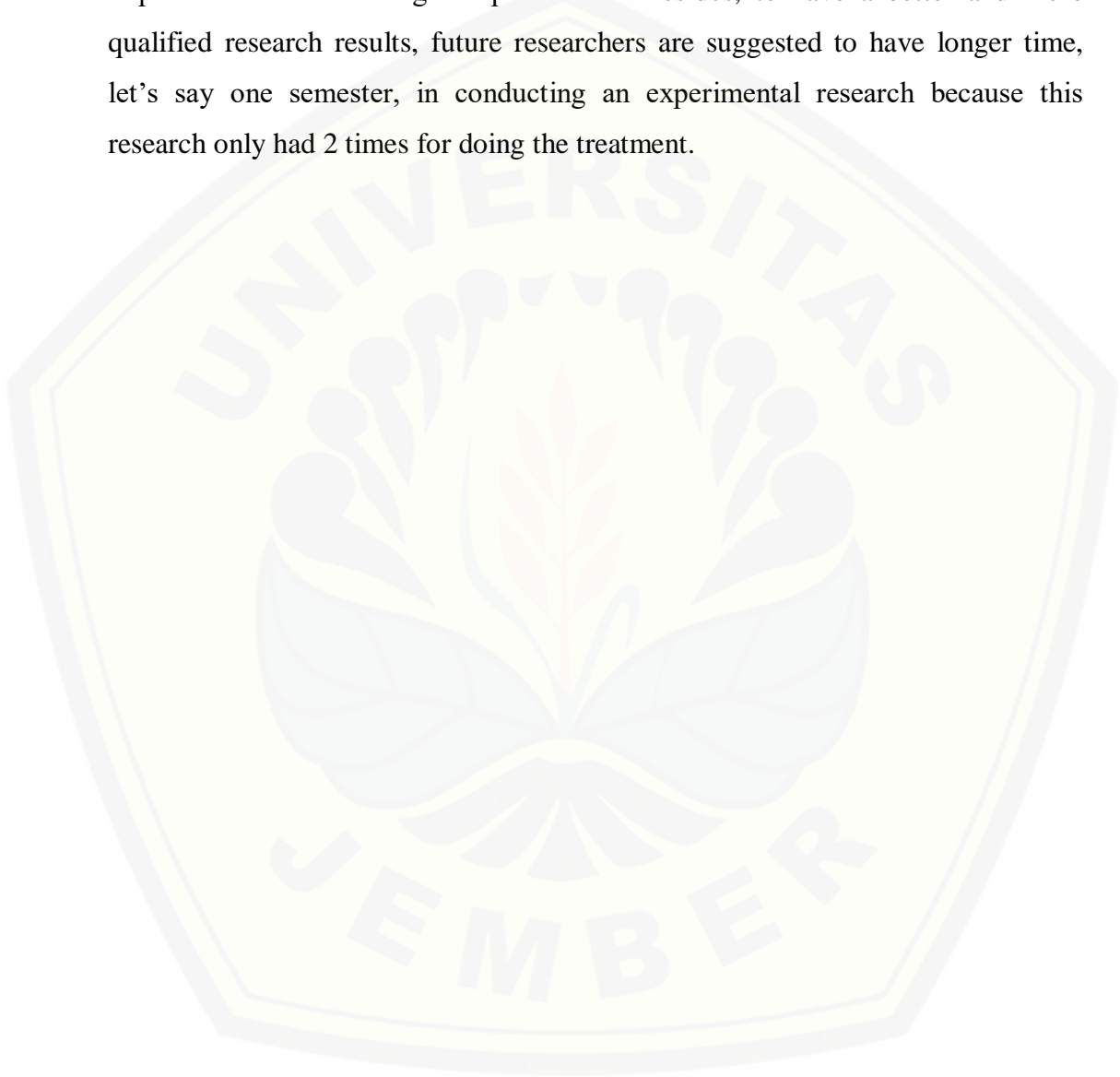
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APPENDIX 1. Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Methods	Hypothesis
The Effect of Using Numbered Heads Together (NHT) Technique on Students' Reading Comprehension Achievement	Is there any significant effect of using Numbered Heads Together (NHT) technique on junior high school students' reading comprehension achievement?	a. **Independent Variable:** Teaching reading comprehension by using Numbered Heads Together (NHT) technique	**The Characteristics of NHT Technique:** 1. Having heterogeneous groups 2. Having different numbers on students' heads 3. 'Heads together' (Ibrahim, 2000:28)	1. **Respondent:** The seventh grade students of SMP Negeri 9 Jember in the 2019/2020 academic year. 2. **Informant:** The English teacher of the seventh grade students of SMP Negeri 9 Jember 3. **Documents:** The initial names of respondents and the schedule of the English subject	1. **Research Design** Quasi-experimental research with Post-test only design (Creswell, 2012: 310) 2. **Research Area** Purposive Method 3. **Research Respondents** Cluster random sampling - Administering homogeneity test and analyzing the result using ANOVA formula to determine the two groups (the experimental and the control groups) 4. **Data Collection Methods** a. Primary Data: Reading comprehension b. Supporting Data: Interview, and Documentation 5. **Data Analysis Method** The data obtained from reading comprehension post-test scores were analyzed statistically by using t-test formula	There is a significant effect of using Numbered Heads Together (NHT) technique on students' reading comprehension achievement

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| | | b. **Dependent Variable:** The students' reading comprehension achievement | **The students' scores on the reading comprehension test covering:** a. Comprehending the word meaning b. Comprehending the sentence meaning c. Comprehending the paragraph meaning d. Comprehending the whole text meaning | | $$t_{test} = \frac{(M_x - M_y)}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$ Note: M_x : mean score of the experimental group M_y : mean score of the control group X : individual score deviation of the experimental group Y : individual score deviation of the control group N_x : number of respondents in the experimental group N_y : number of respondents in the control group (Arikunto, 2006:280) | |

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APPENDIX 2. The Result of Interview Guide

No.	Questions	English Teacher's Answer
1.	What curriculum do you use in teaching English?	I use the English Curriculum 2013
2.	How many hours do you teach English in a week for each VII class?	4 hours a week per class (2 times a week with 80 minutes each meeting).
3.	What textbook do you use for teaching reading comprehension?	I use "When English Rings a Bell" by *Kementerian Pendidikan dan Kebudayaan RI 2014*
4.	Do you always use textbook in teaching reading comprehension?	Yes, I do
5.	What teaching techniques do you use for teaching reading comprehension?	I use Question and Answer technique for teaching reading comprehension.
6.	Have you ever used Numbered Heads Together technique in teaching reading comprehension?	No, I haven't applied it in complete steps
7.	Why don't you use NHT technique?	Because I like using Question and Answer technique

APPENDIX 3. Homogeneity Test

Name	:	
Student's Number / Class	:	/
Time Allocation	: 40 minutes	

Read the following test carefully then answer the questions by choosing a, b, c, or d based on the text on the answer sheet provided.

