Digital Repository Universitas Jember

IMPROVING THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING NUMBERED HEADS TOGETHER TECHNIQUE AT SMAN PAKUSARI

THESIS

By:

KHADIJAH TAYE

NIM. 150210401101

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF JEMBER

2019

Digital Repository Universitas Jember

IMPROVING THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING NUMBERED HEADS TOGETHER TECHNIQUEAT SMAN PAKUSARI

THESIS

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

By:

KHADIJAH TAYE

NIM. 150210401101

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF JEMBER

2019

Digital Repository Universitas Jember

DEDICATION

I genuinely dedicate this thesis to:

1. My beloved parents, Hasan and Fatimah, who give me all their love and support.

2. My dearest brother and sisters, Sofiyah, Yaya, Aisyah, Isamael, Faesah and Bunyamin

3. All my friends from Thailand, especially in my home Fitrah, Adilah, Nurma, Nurainee and aisyah.

4. All of my friends HMPI Jember that I cannot mention one by one.

5. My beloved AlmamaterUniversitasJember.

Digital Repository Universitas Jember

Motto

"Reading gives us someplace to go when we have to stay where we are."

-Mason Cooley-

การอ่านช่วยให้เราไปที่ไหนสักแห่งเมื่อเราต้องอยู่ในที่ที่เราอยู่

Digital Repository Universitas Jember

STATEMENT OF THESIS AUTHENTICTY

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

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

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of academic award.

I hereby grant to the University of Jember the wish to archive and to reproduce and communicate to the public my thesis or my project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, January 6 th 2020

Khadijah Taye

NIM. 150210401101

Digital Repository Universitas Jember

CONSULTANTS' APPROVAL

IMPROVING THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING NUMBERED HEADS TOGETHER TECHNIQUE AT SMAN PAKUSARI

THESIS

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

Name : **Khadijah Taye**

Identification Number : **150210401101**

Level : **2015**

Place and Date of Birth : **Thailand, July 30th, 1996**

Department : **Language and Arts Education**

Study Program : **English Language Education**

Approved by:

Consultant I	**Consultant II**
SitiMasrifatulFitriyahS.Pd, M.A,Ph.D	**Drs. BambangSuharjito, M.Ed.**
NIP : 19770323 200604 2 001	**NIP: 19611025 198902 1 004**

Digital Repository Universitas Jember

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitle "Improving the tenth grade students' reading comprehension achievement by using Numbered Heads Together technique at SMAN Pakusari" is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University on:

Day : Monday

Date : January, 6th 2020

Place : Faculty of Teacher Training and Education

The Examiner Team

The Chairperson,	**The Secretary,**
Siti Masrifatul Fitriyah S.Pd, M.A, Ph.D.	**Drs. Bambang Suharjito, M.Ed**
NIP. 19770323 200604 2 001	**NIP. 19611025 198902 1 004**

The Members:	**Signatures**
1. **Dra. Siti Sundari, M.A.** **NIP. 195812161988022001**	……..
2. **Drs. I Putu Sukmaantara, M.Ed.** **NIP. 196403211992031002**	……...

The Dean

Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.

NIP. 19680802 199303 1 004

Digital Repository Universitas Jember

ACKNOWLEDGMENT

Firstly, I would like to express my deepest gratitude to Allah SWT who always leads and grants me His blessing and guidance so that I am able to finish my thesis entitled "Improving the tenth grade students' reading comprehension achievement by using Numbered Heads Together Technique at SMAN Pakusari".

Secondly I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Department Program;
4. The Consultants SitiMasrifatulFitriyahS.Pd, M.A,Ph.Dand Drs. BambangSuharjito, M.Ed. for the time, knowledge, guidance, advice and motivation in accomplishing this thesis;
5. The Principal of SMAN Pakusari, the English Teacher, the Administration Staff, and the Students of X-MIPA 3 who are involved in this research;
6. My lovely friends;
7. My beloved almamater, Jember University.

Lastly, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism would be appreciated.

Jember, January 6 th2020

The Writer

Digital Repository Universitas Jember

TABLE OF CONTENT

TITLE PAGE……..…ii
DEDICATION……..iii
MOTTO…..……...iv
STATEMENT OF THESIS AUTHENTICTY…….....v
CONSULTANTS' APPROVAL……..vi
APPROVAL OF THE EXAMINATION COMMITTEE……...vii
ACKNOWLEDGMENT…….vii
LIST OF APPENDIXES…….…xiv
LIST OF TABLE……..xiii
SUMMARY……....xiv
CHAPTER I. INTRODUCTION
1.1 Research Background……..……...1
1.2 Research Questions…….……..3
1.3 Research Objective……...3
1.4 Research Contributions…….4
CHAPTER II.LITERATURE REVIE
2.1 Reading Comprehension…….…….5
2.2 Reading Comprehension Achievement…….…..6
2.2.1 Word Comprehension……...6
2.2.2 Sentence Comprehension……..7
2.2.3 Paragraph Comprehension……8
2.2.4 Text Comprehension…….9
2.3 Numbered Heads Together (NHT) Technique…….....10
2.3.1 The meaning of Numbered Heads Together (NHT) technique……..10

Digital Repository Universitas Jember

2.3.2 The Procedures of the Numbered Heads Together technique (NHT) in teaching reading……10

2.4 The Advantages of Numbered Heads Together……12

CHAPTER III. RESEARCH METHODOLOGY

3.1 Research Design…….....14

3.2 Research Procedures……..15

3.3 Area Determination Method……..17

3.4 Participant Selection Method……....17

3.5 Data Collection Methods……...17

3.5.1Reading Comprehension Test…….……18

3.5.2 Observation…….18

3.6 Data Analysis…….18

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Results of the Action in Cycle 1……..21

4.1.1The planning of the Action in Cycle 1…….21

4.1.2The Implementation of the Action in Cycle 1……..22

4.1.3The Result of Observation in Cycle 1……..22

4.1.4The Result of the Reading Comprehension Test in Cycle 1……26

4.1.5The Reflection of Cycle 1……27

4.3Discussion……..28

CHAPTER V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion…….30

5.2. Suggestion…….30

5.2.1 The English teacher…….30

5.2.2 The students…….31

Digital Repository Universitas Jember

5.2.3 The further researchers……....31

REFERENCES……32

APPENDIX……43

Digital Repository Universitas Jember

LIST OF APPENDIXES

Appendix 1 : Research Matrix…….36

Appendix 2 : The result of Interview……..37

Appendix 3 : Lesson Plan 1 (Cycle 1 meeting 1)……38

Appendix 4 : Lesson Plan 2 (Cycle 1 meeting 2)……47

Appendix 5 : The Students Worksheet (Cycle 1)……....55

Appendix 6 : Distribution of The students Worksheet (Cycle 1)……60

Digital Repository Universitas Jember

LIST OF TABLE

Table 4.1 The students' Active Participation in Meeting 1 Cycle 1……...24

Table 4.2 The students' Active Participation in Meeting 2 Cycle 1……...25

Table 4.3 The Average Percentage of Students' Participation in Cycle 1..27

Table 4.4 The Result of the Students' Comprehension Test in Cycle 1….28

Digital Repository Universitas Jember

SUMMARY

Improving the Tenth Grade Students' Reading comprehension Achievement by Using Numbered Heads Together (NHT) Technique at SMAN Pakusari; Khadijah Taye,150210401101; 2015; 72 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Reading is one of the important skill that needs to be mastered by the students. One technique that can help students to develop their reading skill is Numbered Heads Together (NHT) technique. Numbered Heads Together technique can help students to understand the texts better, as it requires the students to work in groups, discuss the problem together, and then answer problems.

Based on the preliminary study done by the researcher, it was known that the X MIPA 3 Grade students of SMAN Pakusari had poor reading achievement and lack of enthusiasm in teaching learning process. Therefore, the objective of the research are to improve the tenth grade students' active participation in teaching learning process at SMAN Pakusari and to improve the tenth grade students' reading comprehension achievement of descriptive text at SMAN Pakusari. The research result was expected to be useful for the English teacher, students, and future researcher.

The research method used in this research was a Classroom Action Research (CAR) . The research was conducted in one cycle which consisted of three meetings, two meeting for the implementation of the action and one meeting for the reading comprehension test. The procedures of this CAR covered four stages of activities namely : (1) the planning of the action of the first cycle,(2) the implementation of the action, (3) observation and evaluation, (4) data analysis of the action. The research used observation checklist as the tool of gathering data of the observation during the implementation of the action. Meanwhile reading comprehension test was used to evaluate the students after they had been taught

Digital Repository Universitas Jember

reading skill by using NHT technique and to determine whether or not the research was success full.

The result of the students' active participation showed that there was improvement from meeting one to meeting two in cycle 1, the result of the research was successful because the result of the students' active participation was 78.33% and the percentage of the students who got score > 70 in the reading test was 83.33% this result fulfilled the criteria of the success of the action in this CAR. Therefore, the action was stopped in the first cycle. The reading comprehension test was 83.33%. Both fulfilled the criteria of success (75%). Therefore, the cycle was stopped.

Meanwhile, the result showed that Numbered Heads Together technique could improve the students' active participation and helped the students to understand the reading tasks give, because NHT had three positive impacts. They were; 1) Excitement in the class, 2) Good teamwork from the students, 3) Positive relation between the students and the teacher.

Digital Repository Universitas Jember

CHAPTER I. INTRODUCTION

This chapter presents four points. They are (1) research background, (2) research questions, (3) research objective, and (4) research contributions.

1.1 Research Background

As a mean of communication, language plays an important role for people all over the world. Without having language, people will face difficulty to communicate each other. By using language, people can express their thought, ideas, wishes, desires, emotions, and feeling.

Reading is the basic skill in learning English because every teaching learning activity in English class involves reading activity (Grellet, 1996:8). In line with this idea, Alyousef (2005) defines reading as an interactive process between the reader and the text which leads the reader to comprehend any information from the text. The main target of reading is comprehension. In other words, when the students read the text, they are expected to understand its content. They comprehend the implicit and explicit information from the text.

In reading a text, senior high school students attempt to learn various kind of a texts, new vocabulary and grammar. Nation (2008:49) states that reading is a source of learning and a source of enjoyment in reading, students not only learn about new things, such as vocabulary, types of text, and grammar but also understand various stories that can help and encourage them to learn in the next level.

Besides, reading is an essential skill as explained in the previous paragraph, reading is a process of understanding the text. Harmer (2002:68) states that reading is a process of decoding message of readers own experience and knowledge. Reading is useful for other purposes too: any exposure to English (provided student understand it more or less) is a good thing for language students.

Additionally, in Indonesian, reading skill has an important role because it is used in the final examination. Therefore, the students must be good at reading if they want to pass the examination and graduate from the school. It contrasts to the

Digital Repository Universitas Jember

fact that most senior high school at SMAN Pakusari of the tenth grade students' still have low score achievement in reading English texts. In the classroom, the teacher is still center of the learning. The students seldom discuss and share the materials to each other because the reading activity still depends on the teacher's explanation, e.g. the teacher always stands in front of them to explain the materials, whereas the students are listening to the explanation. So, the clever students tend to be active but the other students tend to be passive. It happens because some clever students dare to ask and share their opinions to the teachers but the other students do not. These make the students unable to learn reading optimally and make the students feel bored.

Based on the preliminary study, by interviewing the tenth grade students at SMAN Pakusari, it was found that the most difficult skill was reading comprehension. It was because they had problem when they read the English text. The problems were as follows:

1) The Students' difficulty to find the main idea of the text.
2) The Students' difficulty to find the word meaning from the text that they read.
3) The Students' difficulty to understand and comprehend the text well when they read.

By knowing the problems of the students in English reading, the researcher conducted an action research by proposing a teaching technique of cooperative learning to teach English reading skill, namely Numbered Heads Together (NHT) Technique.

In order to solve the students' difficulty in reading comprehension and their participation in the class at SMAN Pakusari, the researcher used a technique called Numbered Heads Together. This technique is one of the cooperative learning techniques developed by Kagan in 1989 in which the students work in groups, put their heads together and discuss the problem together, then answer the problems. The Numbered Heads Together Technique also has positive impacts in teaching process as follows: 1) Excitement in the class 2) Good teamwork from the students, 3) Positive relation between the students and the teacher.

Digital Repository Universitas Jember

The previous research conducted by Nurul (2017) to improve the students' reading comprehension achievement and their active participation by using Numbered Heads Together Technique at SMP Nurul Islam Jember showed that this technique could improve the students', reading comprehension achievement and their participation in the reading learning process. The research was conducted in two cycles. Another previous research was done by Ismail (2017) to improve the fifth grade students' active participation and reading comprehension achievement of recount text in Mahadassaqafatul al Islamiah Thailand. This research result showed that Number Head Together could improve the students' participation and reading comprehension achievement. It was conducted in one cycle. From those researches, it could be concluded that Number head Together had a potential technique to improve the students' participation and reading comprehension achievement in the teaching learning process in different schools.