The text below is for questions 1-5

> My uncle has a lovely dog. It is a Siberian Husky dog. My uncle named it Yorum.
> Yorum has large size. If he stands up, his height is about 40 to 55 cm measured up to his shoulder and his weight is about 30 to 37 kg. He has large size because he is a type of Siberian Husky which has a large body. Yorum looks friendly to everyone, even to people that he does not know before. He is very attractive and cute. Yorum, has short fur and the colors are soft grey and white. Yorum also has long tail.
> Yorum loves to eat. He can spend 2 pounds of meat every day. My uncle always feeds him 3 times in a day. He also gives him vitamins and milk to keep his health and also to prevent some diseases.
>
> (Adapted from: https://www.kakakpintar.id/)

1. What does the second paragraph tell you about?
   a. The writer's dog
   c. How Yorum looks like
   b. The writer's uncle
   d. A Siberian Husky dog
2. "He also gives him vitamins and milk to keep his health..." (Paragraph 3, last line). The underlined word refers to…
   a. The dog
   c. The writer's dog
   b. The writer's uncle
   d. Yorum
3. What is the main idea of the last paragraph?
   a. Yorum is a friendly dog
   c. The writer feeds the dog
   b. Yorum loves to eat
   d. The writer loves Yorum
4. The purpose of the text is ….
   a. To describe Yorum
   c. To entertain the reader
   b. To tell how to be an uncle
   d. To tell how to rise a dog
5. The statements below are TRUE, *except*…..
   a. Yorum is a Siberian Husky dog
   c. The writer has a dog named Yorum
   b. Yorum is a large dog
   d. The writer's uncle feed Yorum meat

The text below is for questions 6-10

> **Cheetah**
> The cheetah is the fastest of all land animals, capable of running at speeds up to 120 km/h.
> Cheetahs have slim bodies, long legs, long tails, and high shoulders. The cheetah's broad chest holds a large heart and lungs. All these different features of a cheetah's body work together to help it run. Clearly, cheetahs were born to run fast. However, cheetahs can only maintain their top speed for a distance of about 500 meters, and in fact they often fail to catch their prey.
>
> (Adopted from: http://englishjuniorhighschool.blogspot.com/)

6. What is the purpose of the text?
   a. To entertain the readers
   b. To describe Cheetah
   c. To inform the readers where Cheetah lives
   d. To report the whereabouts of Cheetahs

7. The statements below are TRUE, *except*…..
   a. A cheetah is able to run up to 120 km/h.
   b. A cheetah can maintain their top speed for 500 meters
   c. A cheetah is the fastest animal on the land
   d. Cheetahs always catch their prey

8. "All these different <u>features</u> …." What does the underlined word refer to?
   a. Cheetah's broad chest
   b. The body parts of cheetah
   c. Cheetah's slim body
   d. Cheetah's large heart and lungs

9. What is the type of the text?
   a. Report text
   b. Descriptive text
   c. Recount text
   d. Narrative text

10. The following statements are FALSE *except*…
    a. Cheetahs have high shoulders, slim bodies, long tails, and long legs
    b. Cheetahs have board shoulders, slim bodies, long tails, and long legs
    c. Cheetahs have high shoulders, slim bodies, short tails, and long legs
    d. Cheetahs have high shoulders, slim bodies, long tails, and short legs

The text below is for questions 11-15

I have only one pet in my house. My family calls him Spot.

Spot is a regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

(Adapted from: http://englishjuniorhighschool.blogspot.com/)

11. The statements below are TRUE, *except*…
    a. Spot likes running
    b. Spot's favorite drink is milk
    c. Spot usually sleep on chair
    d. Spot has three colors of fur

12. "Spot is an <u>active</u> animal". What is the opposite meaning of the underlined word?
    a. Energetic
    b. Passive
    c. Enthusiastic
    d. Lively

13. "He is an <u>adorable</u> cat". The underlined word has the same meaning with…
    a. Loveable
    b. Ugly
    c. Kind
    d. Funny

14. What is the text about?
    a. A smart dog
    b. Spot the adorable cat
    c. A regular cat
    d. My favorite pet

15. Based on the second paragraph, what is Spot's favorite food?
    a. Rice
    b. Fish
    c. Meat
    d. Cat food

The text below is for questions 16-20

A Lion

A lion is a member of the cat family.

A lion has four legs, a mane and a tail. It has sharp teeth and huge paws. Lions live together in groups, called 'prides', usually consisting of one or two males, three to six females and several children. A lion is a good hunter. It eats large herbivorous animals, such as zebras and buffaloes. Its current habitat is limited to some areas of Africa and India, but there was a time when lions could be found all over Africa, Asia, and southern Europe.

(Adopted from: http://englishjuniorhighschool.blogspot.com/)

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16. What does the second paragraph tell us about?
   a. Lions are wild animals
   b. Lions are good hunters
   c. The description of a lion
   d. The king of the jungle

17. Based on the second paragraph, how do lions live?
   a. They live in groups
   b. They live in jungle
   c. They live in the zoo
   d. They live separately

18. The statements below are TRUE, *except*…
   a. Lions have sharp teeth
   b. A group of lions is called prides
   c. Lions live in Africa
   d. A lion has two tails

19. Based on the text above, what does a lion eat?
   a. Cooked meat
   b. Instant food
   c. Herbivorous animals
   d. Everything

20. "Its current habitat is <u>limited</u>…" What is the opposite meaning of the underlined word?
   a. Finite
   b. Restricted
   c. Restrain
   d. Unlimited

ANSWER KEY

1.	C	**11.**	C
2.	B	**12.**	B
3.	B	**13.**	A
4.	A	**14.**	B
5.	C	**15.**	D
6.	B	**16.**	C
7.	D	**17.**	A
8.	B	**18.**	D
9.	B	**19.**	C
10.	A	**20.**	D

The Distribution of the Test Items

Indicators of Reading Comprehension Question	Total Item	The Numbers of the Test Items
Word comprehension	5	2, 8, 12, 13, 20
Sentence comprehension	5	5, 7, 10, 11, 18
Paragraph comprehension	5	1, 3, 15, 16, 17
Text comprehension	5	4, 6, 9, 14, 19

Scoring

Type of Questions	Description	Score	Max. Score
Multiple choice (20 items)	Right answer	5	100
Total Score			**100**

APPENDIX 4. Lesson Plan 1 (Meeting 1)

Subject : **English**
Level : **Junior High School**
Class : **VII**
Genre : **Descriptive Text**
Theme : **Animal**
Language Skill : **Reading**
Time : **2 x 40 minutes**

A. Core Competence

KI 3 : Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	1. Identifying the social function and language features of the descriptive text 2. Mentioning the general information and the specific information of the descriptive text
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	1. Finding the unfamiliar words of the descriptive text 2. Finding the meanings of the unfamiliar words of the descriptive text 3. Answering the comprehension questions in the forms of WH question and True or False statements

C. Learning Objectives

The students are expected to be able to:
1. Identify the social function and language features of the descriptive text
2. Mention the general information and the specific information of the descriptive text
3. Find the unfamiliar words of the descriptive text
4. Find the meanings of the unfamiliar words of the descriptive text
5. Answer the comprehension questions in the forms of WH question and True or False statements

D. Teaching and Learning Materials

Materials are enclosed

- Appendix A: Instructional materials for the experimental group

- Appendix B: Instructional materials for the control group

E. Teaching Approach

The experimental class	= Scientific approach *(using NHT technique)*
The control class	= Scientific approach *(using Question and Answer technique)*

F. Media, Tools and Learning Sources

Media	: 1. Head bands with numbers from 1-5 and students' worksheets *(for the experimental class)*
	2. Students' worksheets *(for the control class)*
Tools	: Board markers, a white board, LCD, laptop for both groups.
Learning source	: https://animalcorner.co.uk/animals/goats/