In relation to the study, the design of this research used a classroom action research. In this research, the research was conducted in an Academic school, SMAN Pakusari. The researcher was interested in doing the research concerning the problem entitled "Improving the tenth grade students' reading comprehension achievement by using Numbered heads together technique at SMAN Pakusari"

1.2Research Questions

Based on the background of the study above, the research questions were formulated as follows :

1. How can Numbered Heads Together Technique improve the tenth grade students' active participation in the teaching learning process at SMAN Pakusari?

2. How can Numbered Heads Together Technique improve the tenth grade students' reading comprehension achievement of descriptive texts at SMAN Pakusari?

1.3Research Objectives

Based on the problem above, the research's objectives were identified as follows:

Digital Repository Universitas Jember

1. To improve the tenth grade students' reading comprehension achievement of descriptive text at SMAN Pakusari
2. To improve the tenth grade students' active participation in the teaching learning process of reading by using Numbered Heads Together technique at SMAN Pakusari

1.4Research Contributions

The result of the research is expected to be beneficial for the students, the English teacher and the other researchers in an Academic school, which has more activities them the other school.

1. Practical contribution
   a. The English Teacher

      The results of the research are expected to be beneficial to provide information for the English teacher about the alternative technique that is Numbered Heads Together Technique to improve the students' reading comprehension achievement and their active participation

   b. The students

      The results of the research can motivate the tenth grade students' of SMAN Pakusari to learn and improve their reading comprehension achievement

2. Empirical contribution

   The research results are hopefully useful for other researchers as information to do a further research in different Academic schools by using the Number Heads Together technique for different skills and different students' levels using the same research design or the different research design.

Digital Repository Universitas Jember

CHAPTER II. LITERATURE REVIEW

This chapter gives the foundation to an understanding of some aspects that relate to the research topic of improving the reading comprehension achievement by using Numbered Heads Together. The discussion includes reading comprehension, reading comprehension achievement, number head together technique, procedure of teaching reading thought NHT technique, and the advantages and disadvantages of numbered heads together.

2.1 Reading Comprehension

English consists of four language skills; speaking, listening, writing and reading. Reading is one of the language skills that should be mastered in learning English (BadanStandart Nasional Pendidikan, 2006:277). According to Harmer (2004:70) reading is not a passive skill it is an incredibly active occupation. It means that when reading a text the reader not only sits and reads as a passive receiver but also explores the knowledge and the language to guess and know what the text is about. In line with this, Grellet (1981:8) state that reading is an active skill involving some activities such as guessing, predicting, checking and asking oneself question. Those activities are *important* to do in order to know the text deeply. Therefore, reading is an active skill and an interactive process between the reader and the text in order to get meaning from the text.

According to Richard and Renandya (2002:273), the readers commonly read the text because they need information for their career and study purpose. Actually the goal of reading is to understand the text (Economic social research council, 2013). It means that while reading the reader must understand all the text to get extrinsic and intrinsic information they need by comprehending. Reading always relates to comprehension. Graham and Haris (2007:2) define reading comprehension as the process of construction meaning of the text. It means that the reader must find the ideas of the text and explore organization of the text to enable comprehension text well. Those reading comprehension is the process of interaction between the reader and the text for comprehension. So readers must

Digital Repository Universitas Jember

get all explicit and implicit information from the text after reading the text thoroughly.

2.2 Reading Comprehension Achievement

Achievement deals with the result of comprehending the text. Hughes (2004: 13) states that achievement is related to the test that is done to discover how successful the students have been achieving the objective of a course or a study. In this research, reading comprehension achievement deals with the result of the students in comprehending a text in the from of scores. The teacher will give the reading test to assess the student's reading comprehension.

There are some aspects in reading comprehension which become the indicators of the students' reading comprehension achievement. Based on Mc Worther (1989:90), reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Therefore, the test should measure those types of reading comprehension.

2.2.1 Word Comprehension

Vocabulary plays an important role in reading activity. Students/readers cannot understand the text unless they know most of the words mean in the text. If the students are lack of vocabulary, the reading comprehension process will be difficult to be done. Djiwandono (1996:43) says that the meaning of the text is mostly formed by the words that are used to express it. It seems that the vocabulary mastery is needed.

In line with Djiwandono's statement, Wood (1991:57) states that the students need to understand the meanings of the words, as it will quide them to comprehend the text. Thus, it can be concluded that understanding the meaning of the words is important in order to comprehend the meaning of the text.

Table 2.1 the example of word comprehension question:

I live in a small house. It only has two rooms: the bed room and kitchen. Indeed it is a small house; but I like living in here for debility my spare time. *Adapted from: http://www.englishindo.com/2012/03/simple-descriptive-textexamples.htm/#xzz4Epk8JGf1*

Digital Repository Universitas Jember

1. "I live in a small room" (line 1)

   What is the antonym of the underlined word?

A. Beautiful

B. Nice

C. Narrow

D. Big

The answer is D. Big

2.2.2 Sentence Comprehension

A sentence is a group of words that contains a subject and a verb and expresses a complete thought. A sentence beings with a capital letter and ends with a period (Hogue, 2008:10). In the sentence it can be added by a complement or an adverb. In her book, Hogue states that there are three kinds of sentence in English such as.

a) Simple Sentences

A simple sentence has one subject and one verb. The subject tells what or who does something, and the verb tells the action or condition.

Example:

I study English on Monday

b) Compound Sentences

A compound sentence is composed of two simple sentences joined together by a comma, and coordinating conjunctions such as for, and, nor, but, or, yet, and so. In other words, there are two independent clauses at a compound sentence.

Example:

My father is reading a newspaper, and my brother is watching a movie.

c) Complex sentences

A complex sentence has an independent clause and a dependent clause which is connected by subordinating conjunctions such as when, after, before, while ect.

Example:

Digital Repository Universitas Jember

Alex found some money when he want home from the school.

Table 2.2 The example of the sentence comprehension questions

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape by swimming. She is very good-looking, always well-dressed and elegant.

Adapted from :http://www.englishindo.com/2012/03/simple-descriptive-text-

1. Why is Anisa still slim?
   A. Because she is 47 years old.
   B. She has a thin faced
   C. She likes swimming
   D. She has a beautiful face

   The answer is C. she likes swimming.

2.2.3 Paragraph Comprehension

A paragraph is a group of related sentences which expresses the main idea (Connelly, 2013:35). Without paragraphs, the text is difficult to read and it will be hard to identify the important idea. Therefore, there is a topic sentence in a paragraph as the main idea. In his book, Connelly (2013:35) also states that are 2 aspects or element in a paragraph, namely a topic sentence and supporting details.

A topic sentence states what the paragraph is about. Since it tells about the main idea, it needs other statements to support it. That is why, there are some supporting sentences/details in a paragraph, because those sentences (supporting sentences) tell the detail or the additional statements relate with topic sentence.

Table 2.3 The example of paragraph comprehension questions.

Kuta beach is a beautiful beach in a southern Bali. Its location is in Bandung Regency, 9 km from Denpasar. It is exactly near Bali's NgurahRai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

Adapted from:http://www.englishindo.com/2012/02/descriptive-text-about-kuta-beach.htm#xzz4Epl8WMUK

Digital Repository Universitas Jember

1. what is the main idea of the paragraph one?
    A. The capital of Bali is NgurahRai
    B. Kuta beach is a beautiful beach in the Southern part of Bali.
    C. Bali is amazing
    D. There are sandy beaches in Bali.

The answer is B. Kuta beach is a beautiful beach in the Southern part of Bali.

2.2.4 Text Comprehension

Comprehension relates with how well people or students in understanding something. They cannot remember what the text is about unless they understand it well. Therefore, there is a subjective activity that invite you to look at your own mind, evaluates how well you understand that is called a comprehension monitoring (Wood, 1996:52). Comprehending a text is a little bit hard to be solved because the students should understand the meaning of words, sentences, and paragraphs. Since the purpose of reading is to get the meaning of the text itself, the students should be good in comprehending a text.

Table 2.4 The example of the text comprehension achievement.

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears. Doraemonpossesess a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-ocket,* or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste. *Adapted from*: http://demiyurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text html

1. what is the text mainly about?
    A. Doraemon
    B. Cat
    C. Fujiko
    D. Dorayaki

The answer is A. Doraemon

Digital Repository Universitas Jember

2.3 Numbered Heads Together (NHT) Technique

2.3.1 The meaning of Numbered Heads Together (NHT) technique

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

2.3.2 The Procedures of the Numbered Heads Together technique (NHT) in teaching reading

There are some steps that are used in NHT technique (Leighton, in cooper, 1999:281-282) :

1. Plan. Identify appropriate material.
2. Form teams. This involves assigning students to four member teams, using five member teams only as needed. In general, it is best to make teams approximately equal in the range of student ability
3. Number students. Give each student on team a number from 1 to 4 at random, so each student doesn't know the number he/she will get.
4. Pose the question. When the team is settled and students are numbered, the teacher poses a question. This activity is best suited for low- inference, high convergence questions, such as "what is descriptive text " ?or "what is the generic structure of descriptive text?" or "what is the meaning of the word exalted?"
5. Put heads together. After the question is posed, the teams put their heads together, often literally, and talk very quietly to keep other teams from overhearing. Team member figure out what the answer is and then make sure that each person knows it, whether it is a fact or a process, because they do not

Digital Repository Universitas Jember

know which member's number will be called. The team point will be available only if the person whose number is called can answer accurately on the team's behalf.

6. Call the number of respondents. At the teacher's signal, teams stop conferring. The teacher calls a number at random-some use a spinner to assure randomness, for example : she/he calls number 3 on each team and the student on each team with that number raises a hand or stands up. During this stage of the technique, the teacher must enforce absolute silence among teammates in order to maintain conditions that support effective coaching during the assigned "heads together" time. Depending on their circumstances and the nature of the question, teachers may opt for either of for either of two respondent selection tactics at this point. They may call on one of the identified team representative at random, taking care to give approximately equal number of response opportunities to all teams over the course of the lesson, or they may have all the identified representatives-one from each team respond simultaneously by writing the answer on a piece of a scrap paper or the chalkboard, joining in choral response, or signaling in some predetermined way. The team receives a point or each correct respond made by its randomly selected representatively. The team which gets the highest point will be the winner and get reward from the teacher.

Like more elaborate cooperative learning strategies that are used over a longer period, NHT provides an incentive for students to harness their interest in socializing to an academic agenda, to invest in the learning of their teammates, and to work hard themselves. Furthermore, most students really enjoy playing. However, it does not address some of the underlying problems that erode the motivation of less able students. If one team's number 2 has a learning disability, neither the teams nor the individuals experience equal opportunities for success in competition with each other when number 2 is the respondent and the question is complex or the pace rapid. In addition, the quick pace of the technique and necessarily short "heads together" time make it practical for students to give answers than explanations to each other. For these reasons, NHT technique is best

Digital Repository Universitas Jember

used as a small part of an incentive system generally driven by reward for making progress and achieving "personal bests"

Based on the steps of NHT technique above, the procedures of the teaching reading by using NHT technique are as follows:

1) Numbering

In this step, teacher divides the students into some groups; each group consist of 4-5 students. Each student have their own number from 1 to 5 and it can be placed on their back.

2) Giving Questions

Teacher gives a question for each student. The question can be variation or same. In this case, the variation question is used to check the students' understanding about the text and to know the students' responsibility.

3) Thinking Together

After getting the question from teacher, the students think together with their own group to find the answer of question

4) Answering

Teacher calls one of numbers. The students that have number in each group should try to answer the question for the team. Then, teacher chooses the group that should answer the question randomly. The students who have same number in another group should give their opinion about the answer

5) Evaluation

After all the students answered the question, the teacher and students make a conclusion. Then, the teacher gives evaluation to the students.

2.4 The Advantages of Numbered Heads Together

The Numbered Heads Together, a technique developed by Spencer Kagan in 1989 has some advantages. Based on Kagan (2009), the use of The Numbered Heads Together Technique has positive impacts in teaching learning process as follows:

Digital Repository Universitas Jember

1. Excitement in the class

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

2. Good team work from the students

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

3. Positive relation between the students and the teacher

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

Digital Repository Universitas Jember

CHAPTER III. RESEARCH METHODOLOGY

This chapter presents the method that will be applied in the is research. It consists of research design, area determination method, participant selection method, data collection methods, and data analysis. Each point is presented in the following part.