G. Teaching and Learning Activities

Experimental Group	TA	Control Group	TA
Set Induction		**Set Induction**	
1. Greeting the students	1'	1. Greeting the students	1'
2. Asking the students to pray together	2'	2. Asking the students to pray together	2'
3. Checking the attendance list	2'	3. Checking the attendance list	2'
4. Giving some leading questions about the topic that will be learned: - My sound is baa baa baa - I like eating grass - What am I?	2'	4. Giving some leading questions about the topic that will be learned: - My sound is baa baa baa - I like eating grass - What am I?	2'
5. Showing a picture of a goat	1'	5. Showing a picture of a goat	1'
6. Mentioning the objectives of the lesson	1'	6. Mentioning the objectives of the lesson	1'
Main Activities		**Main Activities**	
Observing 1. Distributing a descriptive text entitled 'Goats' and asking the students to read the text silently	1'	**Observing** 1. Distributing a descriptive text entitled 'Goats' and asking the students to read the text silently	1'
2. Asking the students to examine the social function, generic structure and language features of the text	5'	2. Asking the students to examine the social function, generic structure and language features of the text	5'
Questioning 1. Giving the students opportunities by guiding them to ask some questions dealing with the text (the social function, generic structures and language features)	6'	**Questioning** 1. Giving the students opportunities by guiding them to ask some questions dealing with the text (the social function, generic structures and language features)	6'
Exploring 1. Asking the students to mention the general and specific information of the text given	3'	**Exploring** 1. Asking the students to mention the general and specific information of the text given	3'
2. Asking the students to find the unfamiliar words and their meanings	12'	2. Asking the students to find the unfamiliar words and their meanings	12'

Associating		Associating	
1. Assigning the students into groups based on NHT criteria	2'	1. Assigning the students into small groups consisting of 5 members in each	2'
2. Explaining about NHT procedures and gives numbers 1, 2, 3, 4, 5 to the students for each group to put them on their heads	3'	2. Distributing the comprehension questions to each group	2'
3. Distributing the comprehension questions to each student	1'	3. Asking the students to answer the questions together with their teammates	30'
4. Giving the students *think time* and asks them to answer the questions individually on their own sheets	15'		
5. Asking the students to stand up and discussing their answer together with their teammates	10'		
6. Telling the students to sit down after every member gets the answers	1'		
Communicating		**Communicating**	
1. Calling a number and students with the represented number come to the front of the class and answer the questions	10'	1. Guiding the students to discuss their answers together	17'
Closure		**Closure**	
1. Asking the students to draw a conclusion of what they have learned and discussed	2'	1. Asking the students to draw a conclusion of what they have learned and discussed	2'

H. **Learning Assessment** *(enclosed)*
  1. Assessment (Appendix C)
     The experimental group   : WH questions and True or False statements
     The control group   : WH questions and True or False statements

Appendix A: Learning materials for the experimental group

1. **Leading questions**
   - My sound is baa baa baa
   - I like eating grass
   - What am I?

2. **The definition of descriptive text**
   A descriptive text is a text which tells what a person or a thing is like.

3. **The social function of descriptive text**
   The purpose of a descriptive text is to describe things (persons, places, or animals).

4. **The generic structures of a descriptive text**
   The generic structures of descriptive text are classified into two parts. They are:
   Identification and Description.
   1. Identification.
      This part focuses on introducing the object being described.
   2. Description.
      This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics

5. **The steps of Numbered Heads Together (NHT) technique:**
   1. The students are divided into small groups consisting of 5 members in each group.
   2. The teacher gives head numbers from 1 to 5 to the students randomly. The number will represent the students to answer the questions.
   3. The teacher gives a descriptive text to each student and each has to read it individually.
   4. The teacher poses the questions and gives the students about 10 minutes to think about the answer of the questions.
   5. Every student has to answer the questions individually and writes the answers on their own worksheet.
   6. The teacher tells the students that time is over after 15 minutes and asks them to stand up.
   7. All members in the group have to discuss and share their answers together.
   8. The teacher asks the students to sit down when each member in the group knows the answer.
   9. The teacher calls a certain number and the students with the represented number of each group have to stand up.
   10. The teacher reads the question and if the student whose number has been called knows the answer, he/she needs to raise his/her hand. The one who raises his/her hand first can answer the question.
   11. The student, who can answer the question correctly, gives a point to his/her group.
   12. If he/she can't give the correct answer, the other students will get a chance to answer it.

Appendix B: Learning materials for the control group

1. **Leading questions**
- My sound is baa baa baa
- I like eating grass
- What am I?

2. **The definition of descriptive text**
   A descriptive text is a text which tells what a person or a thing is like.
3. **The social function of descriptive text**
   The purpose of a descriptive text is to describe things (persons, places, or animals).
4. **The generic structure of a descriptive text**
   The generic structures of descriptive text are classified into two parts. They are:
   Identification and Description.
   1. Identification.
      This part focuses on introducing the object being described.
   2. Description.
      This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics

STUDENTS' WORKSHEET

Read the following text carefully.

GOATS

Goats are amazing animals. Goats are tough and versatile and have more uses than you could ever imagine. Goats can survive and thrive just about anywhere. Goats eat grass, herbs, tree leaves and other plant material because they are herbivores (plant-eaters) who spend most of the day grazing.
      Goats are considered to be the 'first domesticated animal'. The initial reason for domesticating goats was to have easy access to goat hair, meat and milk. Goat's meat and milk is still consumed today.
      Goat's milk is becoming ever popular as a healthy alternative to cow's milk. Goat's milk is easier to digest than cow's milk and many people call this milk 'universal milk'. Goat's milk is good for the elderly, sick babies, children and those with a cow's milk allergy.
      Goat's hair is also still used today to make gloves and other items of clothing. Angora Goats produce mohair fiber. Pygora Goats produce a cashmere type of fiber. Both mohair and cashmere are used to make jumpers and cardigans and other types of woolen clothing items.
(Adapted from: https://animalcorner.co.uk/animals/goats/)

Task 1

Please answer the following questions based on the text above.

1. What does the text tell us about?
2. "Goats can survive and thrive just about anywhere" (paragraph 1, line 3). What is the similar meaning of the underlined word?
3. What is the purpose of the text?
4. Why do many people choose goat's milk over cow's milk?
5. Based on the third paragraph, who consumes goat's milk?
6. Based on the fourth paragraph, what can goat's hair are used for?
7. How many kinds of goat are mentioned in the text? Please mention!
8. "Goats are tough and versatile and…" (paragraph 1, line 2). What is the opposite meaning of the underline word?
9. "Goats are amazing animals" (paragraph 1, line 1). What is the similar meaning of the underlined word?
10. Why goats are called herbivores?

Task 2

Write T if the statement is true and write F if the statement is false according to the text above!

No.	Statements	T/F
1.	Goats are amazing animals	
2.	People with a cow's milk allergy cannot drink milk	
3.	Human domesticate goat for its skin, meat and milk	
4.	'Mohair' and 'Cashmere' are not fiber	
5.	Glove is one of clothing items	
6.	Goat's milk is the alternative milk for people with cow's milk allergy	
7.	The text above tells us about how goats look like	
8.	Goat's hair can be used for making wig	
9.	'Herbivore' is type of animal that eat meat	
10.	Pygora Goats and Angora Goats are types of goat that can be used for its hair	

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ANSWER KEY

No.	Task 1	Task 2
1.	Goats	T
2.	Grow	F
3.	To describe goats	T
4.	Because goat's milk is easier to digest than cow's milk	F
5.	The elderly, sick babies, children and those with a cow's milk allergy.	T
6.	To make gloves and other items of clothing	T
7.	Two, Angora Goats and Pygora Goats	F
8.	Weak	F
9.	Great / awesome	F
10.	Goats eat grass, herbs, tree leaves and other plant material	T

The Distribution of the Test Items

Indicators of Reading Comprehension Question	The Numbers of the Test Items		Total Items
	Task 1 (WH Question)	Task 2 (True/False)	
Word comprehension	2,8,9	4,5,9	6
Sentence comprehension	4,7,10	2,8,10	6
Paragraph comprehension	5,6	3,6	4
Text comprehension	1,3	1,7	4
			20

Scoring

Type of Questions	Description	Score	Max. Score
WH questions (10 items)	Right answer	7	70
True-false questions (10 items)	Right answer	3	30
Total Score			**100**

APPENDIX 5. Lesson Plan 2 (Meeting 2)

Subject	: English
Level	: Junior High School
Class	: VII
Genre	: Descriptive Text
Theme	: Animal
Language Skill	: Reading
Time	: 2 x 40 minutes

A. Core Competence

KI 3 : Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	1. Identifying the social function and language features of the descriptive text 2. Mentioning the general information and the specific information of the descriptive text
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda	1. Finding the unfamiliar words of the descriptive text 2. Finding the meanings of the unfamiliar words of the descriptive text 3. Answering the comprehension questions in the forms of WH question and True or False statements

C. Learning Objectives

Students are expected to be able to:

1. Identify the social function and language features of the descriptive text
2. Mention the general information and the specific information of the descriptive text
3. Find the unfamiliar words of the descriptive text
4. Find the meanings of the unfamiliar words of the descriptive text
5. Answer the comprehension questions in the forms of WH question and True or False statements

D. Teaching and Learning Materials

Materials are enclosed

- Appendix D: Instructional materials for the experimental group

- Appendix E: Instructional materials for the control group

E. **Teaching Approach**

The experimental class = Scientific approach *(using NHT technique)*

The control class = Scientific approach *(using Question and Answer technique)*

F. **Media, Tools and Learning Sources**

Media : 1. Head bands with numbers from 1-5 and students' worksheets *(for the experimental class)*

2. Students' worksheets *(for the control class)*

Tools : Board markers, a white board, LCD, laptop for both groups.

Learning source : https://www.caramudahbelajarbahasainggris.net/)

G. **Teaching and Learning Activities**

Experimental Group	TA	Control Group	TA
Set Induction		**Set Induction**	
1. Greeting the students	1'	1. Greeting the students	1'
2. Asking the students to pray together	2'	2. Asking the students to pray together	2'
3. Checking the attendance list	2'	3. Checking the attendance list	2'
4. Giving some leading questions about the topic that will be learned: - My sound is meow meow - I like eating fish - What am I?	2'	4. Giving some leading questions about the topic that will be learned: - My sound is meow meow - I like eating fish - What am I?	2'
5. Showing a picture of a cat	1'	5. Showing a picture of a cat	1'
6. Mentioning the objectives of the lesson	1'	6. Mentioning the objectives of the lesson	1'
Main Activities		**Main Activities**	
Observing 1. Distributing a descriptive text entitled 'Cats' and asking the students to read the text silently	1'	**Observing** 1. Distributing a descriptive text entitled 'Cats' and asking the students to read the text silently	1'
2. Asking the students to examine the social function, generic structure and language features of the text	5'	2. Asking the students to examine the social function, generic structure and language features of the text	5'
Questioning 1. Giving the students opportunities by guiding them to ask some questions dealing with the text (the social function, generic structures and language features)	6'	**Questioning** 1. Giving the students opportunities by guiding them to ask some questions dealing with the text (the social function, generic structures and language features)	6'
Exploring 1. Asking the students to mention the general and specific information of the text given	3'	**Exploring** 1. Asking the students to mention the general and specific information of the text given	3'
2. Asking the students to find the unfamiliar words and assisting them to find the meanings	12'	2. Asking the students to find the unfamiliar words and assisting them to find the meanings	12'
Associating 1. Assigning the students into groups	2'	**Associating** 1. Assigning the students into small	2'

based on NHT criteria		groups consisting of 5 members in each	
2. Explaining about NHT procedures and gives numbers 1, 2, 3, 4, 5 to the students for each group to put them on their heads	3'	2. Distributing the comprehension questions to each group	2'
3. Distributing the comprehension questions to each student	1'	3. Asking the students to answer the questions together with their teammates	30'
4. Giving the students *think time* and asks them to answer the questions individually on their own sheets	15'		
5. Asking the students to stand up and discussing their answer together with their teammates	10'		
6. Telling the students to sit down after every member gets the answers	1'		
Communicating		**Communicating**	
1. Calling a number and students with the represented number come to the front of the class and answer the question	10'	1. Guiding the students to discuss their answers together	17'
Closure		**Closure**	
1. Asking the students to draw a conclusion of what they have learned and discussed	2'	1. Asking the students to draw a conclusion of what they have learned and discussed	2'

H. Learning Assessment *(enclosed)*

1. Assessment (Appendix F)

The experimental group : WH questions and True or False statements

The control group : WH questions and True or False statements

Appendix D: Learning materials for the experimental group

1. **Leading questions**
   - My sound is meow meow
   - I like eating salty fish
   - What am I?

2. **Reviewing the definition of descriptive text**
   - What is a descriptive text? *A descriptive text is a text which tells what a person or a thing is like.*

3. **The social function of descriptive text**
   - Do you remember the purpose of a descriptive text? What's the purpose of a descriptive text? *The purpose of a descriptive text is to describe things (persons, places, animals).*

4. **The generic structure of a descriptive text**
   - Can you mention the generic structure of a descriptive text?
   1. *Identification.*
      This part focuses on introducing the object being described.
   2. *Description.*
      This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics

5. **The steps of Numbered Heads Together (NHT) technique:**
   1. The students are divided into small groups consisting of 5 members in each group.
   2. The teacher gives head numbers from 1 to 5 to the students randomly. The number will represent the students to answer the questions.
   3. The teacher gives a descriptive text to each student and each has to read it individually.
   4. The teacher poses the questions and gives the students about 10 minutes to think about the answer of the questions.
   5. Every student has to answer the questions individually and writes the answers on their own worksheet.
   6. The teacher tells the students that time is over after 15 minutes and asks them to stand up.
   7. All members in the group have to discuss and share their answers together.
   8. The teacher asks the students to sit down when each member in the group knows the answer.
   9. The teacher calls a certain number and the students with the represented number of each group have to stand up.
   10. The teacher reads the question and if the student whose number has been called knows the answer, he/she needs to raise his/her hand. The one who raises his/her hand first can answer the question.
   11. The student, who can answer the question correctly, gives a point to his/her group.
   12. If he/she can't give the correct answer, the other students will get a chance to answer it.

Appendix E: Learning materials for the control group

1. **Leading questions**
   - My sound is meow meow
   - I like eating salty fish
   - What am I?

2. **The definition of descriptive text**
   What is a descriptive text? *A descriptive text is a text which tells what a person or a thing is like.*

3. **The social function of descriptive text**
   Do you remember the purpose of a descriptive text? *Yes.*
   What's the purpose of a descriptive text? *The purpose of a descriptive text is to describe things (persons, places, animals).*

4. **The generic structure of a descriptive text**
   Can you mention the generic structure of a descriptive text?
   1. *Identification.*
      This part focuses on introducing the object being described.
   2. *Description.*
      This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics

STUDENTS' WORKSHEET

Read the following text carefully.