3.1 Research Design

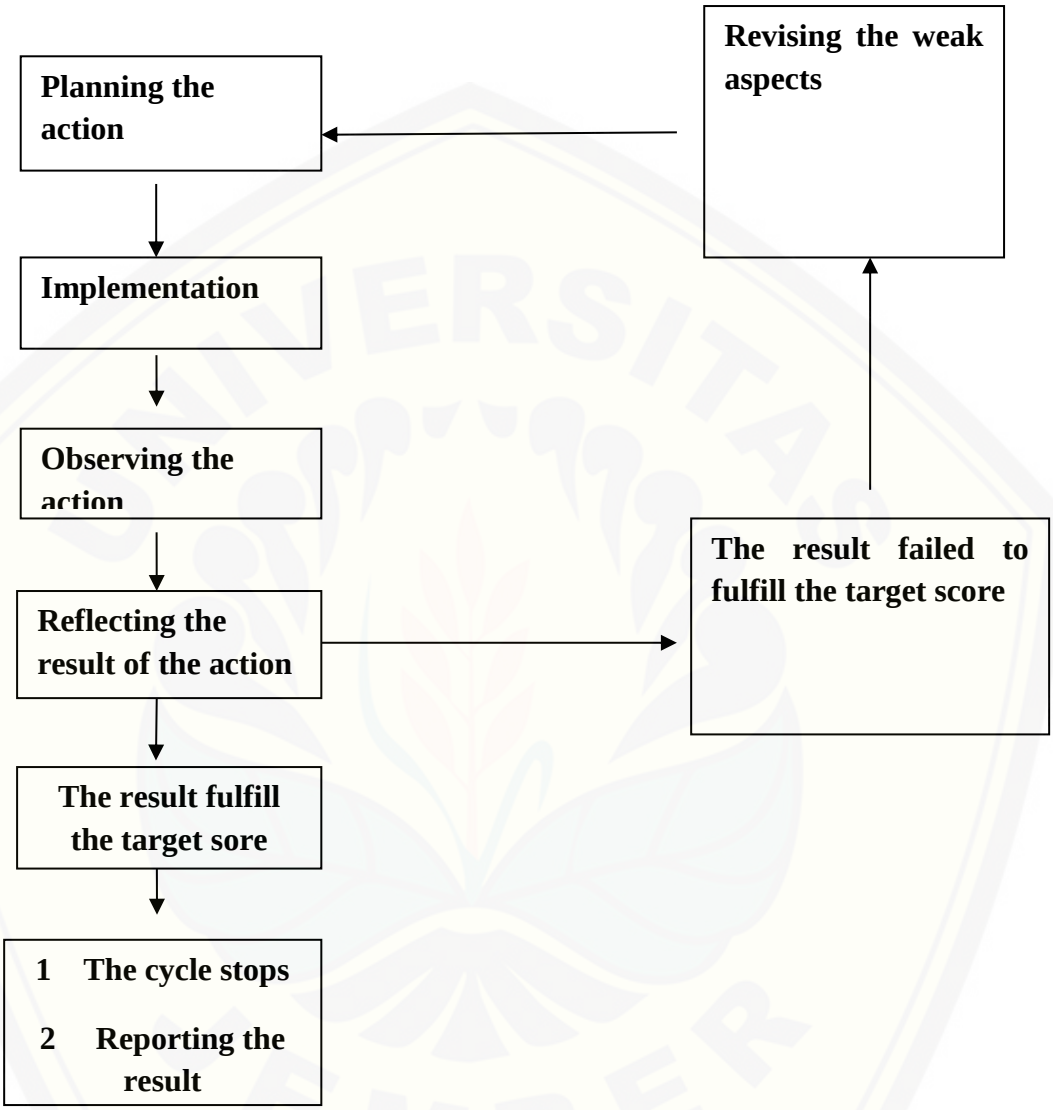
The design of this research was a Classroom Action Research. This research was aimed to solve the problems in students' active participation and reading comprehension achievement at SMAN Pakusari. According to Freankel and Wallen (2006:567), an action research could be conducted by one or more individuals or group for the purpose of solving a problem or obtaining information in order to inform local practice. This research was intended to solve the students' problem by applying a technique in teaching learning process. The research was done in collaboration with the English teacher of the tenth grade students of SMAN Pakusari.

This research followed Kammis and Taggart model (1998) developed the four steps of Action Research, as follows :

1. Planning the action
2. Implementing the action
3. Observing the action
4. Reflecting the result of the action

Digital Repository Universitas Jember

The chart below illustrated the steps that I followed in this action research. (Adapted from Kammis and McTaggart, in McNiff2002 :45)



This research used the Numbered Heads Together Technique for teaching reading of descriptive texts. The purpose of this research was to improve the students reading comprehension achievement of descriptive texts by using Numbered Heads Together at SMAN Pakusari.

3.2 Research Procedures

This classroom action research was intended to solve the students' reading problems in order to improve their reading comprehension achievement of

Digital Repository Universitas Jember

descriptive texts. The research procedures of this Classroom Action Research were follows:

1. Planning the action

In this step, the research will made some plans in the first cycle as follows:

a. Choose the reading material about the descriptive texts based on the curriculum for the tenth grade at SMAN Pakusari.
b. Construct lesson plans (for meeting 1 and meeting 2). in the first cycle.
c. Determine the criteria of the success of the action
d. Construct the reading comprehension text achievement for cycle 1
e. Construct the observation checklist to observe the students' participation in the reading text in teaching learning process.

2. Implementation

In this step, NHT technique was used both researcher to teach reading comprehension. There are three meeting in this stage. First, The action in the first meeting was done by the researcher that was teaching reading by using numbered heads together technique. Second, the action in the second meeting was done by the researcher that was teaching reading. In the first cycle, the action was be given to the students twice. The implementation of the action was based on the lesson plans conducted by researcher at SMAN Pakusari. The lesson plans of the first cycle is included in Appendix 3.

3. Observing the action

In this step, the observation was done by the researcher to observe the use of numbered heads together technique in the teaching learning process.

The format of the checklist was as follows:

No	**Name**	**The students' participation**				**Active**	**Passive**
		1	**2**	**3**	**4**		

Digital Repository Universitas Jember

The indicators observed were as follows :

1. The students pay attention to the teacher's explanation
2. The students answer the question posed by the teacher
3. The students do the reading exercise in groups
4. The students have discussion with the members to do the reading exercises given

The students were categorized as active students if they did at least three indicators in the observation checklist, and they were categorized as passive students if they did only one or two indicators of participation.

4. Reflecting the result of the action

In this step, the researcher reflected the action result. The result consisted of the observation checklist for the students' participation and the students' sores of reading comprehension test in the first cycle.

3.3 Area Determination Method

This research used the purposive method to determine the research area and this CAR was conducted at SMAN Pakusari. Based on two reasons. First, I got permission from the headmaster of the school to conduct the research in the school. Second, I had known the situation of this school and the English teaching learning process.

3.4 Participant Selection Method

The research subjects were tenth grade students' in the academic year 2019/2020. The researcher choose X MIPA 3 because of two reasons. First, based on the interview with the English teacher, X MIPA 3 had the lower mean score than the students in all the five English classes. Second, the researcher observed the five classes during teaching learning process. This result of the observation was conformed by the teacher.

3.5 Data Collection Methods

The data were collected in this research was by reading comprehension test and observation.

Digital Repository Universitas Jember

3.5.1Reading Comprehension Test

Reading comprehension test was used to get the primary data. Hughes (2003:11) classifies four kinds of test: proficiency test, achievement test, diagnostic test, and placement test. In this research, the researcher uses achievement test. Achievement test was chosen because the researcher used the action research design to know the students' improvement of reading comprehension achievement after having been taught reading comprehension using The Numbered Heads Together Technique.

The reading materials were constructed based on the 2013 curriculum, and they were consulted to the English teacher and the supervisors before administering the reading test. The materials werer descriptive texts. The reading test was about describing people, it consist of 30questions; 20 questions was in the form of multiple choices and 10 question were in the from of True or False statements.

3.5.2 Observation

The observation was used to obtain the data about the students' participation in the reading comprehension in the teaching learning process. The researcher participated in teaching learning process and observed the learning activities of the Tenth grade students'. The observation checklist was used to record the students' participation in teaching learning process. The indicators observed were as follows:

1. The students pay attention to the teacher's explanation
2. The students answer the questions posed by the teacher
3. The students do the reading exercise in groups
4. The students have discussion with the members to do the reading exercises given.

3.6 Data Analysis

In this research, the primary data consisted of the students' reading comprehension test scores and their participation.

Digital Repository Universitas Jember

The students' reading comprehension test scores use analyzed using the following formula: $N = \frac{m}{M}$

Note :

N = The average score of the students' reading comprehension test

m = The total number of the students' reading test score

M = The number of the students (the research participant)

The formula below was used to know the percentage of the students' reading comprehension achievement.

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

Note :

E = The percentage of the students who achieved score ($\geq$ 70) in the reading test.

N = The number of the students who achieved score ($\geq$70) in the reading test

N = The number of the students (the research participants)

(Adapted from Masyhud, 2014 : 284)

The data from observation checklist were analyzed using the following formula to find the percentage of the students who were categorized as active and passive students.

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

Note :

E = The percentage of the students who was active in the teaching reading using Numbered Heads Together technique

Digital Repository Universitas Jember

n = The number of the students who was active in the teaching learning process of reading by using Numbered Heads Together technique

N = The number of the students (the research participants)

(Adapted from Masyud, 2014 : 284)

The students were categorized as active students if they can fulfilled at least three indicators in the observation checklist, and they were categorized as passive students if they only fulfilled one or two indicators

Digital Repository Universitas Jember

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and suggestions based on the research findings and discussion in the previous chapter. Each point is presented respectively in the following sections.

5.1 Conclusion

According to the result of observation and evaluation, the conclusion was as follows:

1) The use of Numbered Heads Together technique could improve the tenth grade students' reading comprehension achievement of descriptive text at SMAN Pakusari in the 2019/2020 academic year. The improvement could be seen from the result of the percentage of the students who got score at least 75 or higher at least 83.33% in the reading test in Cycle 1.
2) The use of Numbered Heads Together technique could improve the tenth grade students' active participation during the teaching learning process of reading descriptive text at SMAN Pakusari in the 20109/2020 academic year. It could be seen from the result of observation showing that there was an improvement of the students' active participation at least 78.33% in Cycle 1.

Therefore, it could be seen that the results had achieved the standard score requirement that was targeted in this research. In conclusion, the use of Numbered Heads Together technique could improve the tenth grade students' reading comprehension achievement and their active participation at SMAN Pakusari.

5.2. Suggestions

Based on the findings of this research, some suggestions were proposed to the following people.

5.2.1 The English teacher

The English teachers are suggested to use Numbered Heads Together (NHT) technique to teach reading comprehension because this technique could improve the students' active participation and the students' reading comprehension achievement. Moreover, it was known that this technique could invite the students to be more active. In addition, after being taught reading

Digital Repository Universitas Jember

comprehension by NHT Technique, they felt easier in comprehending the text because NHT engaged the students actively in the close as a result, the students' reading achievement could be improved.

5.2.2 The students

The students are suggested to be actively involved in the reading teaching learning process because the use of Numbered Heads Together (NHT) technique can help them to improve their reading comprehension skill.

5.2.3 The further researchers

In this research, the research faced some problems in gaining the students' active participation during the teaching reading comprehension by using Numbered Heads Together (NHT) Technique. The students could not fulfill all the indicators of participation in this research. It is suggested to the future researchers to improve the students' active participation and their reading comprehension achievement by giving the best solution in implementing all the steps of Numbered Heads Together (NHT) Technique more effectively.

Digital Repository Universitas Jember

REFERENCES

Alyousef, H. S. (2005). *Teaching reading comprehension to ESL/EFL Learners*. The Reading Matrix.Retrieved December 24, 2011, from http://www.readingmatrix.com/articles/alyousef/article.pdf.

Connelly, (2013).*Get Writing Paragraph and Essay*.:Wadswoth Cengage Learning

Djiwandono, M.S. (1996). *Tesbahasadalampengajaran.* : ITB Bandung.

Elder, J.(2007). *Entry Way into College Reading and Learning.*New York: McGrewhill Companies

Fraenkel, J. R., Wallen. (2006). *How to Design and Evaluate Research in Education*. New York. McGraw-Hill Companies

Grallet, (1996).Developing Reading Skills City :Combridge University Press.

Harmer, J. (2002). *ThePractice of English Language Teaching*. New York : Longman. Inc.