CATS
Cats are carnivorous or meat-eaters. Cats are mammals that have four legs, a tail, two pointy ears, bushy fur and moustache.
Cat's feet have sharp claws. They can hurt both of your hands and body. A cat's tail is used as a tool to communicate and to maintain the body balance. Two pointy cat's ears have very good hearing. Cats even have a hearing performance two times better than dogs and seven times better than humans. Cats' bushy fur is an attraction because some colors are striking and beautiful.
Cats have moustache whose function is to detect preys in the dark. They are also used to know their emotions. When it leans forward, then the cat is being friendly, but when leaning back, then they are in an aggressive condition. Last, the function of those is determining the change of wind direction.
(Adapted from: https://www.caramudahbelajarbahasainggris.net/)

Task 1

Please answer the following questions based on the text above.

1. Based on the first paragraph, what do cats eat?
2. What parts of the cat's body are mentioned in the second paragraph?
3. "They can hurt both your hands and body" (paragraph 2, line 2). What does the underlined word refer to?
4. What does the text tell us about?
5. What is the function of the cat's tail?
6. "When it leans forward, then the cat is being friendly" (paragraph 3, line 3). What does the underlined word refer to?
7. How good is cat's hearing performance compared to humans?
8. What is the purpose of the text?
9. "They are also used to know their emotions" (paragraph 3, line 2). What does the underlined word refer to?
10. What is the sign if a cat being aggressive?

Task 2

Write T if the statement is true and write F if the statement is false according to the text above!

No.	Statements	T/F
1.	Cats communicate with their tails	
2.	Cats are herbivore animals	
3.	'Mammal' is the type of animal that feeds its baby with milk	
4.	Dogs have better hearing than cats	
5.	'Carnivore' is a type of animal that eat meat	
6.	The text above is about how cats were born	
7.	Cats can hear ten times better than humans	
8.	Cat's moustaches don't have any function	
9.	Friendly and aggressive are two different emotions	
10.	Moustache is very important for cats	

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ANSWER KEY

No.	Task 1	Task 2
1.	Meat	T
2.	Feet, tail, ears, fur and moustache	F
3.	The sharp claws	T
4.	Cat	F
5.	To communicate and to maintain the body balance	T
6.	Cat's moustache	F
7.	Cat's hearing seven times better than human	F
8.	To describe cats	F
9.	Cats	T
10.	When the cat's moustache leaning back	T

The Distribution of the Test Items

Indicators of Reading Comprehension Question	The Numbers of the Test Items		Total Items
	Task 1 (WH Question)	Task 2 (True/False)	
Word comprehension	3,6,9	3,5,9	6
Sentence comprehension	5,7,10	1,4,7	6
Paragraph comprehension	1,2	8,10	4
Text comprehension	4,8	2,6	4
			20

Scoring

Type of Questions	Description	Score	Max. Score
WH questions (10 items)	Right answer	7	70
True-false questions (10 items)	Right answer	3	30
Total Score			**100**

APPENDIX 6. Try Out Test

Name	:	
Student's Number / Class	:	/
Time Allocation	: 40 minutes	

Read the following test carefully then answer the questions by choosing a, b, c, or d based on the text on the answer sheet provided.

The text below is for questions 1-5

African Elephants
The African elephant is the largest land mammal in the world.
Their tusks become curved as they grow, and in males they can reach lengths of up to 350cm. Their large ears are not only perfect for catching sound, but they are also used for releasing their body heat, and elephants spread them out to intimidate other animals. African elephants usually move in herds of around 10, with the oldest female as the leader. Male elephants often leave the herd around the age of 10 years, and lead solitary lives. Elephants are herbivorous and feed on leaves, branches, tree bark and fruit.

(Adapted from: http://englishjuniorhighschool.blogspot.com/)

1. What is the purpose of the text?
   a. To tell how African elephants live
   b. To describe African elephant
   c. To entertain the African elephant
   d. To give information where elephant grow
2. "...in males they can reach lengths of up to 350cm." (Paragraph 2, line 1). What does the underlined word refer to?
   a. Elephants   c. Tusks
   b. Mammals   d. Tree barks
3. "…elephants spread them out to intimidate other animals." (Paragraph 2, line 2). What does the underlined word refer to?
   a. Ears   b. Tusks   c. Legs   d. Bodies
4. The statements below are TRUE, *except*…..
   a. Their large ears are used for releasing their body heat
   b. Male elephants stay with the herb forever
   c. Elephants are herbivorous animals
   d. Elephants are the largest land mammals in the world
5. What is the type of the text?
   a. Narrative text   c. Report text
   b. Recount text   d. Descriptive text

The text below is for questions 6-10

Most people in the world have pets. I also have it. My pet is a dog, named Miko.
His fur is brown. He has brown eyes, too. I got this pet from my friend at the beginning of 2019. He bought it from a pet shop in Surabaya. Once a week, my mother bathes him. He is smart and easy to train. Miko can understand some simple commands, like how to extend his hands. He often plays with my neighbor's dog. I love him very much because he can be my friend, too.

(Adapted from: http://englishjuniorhighschool.blogspot.com/)

6. The following statements are TRUE, *except*…
    a. The writer bought Miko from a pet shop
    b. Miko's fur is brown
    c. Miko bathes for once a week
    d. The writer has got a pet since 2019
7. "He is smart and <u>easy</u> to train." (Paragraph 2, line 6). What is the opposite meaning of the underlined word?
    a. Difficult   b. Effortless   c. Simple   d. Clear
8. What does the text above tell us about?
    a. Miko the smart dog   c. Miko's daily life
    b. The writer's pet is a dog   d. Miko's friend
9. The following statements are FALSE, *except*…
    a. Miko can bath by himself
    b. Miko is a smart dog
    c. Miko is a shy dog
    d. Miko cannot understand how to extend his hands
10. Based on the second paragraph, who gives the writer a pet?
    a. The writer's father   c. The writer's mother
    b. The writer's brother   d. The writer's friend

The text below is for questions 11-15

Orangutan

The orangutan is a member of the ape family, and its name is derived from the Malay expression for "person of the forest."

Orangutans have long, reddish-brown hair and mainly live in forests, making their homes in the tops of tall trees. They live mainly on fruits such as figs and durian, but also eat leaves, tree bark, nuts, termites, and insects. While other apes make their habitats in Africa, the orangutan can only be found in Sumatra and Borneo in Southeast Asia. The orangutan is currently designated as an endangered species due to rapid depletion of Southeast Asian rainforests.