Hughes, A (2003). *Testing for language teacher*. Cambridge: Cambridge University Press.

Ismail Waenawae (2017), *improving reading comprehension using Numbered heads together (NHT) at the figth grade of ma'hadassaqafatul al islamiah Thailand in the 2016/2017 academic year Jember:* Universitas Muhammaiyah Jember: (Unpublished S1 thesis)

Kagan, S. (1993).Cooperative Learning Resources for Teacher. San Juan Capistrano, CA : Resources for Teachers

Kemmis, S. and Mc Taggart, R. (1992) *The Action Research planner*. Victoria : Deakin University Press.

Klinger, (2007).*Teaching Reading Comprehension to Students with Learning Difficulties*. New York and London: The Guilford Press

Masyud, S, M. (2014).*Metodepenelitianpendidikan*Edisi 4.Lembaga Pengembangan ManajemendanProfesiKependidikan (LPMPK)

McNiff, (20020).*Action Research Principles and Practice*, New York : Publishers and Distributors.

Mikulecky and Jeffries (1996).*More Reading Power*. New York: Grune and Stratton.

Digital Repository Universitas Jember

McWhorter, J. H. (1989*). Guide to College Reading*. New York: Little and Brown Company

Nation, P.S.I. (2008).*Teaching, EFL/ESL Reading and Writing* . New York : Routledge.

Nurhadi and Senduk. (2003). *PembelajaranKontekstual (Contextual Teaching And Learning/CTL) Dan PenerapannyaDalam KBK*. Malang: Penerbit UniversitasNegeri Malang.

NurulAlfiani (2017), *improving the eighth grade students' reading comprehension achievement of descriptive text using numbered head together technique at SMP Nurulislamjember*. UniversitasJember :Unpublished S1 thesis.

Renandya, W. A. and Richards, J.C. (2002).*Methology in Methods Teaching*. New York :Cambeidge University Press.

Wood, N.V. (1991). *Strategies for College Reading and Strategy.* New York : Mc GeawHill.

Digital Repository Universitas Jember

APPENDIX 1

Title	Problem	Variable	Indicators	Data	Research
Improving the Tenth grade students' reading comprehension achievement by using Numbered heads together technique at SMAN Pakusari.	1. How can Numbered Heads Together Technique improve the Tenth grade students' active participation in teaching learning process at SMAN Pakusari ? 2. How can Numbered Heads Together Technique improve the Tenth grade students reading comprehension achievement of descriptive text at SMAN Pakusari ?	**Independent Variable :** Teaching reading by using Number heads together technique **Dependent Variable :** Reading comprehension achievement of the tenth grade students' at SMAN Pakusari Students active participation in reading comprehension	1.The procedure of Number heads together (NHT) technique are: The students pay attention to the teacher's explanation The students answer the question posed by the teacher The students to the reading exercise in group The students have discussion with the members to do the exercise Reading Comprehension	Research subject : The Tenth grade students' of SMAN Pakusari Informant : The English teacher of The tenth grade students' at SMAN Pakusari Documents : The names of the tenth grade students The previous reading scores of Thai students	1. Research Design : Classroom Action Research (CAR) Data Analysis Method : The students reading comprehension scores are analyzed using the following formula : $N = \frac{m}{M}$ Note : N = The average score of the students' reading comprehension test m = The total number of the students' reading test score M = The number of the students

Digital Repository Universitas Jember

APPENDIX 2

INTERVIEW WITH THE ENGLISH TEACHER OF SMAN PAKUSARI

No.	Questions	Interviewee
1.	What curriculum is used at SMAN Pakusari	This school uses 2013
2.	How many times are English taught in a week?	English is taught 3 times a week for certain group class in each week
3.	How many hours are in a meeting?	2 x 40 minutes
4.	What problems are faced by the students?	Students cannot catch the meaning of the recording or text that is spoken by the teacher clearly, they show less motivated to read the text and look for the meaning of difficult words in dictionary.
5.	Do the tenth grade students have the most problem in reading comprehension of a text?	I think yes
6.	How about the students' participation?	The students has lack of attention while doing teaching learning activities in the class because the most of students just focus on their productive subject
7.	How do you teach reading in the class?	I always explain the material, then I give the model of the text and ask one of the students' to read loudly. After that, I ask them to find the meaning of some difficult words in dictionary and I give them exercise to be done individually.
8.	What kind of technique do you use in teaching reading	It's depends on the text and the chapter.
9.	What is the minimum standard score?	It is 70
10.	Have you ever used NHT for teaching in the class?	Not yet,

Digital Repository Universitas Jember

APPENDIX 3

LESSON PLAN

School : SMAN Pakusari

Subject : English

Language skill : Reading

Genre : Descriptive Text

Time Allocation : 2 x 40 minutes (Cycle 1 Meeting 1)

I.Standard Competence

Memahamimaknatekstulisfungsionaldanesaypendeksederhanaberbentuk descriptive dan recount yang berkaitandenganlikungansekitar.

II. Basic Competence

Meresponmaknadanlangkahretorikadalamesaypendeksederhanasecaraakurat, lancer danberterima yang berkaitandenganlinkungansekitardalamteksberbentuk descriptive dan recount

III. Indicators

Cognitive

a. Product

1. Finding the word meaning of the descriptive text
2. Finding the sentence meaning of the descriptive text
3. Finding the paragraph meaning of the descriptive text
4. Finding the text meaning of the descriptive text

b. Process

5. Answering leading questions posed by the teacher.
6. Reading the descriptive text given by the teacher
7. Answering the questions from the text individually
8. Discussing the answers with the group members
9. Sharing the group answers to the other groups based on the students' number called by the teacher

Affective

10. Paying attention to the teacher's explanation during the leaning of reading
11. Working with the members of the group cooperatively
12. Discussing the answers with the group member actively
13. Sharing the group answers with the other groups confidently

a. Leaning Objectives

a. Product

1 The Students are able to find the word meaning of descriptive texts.

Digital Repository Universitas Jember

2 The Students are able to find the sentence meaning of descriptive texts.
3 The Students are able to find the paragraph meaning of descriptive texts.
4 The Students are able to find the text meaning of descriptive texts.

b. Process

1. The students are able to read the text, re-read the text, or/and consult
2. The students are able to write the answer individually on the sheet appropriately
3. The student are able to put heads together cooperatively
4. The students are able to stand up and ready to answer the posed questions seriously
5. The students are able to state the answer of the posed questions give by the the teacher seriously.