(Taken from: http://englishjuniorhighschool.blogspot.com/)

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11. "They <u>live mainly on</u> fruits."(Paragraph 2, line 2). What does the underlined phrase mean?
    a. Orangutans live with fruits   c. Orangutans always bring fruits
    b. Orangutans hate fruits   d. Orangutans mostly eat fruit
12. The statements below are FALSE, *except*…
    a. Orangutans eat insects, fruit and nuts   c. Orangutans are Malays
    b. Orangutans have black hair   d. Orangutans are endangered species
13. Based on the second paragraph, where do orangutans live?
    a. Africa   b. Sumatra   c. Asia   d. Java
14. What is the text about?
    a. An ape family   c. An animal
    b. An Orangutan   d. A wild monkey
15. What does the second paragraph tell us about?
    a. How orangutans live   c. The description of orangutan
    b. The life of orangutans   d. The tragic story of orangutan

The text below is for questions 16-20

> I have a rabbit. I called it Bobo.
>
> His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrots and other vegetables. When I release my rabbit out of his cage, he is used to jumping everywhere and hard to catch. So, I put him on his cage because I'm afraid that he might run away. I don't want to lose my rabbit because I love him very much.
>
> (Adapted from: https://www.jagoanbahasainggris.com/)

16. Based on the second paragraph, why does the writer keep Bobo in the cage?
    a. Because Bobo likes to jump everywhere
    b. Because the writer wants to sleep
    c. Because Bobo does not want to eat
    d. Because the writer wants to sell Bobo

17. "…I'm afraid that he might run away." (Paragraph 2, line 6). What is the opposite meaning of the underlined word?
    a. Scare   b. Brave   c. Fear   d. Anxious

18. Based on the second paragraph, how does a rabbit look like?
    a. It has a long tail and short ears   c. It has a big tail and red eyes
    b. It has big and brown eyes   d. It has white fur and black spots

19. The statements below are FALSE, *except*…
    a. The writer puts the rabbit in the cage   c. The rabbit is easy to catch
    b. The rabbit hates to eat vegetables   d. The writer is afraid of the rabbit

20. Based on the text above, what title that is suitable for the text?
    a. My Favorite Animal   c. My Favorite Pet
    b. My Rabbit   d. My Pet

The text below is for questions 21-25

> **Giraffes**
>
> Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo.
>
> A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tounge. Around its body, it has spotted patterns. *Giraffa camelopardalis* is its scientific name. On the top of its head, there are small "horns" or knobs. They are used to protect the head when fighting.
>
> (Adapted from: https://www.jagoanbahasainggris.com/)

21. What is the main idea of the first paragraph?
    a. Giraffes are the tallest mammals in the world
    b. Giraffes live in Africa and the zoo
    c. Giraffes is from Africa
    d. Giraffes are tall and live in Africa

22. "They are used to protect the head…" (Paragraph 2, last line). What is the opposite meaning of the underlined word?
    a. To secure   b. To attack   c. To defend   d. To guard

23. The statements below are TRUE, *except*….
    a. A giraffe has a short tongue
    b. *Giraffa camelopardalis* is the scientific name of Giraffe
    c. A giraffe has spotted pattern around its body

    d.   Giraffes eat leaves from tall trees

24. "We can <u>find</u> them in..." (Paragraph 1, line 3). The similar meaning of the underlined word is…

    a.   Discover   b.   Exist   c.   Fall   d.   Give

25. What is the purpose of the text?

    a.   To inform what giraffes eat   c.   To describe giraffes

    b.   To tell a story about giraffes   d.   To know what a giraffe is like

ANSWER KEY

1.	B	11.	D	21.	A
2.	C	12.	D	22.	B
3.	A	13.	B	23.	A
4.	B	14.	B	24.	A
5.	D	15.	C	25.	C
6.	A	16.	A		
7.	A	17.	B		
8.	A	18.	D		
9.	B	19.	A		
10.	D	20.	B		

The Distribution of the Test Items

Indicators of Reading Comprehension Question	Total Item	The Numbers of the Test Items
Word comprehension	7	2, 3, 7, 11, 17, 22, 24
Sentence comprehension	6	4, 6, 9, 12, 19, 23
Paragraph comprehension	6	10, 13, 15, 16, 18, 21
Text comprehension	6	1, 5, 8, 14, 20, 25

Scoring

Type of Questions	Description	Score	Max. Score
Multiple choice (25 items)	Right answer	4	100
Total Score			**100**

APPENDIX 7. Post Test

Name	:	
Student's Number / Class	:	/
Time Allocation	: 40 minutes	

Read the following test carefully then answer the questions by choosing a, b, c, or d based on the text on the answer sheet provided.

The text below is for questions 1-4

African Elephants

The African elephant is the largest land mammal in the world.

Their tusks become curved as they grow, and in males they can reach lengths of up to 350cm. Their large ears are not only perfect for catching sound, but they are also used for releasing their body heat, and elephants spread them out to intimidate other animals. African elephants usually move in herds of around 10, with the oldest female as the leader. Male elephants often leave the herd around the age of 10 years, and lead solitary lives. Elephants are herbivorous and feed on leaves, branches, tree bark and fruit.

(Adapted from: http://englishjuniorhighschool.blogspot.com/)

1. "...in males they can reach lengths of up to 350cm." (Paragraph 2, line 1). What does the underlined word refer to?
   a. Elephants
   b. Mammals
   c. Tusks
   d. Tree barks

2. "…elephants spread them out to intimidate other animals." (Paragraph 2, line 2). What does the underlined word refer to?
   a. Ears   b. Tusks   c. Legs   d. Bodies

3. The statements below are TRUE, *except*…..
   a. Their large ears are used for releasing their body heat
   b. Male elephants stay with the herb forever
   c. Elephants are herbivorous animals
   d. Elephants are the largest land mammals in the world

4. What is the type of the text?
   a. A narrative text
   b. A recount text
   c. A report text
   d. A descriptive text

The text below is for questions 5-9

Most people in the world have pets. I also have it. My pet is a dog, named Miko.

His fur is brown. He has brown eyes, too. I got this pet from my friend at the beginning of 2019. He bought it from a pet shop in Surabaya. Once a week, my mother bathes him. He is smart and easy to train. Miko can understand some simple commands, like how to extend his hands. He often plays with my neighbor's dog. I love him very much because he can be my friend, too.

(Adapted from: http://englishjuniorhighschool.blogspot.com/)

5. The following statements are TRUE, *except*…
   a. The writer bought Miko from a pet shop
   b. Miko's fur is brown
   c. Miko bathes for once a week
   d. The writer has got a pet since 2019

6. "He is smart and <u>easy</u> to train." (Paragraph 2, line 6). What is the opposite meaning of the underlined word?
   - a. Difficult
   - b. Effortless
   - c. Simple
   - d. Clear
7. What does the text above tell us about?
   - a. Miko the smart dog
   - b. The writer's pet is a dog
   - c. Miko's daily life
   - d. Miko's friend
8. The following statements are FALSE, *except*…
   - a. Miko can bath by himself
   - b. Miko is a smart dog
   - c. Miko is a shy dog
   - d. Miko cannot understand how to extend his hands
9. Based on the second paragraph, who gives the writer a pet?
   - a. The writer's father
   - b. The writer's brother
   - c. The writer's mother
   - d. The writer's friend

The text below is for questions 10-13

> **Orangutan**
>
> The orangutan is a member of the ape family, and its name is derived from the Malay expression for "person of the forest."
>
> Orangutans have long, reddish-brown hair and mainly live in forests, making their homes in the tops of tall trees. They live mainly on fruits such as figs and durian, but also eat leaves, tree bark, nuts, termites, and insects. While other apes make their habitats in Africa, the orangutan can only be found in Sumatra and Borneo in Southeast Asia. The orangutan is currently designated as an endangered species due to rapid depletion of Southeast Asian rainforests.
>
> (Taken from: http://englishjuniorhighschool.blogspot.com/)

10. "They <u>live mainly on</u> fruits."(Paragraph 2, line 2). What does the underlined phrase mean?
    - a. Orangutans live with fruits
    - b. Orangutans hate fruits
    - c. Orangutans always bring fruits
    - d. Orangutans mostly eat fruit
11. Based on the second paragraph, where do orangutans live?
    - a. Africa
    - b. Sumatra
    - c. Asia
    - d. Java
12. What is the text about?
    - a. An ape family
    - b. An Orangutan
    - c. An animal
    - d. A wild monkey
13. What does the second paragraph tell us about?
    - a. How orangutans live
    - b. The life of orangutans
    - c. The description of orangutan
    - d. The tragic story of orangutan

The text below is for questions 14-16

> I have a rabbit. I called it Bobo.
>
> His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrots and other vegetables. When I release my rabbit out of his cage, he is used to jumping everywhere and hard to catch. So, I put him on his cage because I'm afraid that he might run away. I don't want to lose my rabbit because I love him very much.
>
> (Adapted from: https://www.jagoanbahasainggris.com/)

14. "…I'm <u>afraid</u> that he might run away." (Paragraph 2, line 6). What is the opposite meaning of the underlined word?
    - a. Scare
    - b. Brave
    - c. Fear
    - d. Anxious
15. Based on the second paragraph, how does a rabbit look like?

a. It has a long tail and short ears   c. It has a big tail and red eyes
b. It has big and brown eyes   d. It has white fur and black spots

16. The statements below are FALSE, *except*…
    a. The writer puts the rabbit in the cage   c. The rabbit is easy to catch
    b. The rabbit hates to eat vegetables   d. The writer is afraid of the rabbit

The text below is for questions 17-20

Giraffes

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo.

A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tounge. Around its body, it has spotted patterns. *Giraffa camelopardalis* is its scientific name. On the top of its head, there are small "horns" or knobs. They are used to protect the head when fighting.

(Adapted from: https://www.jagoanbahasainggris.com/)

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17. What is the main idea of the first paragraph?
    a. Giraffes are the tallest mammals in the world
    b. Giraffes live in Africa and the zoo
    c. Giraffes is from Africa
    d. Giraffes are tall and live in Africa

18. "They are used to protect the head…" (Paragraph 2, last line). What is the opposite meaning of the underlined word?
    a. To secure   b. To attack   c. To defend   d. To guard

19. The statements below are TRUE, *except*….
    a. A giraffe has a short tongue
    b. *Giraffa camelopardalis* is the scientific name of Giraffe
    c. A giraffe has spotted pattern around its body
    d. Giraffes eat leaves from tall trees

20. What is the purpose of the text?
    a. To inform what giraffes eat   c. To describe giraffes
    b. To tell a story about giraffes   d. To know what a giraffe is like

ANSWER KEY

1.	C	**11.**	B
2.	A	**12.**	B
3.	B	**13.**	C
4.	D	**14.**	B
5.	A	**15.**	D
6.	A	**16.**	A
7.	A	**17.**	A
8.	B	**18.**	B
9.	D	**19.**	A
10.	D	**20.**	C

The Distribution of the Test Items

Indicators of Reading Comprehension Question	Total Item	The Numbers of the Test Items
Word comprehension	6	1,2,6,10,14,18
Sentence comprehension	5	3,5,8,16,19
Paragraph comprehension	5	9,11,13,15,17
Text comprehension	4	4,7,12,20

Scoring

Type of Questions	Description	Score	Max. Score
Multiple choice (20 items)	Right answer	5	100
Total Score			**100**

APPENDIX 8. The Result of Try Out Test of Odd Numbers (X)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
]	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	1	1	1	7
3	1	0	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	0	0	1	1	14
5	0	1	0	0	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	16
7	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	1	1	1	1	16
9	0	1	0	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1	1	1	1	0	1	1	16
11	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	7
13	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	0	0	0	7
15	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	15
17	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	15
19	0	0	1	0	0	0	0	1	1	0	0	0	1	1	1	1	1	0	1	1	0	0	1	1	12
21	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	18
23	0	1	0	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	16
25	0	0	0	1	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	15
Σ	2	7	3	5	6	8	7	7	7	4	9	8	8	9	9	9	9	8	9	5	7	8	10	10	

Notes:

The left side row : The odd numbers of test items

The top row : The number of the test takers

The bottom row : The total number of the correct answers

The right side row : The total number of students who answered the questions correctly

APPENDIX 9. The Result of Try Out Test of Even Numbers (Y)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	0	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	14
4	1	0	1	1	1	0	0	1	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0	1	12
6	0	1	0	1	1	0	1	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	1	14
8	0	0	0	1	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	13
10	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	14
12	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	1	7
14	1	1	0	0	0	1	1	0	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	16
16	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	18
18	0	1	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17
20	0	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
22	1	1	0	1	0	1	1	1	0	0	1	0	0	1	0	0	1	1	1	0	1	1	1	1	14
24	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	5
Σ	3	8	1	8	7	8	6	5	3	2	7	7	5	9	8	9	10	9	9	9	9	6	8	8	

Notes:

The left side row : The even numbers of test items

The top row : The number of the test takers

The bottom row : The total number of the correct answers

The right side row : The total number of students who answered the questions correctly

APPENDIX 10. The Calculation of Each Odd (X) and Even (Y)

No.	Initial Name	X	Y	X^2	Y^2	XY
1.	AFF	2	3	4	9	6
2.	ABR	7	8	49	64	56
3.	AAA	3	1	9	1	3
4.	ADRN	5	8	25	64	40
5.	AAR	6	7	36	49	42
6.	DCMNSP	8	8	81	81	64
7.	JTA	7	6	49	36	42
8.	JRMNL	7	5	49	25	35
9.	MS	7	3	49	9	21
10.	MRN	4	2	16	4	8
11.	MAJ	9	7	81	49	63
12.	MAW	8	7	64	49	56
13.	MH	8	5	64	25	40
14.	MI	9	9	81	81	81
15.	NGD	9	8	81	64	72
16.	NCH	9	9	81	81	81
17.	RAF	9	10	81	100	90
18.	NC	8	9	64	81	72
19.	NF	9	9	81	81	81
20.	NFP	5	9	25	81	45
21.	RE	7	9	49	81	63
22.	SQA	8	6	64	36	48
23.	US	10	8	100	64	80
24.	VTRA	10	8	100	64	80
		174	164	1383	1279	1269

APPENDIX 11. The Result of Difficulty Index Analysis

No	R	N	FV	Criteria	Status
1	7	24	0.29	Difficult	Deleted
2	14	24	0.58	Average	Used
3	14	24	0.58	Average	Used
4	12	24	0.5	Average	Used
5	16	24	0.66	Average	Used
6	14	24	0.58	Average	Used
7	16	24	0.66	Average	Used
8	13	24	0.54	Average	Used
9	16	24	0.66	Average	Used
10	14	24	0.58	Average	Used
11	7	24	0.29	Difficult	Used
12	7	24	0.29	Difficult	Deleted
13	7	24	0.29	Difficult	Used
14	16	24	0.66	Average	Used
15	15	24	0.62	Average	Used
16	18	24	0.75	Easy	Deleted
17	15	24	0.62	Average	Used
18	17	24	0.7	Easy	Used
19	12	24	0.5	Average	Used
20	19	24	0.79	Easy	Deleted
21	18	24	0.75	Easy	Used
22	14	24	0.58	Average	Used
23	16	24	0.66	Average	Used
24	5	24	0.2	Difficult	Deleted
25	15	24	0.62	Average	Used

Notes :

Easy   : 2 items (10%)
Average   : 16 items (80%)
Difficult   : 2 items (10%)

APPENDIX 12. The Post Test Score

**The Scores of Participants in the Control Group (VII C)**

No.	Initial Name	Score	No.	Initial Name	Score
1	AA	30	17	MRA	55
2	ADS	55	18	MA	50
3	AH	70	19	MF	50
4	CPP	55	20	MIK	65
5	DEA	60	21	MPAP	30
6	DAA	60	22	PMS	70
7	DDA	60	23	RSW	-
8	DK	25	24	RA	30
9	FNH	55	25	RRM	75
10	IID	60	26	SM	75
11	IMB	70	27	SRS	60
12	KPHA	55	28	SS	60
13	MRM	55	29	SEAS	60
14	MSAF	35	30	SAS	70
15	M	70	31	ZA	85
16	MDH	30	32	ZNS	60

The Scores of Participants in the Experimental Group (VII D)

No.	Initial Name	Score	No.	Initial Name	Score
1	AAW	75	17	MRK	50
2	ARS	60	18	MZA	70
3	ARK	65	19	NYAM	75
4	BAP	30	20	NHAI	70
5	BCCC	75	21	PWC	50
6	DPW	55	22	RPR	70
7	DAN	70	23	RNF	70
8	GA	-	24	RA	75
9	HL	70	25	ROA	60
10	HH	70	26	SA	75
11	JEM	55	27	S	45
12	LSR	75	28	SK	70
13	MAY	75	29	SN	80
14	MA	30	30	SRP	70
15	MLAF	65	31	YENK	75
16	MIM	70	32	YDC	45

APPENDIX 13. The Schedule of the Research

No.	Date	Activities
1.	September 30th, 2019	Homogeneity Test to class VII E
2.	October 1st, 2019	Homogeneity Test to Class VII C and VII F
3.	October 2nd, 2019	Homogeneity Test to Class VII D
4.	October 4th, 2019	The first meeting in control group (VII C) and in experimental group (VII D)
5.	October 5th, 2019	Try Out test to VII F
6.	October 8th, 2019	The second meeting in control group (VII C)
7.	October 9th, 2019	The second meeting in experimental group (VII D)
8.	October 11th, 2019	Posttest to class VII C and VII D
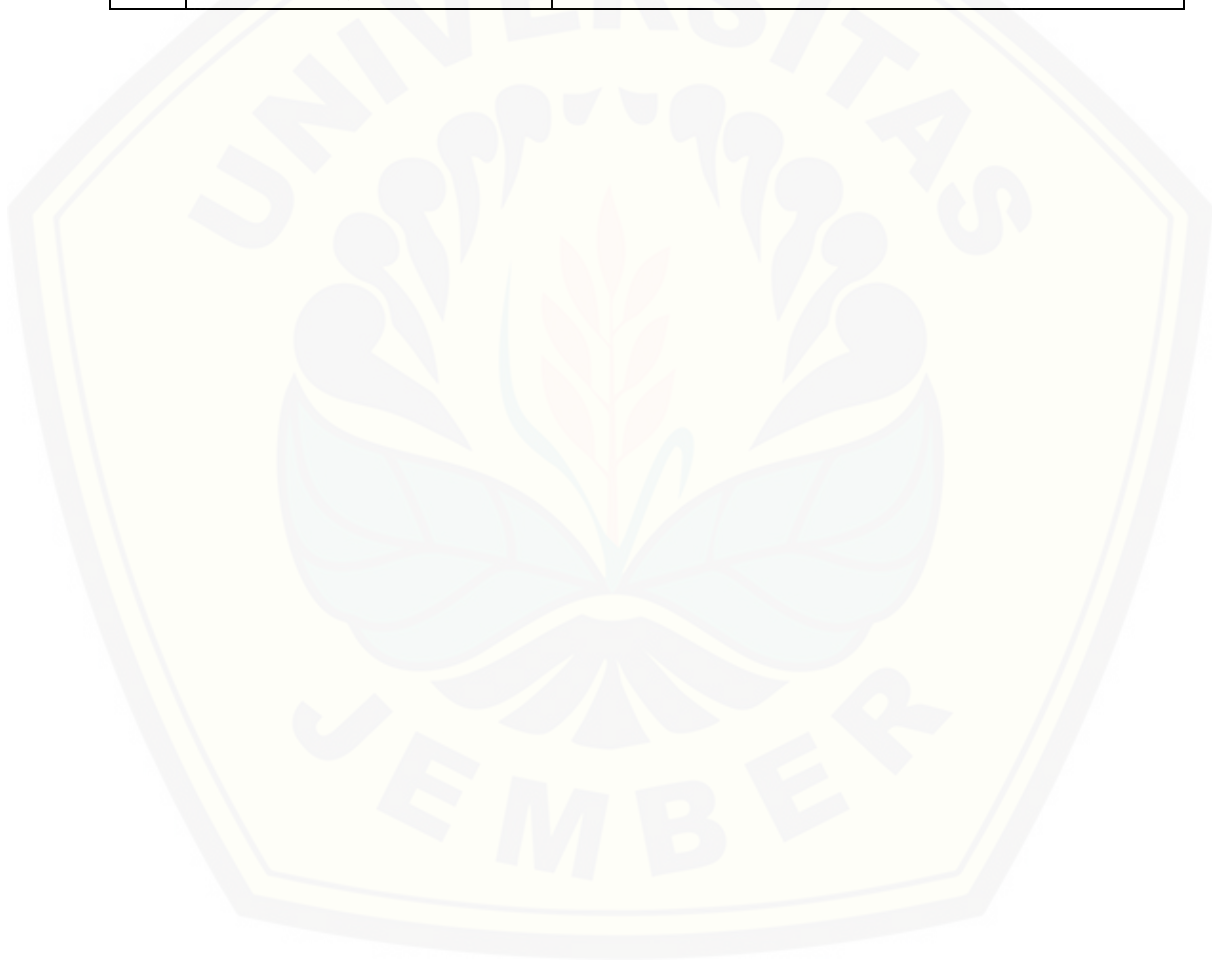
APPENDIX 14. The Permission Letter of Conducting Research

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor   7 2.7 6 /UN25.1.5/LT/2019

1 3 SEP 2019

Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala

SMPN 9 Jember

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

Nama	: Lely Ayu Damayanti
NIM	: 150210401042
Jurusan	: PBS / Pendidikan Bahasa dan Seni
ProgramStudi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 9 Jember dengan judul "The Effect of Using Numbered Heads Together (NHT) Technique on Students' Reading Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si
NIP 196706251999203 1003

APPENDIX 15. Statement Letter for Accomplishing the Research from SMPN 9 Jember

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMPN 9 JEMBER
Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123

SURAT KETERANGAN

Nomor : 424 / 189 / 413.03.20523895 / 2019

Yang bertanda tangan di bawah ini :

Nama	:	SONY YUDI HARDONO, M. Pd.
N I P	:	19630730 198703 1 006
Pangkat / Gol.	:	Pembina Tk. I – IV/b
J a b a t a n	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 9 Jember

Menerangkan bahwa :

Nama	:	Lely Ayu Damayanti
N I M	:	150210401042
Jurusan	:	Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian mengenai " *The Effect of Using Numbered Heads Together (NHT) Technique on Students Reading Comprehension Achievement* " pada tanggal 1 Oktober s.d 11 Oktober 2019 di kelas VII C dan VII D SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 16 Oktober 2019
Kepala Sekolah,

SONY YUDI HARDONO, M. Pd.
NIP. 19630730 198703 1 006