b. Teaching and Learning Strategy

Method : Cooperative Learning
Technique : Numbered Heads Together

c. Teaching and Learning Activities

No	Teacher Activity	Student Activity	Time
I	**Set Induction**		
	1. Greeting the students 2. Checking the students' attendance. **3.** Asking some leading questions related to the upcoming topic.	1. Responding greeting 2. Responding 3. Answering the leading question	**5'**
II.	Main Activities 1. Giving example of a descriptive text 2. Explaining briefly about descriptive text. 3. Explaining the students how to implement NHT Technique 4. Dividing the students in group of six 5. Assigning a number to each student in the groups. 6. Distributing the descriptive text entitled "My friend, Andrea"	1. Receiving the text 2. Pay attention 3. Pay attention 4. Making groups of six 5. Receiving the number 6. Receiving the text	**10'** **20'**

Digital Repository Universitas Jember

	7. Asking the students to read the text 8. Asking each group to state the generic structure of descriptive text 9. Asking the students to find unfamiliar words from descriptive text 10. Posing the question about the text in the from open ended 11. Giving a thinking time to each student to think about the answer of the posed question **(think Time)** 12. Asking each student to write his/her own answer on his/her own sheet **(write answer)** 13. Asking the students to put heads together to share and confirm the final answer **(Heads Together** 14. Calling out the number of the students randomly then asking the selected students to stand up to ready to answer the posed question **(Who answer?)** 15. Asking the standing students to state their answer **(Answer Question)** 16. Guiding the students to discuss the answer with the class	7. Receiving the text 8. Reading the text 9. Stating the generic structure of descriptive text 10. Finding unfamiliar words from descriptive text 11. Pay attention 12. Thinking about the answer of the posed questions 13. Writing the answer on the sheet 14. Putting heads together to share and confirm the final answer 15. Pay attention then standing up to ready to answer the posed question 16. Discussing the answer with the class	**20'** **20'** **20'**
III.	**losure** > Guiding the students to make a conclusion > Parting	- Drawing conclusion - Responding	**5'**

d. Media and Source

1. Media : A set of NHT attribute consisted of number 1,2,3,4 and 5,

Digital Repository Universitas Jember

Pieces of Papers, blackboard, boardmaker

2. Source http://www.elc.byu.edu/classes/buck/w_hiliday?students_descriptive.html

e. Learning material

Leading Questions

1. Do you have a close friends?
2. What is his/her name?
3. What is his/her hobby?
4. What is his/her characteristic?
5. What do you like about him/her?
6. What do you fell about him/her?

The Material about a Descriptive Text

a. The Definition of a Descriptive Text

A descriptive texts is texts which use to describe certain things in specific.

b. Purpose of Descriptive texts

The purpose of descriptive text is to describe certain things in specific such as size, color, taste, weight etc

c. The Generic Structure of Descriptive Text

1. Identification

The introduction which describes the characters in general

2. Description

The specific information about the character, it is in the form of paragraph which explain the character, the characteristic of the character, the features of the character is specific way.

d. The Language Feature of Descriptive Text

•the use of adjective

• the use of adverb

• Using simple present tense

e. Kind of descriptive texts

f. Describing person, describing animals, etc

Story (the model text and students' work)

My friend, Andrea

I have a friend. Her name is Andrea. This is her American name, her real name is RU-YING, and she is from Taiwan. She is sixteen years old, and there are five people in her family. She can speak Chinese, because Taiwanese people speak Chinese. She is so clever.

Her favorite movie star is Brad Pitt, I think he is a very nice guy. She also likes Meg Ryan who is one of the most famous actors in Hollywood, I think. Her favorite sport is volleyball.

Digital Repository Universitas Jember

Her favorite food is Chinese food. I think Chinese food is so nice. She does not have a favorite singer. Her favorite color is blue, and her favorite country is France, so she would like to go to France.

(adapted from http://www.elc.byu.edu/classes/buck/w_garden/students_descriptive.html)

Reading comprehension Questions

1. What does the text tell us about?
2. What is the main idea of paragraph 1 ?
3. Who is Andrea?
4. Where does she come from?
5. When was she born?
6. In the sentence she can speak Chinese (paragraph 1), ***she*** refers to ?
7. What is the synonym of word ***clever*** ? (paragraph 1)
8. What the language dose she speak?
9. What is antonym of word ***young***?
10. What is antonym of word ***nice*** ?
11. What dose the paragraph 2 about ?
12. In the sentence I think he is a very nice guy (paragraph 2), I refers to ?
13. What is the synonym of word ***famous*** ? (paragraph 2)
14. What is Andrea's favorite food ?
15. What is her favorite country ?

Answer

1. The text tells us about the writer's friend, Andrea.
2. The main idea of paragraph 1 is about the writer's friend, Andrea.
3. The writer's friend.
4. She come from Taiwan.
5. She was born 2003
6. Andrea
7. The synonym of the word clever is smart.
8. She can speak Chinese
9. The antonym of word young is old
10. The antonym of word nice is bad
11. The paragraph 2 talks about Andrea's favorite actor
12. The writer
13. The synonym of famous is popular, well, known.
14. She likes Chinese food
15. Her favorite country is France.

Jember, October 6, 2019
Researcher,

KhodiyohTaye

Digital Repository Universitas Jember

Observation Checklist Students Participation Cycle 1 Meeting 1

No	Name	participation				Active	Passive
		1	2	3	4		
1	AR						
2	APD						
3	AJ						
4	AS						
5	CTGH						
6	MA						
7	SFG						
8	FR						
9	SP						
10	BG						
11	HT						
12	SDF						
13	)UU						
14	MAF						
15	DEW						
16	SN						
17	MSTF						
18	NE						
19	MAD						
20	GFD						
21	YUI						
22	THY						
23	RF						
24	TGH						
25	JKL						
26	OP						
27	YU						
28	TGF						
29	DEJ						
30	MG						

The indicators observed are :

a. The students pay attention to the teacher's explanation
b. The students answer the question posed by the teacher
c. The students to the reading exercise in group
d. The students have discussion with the members to do the exercise

Note :

1. The students are categorized as active students if they fulfill at least 3 indicators.
2. The students are categorized as passive students if they do not fulfill at least 1 or 2 indicators.

Digital Repository Universitas Jember

The Distribution of Test Items

No	Reading comprehension components	Number
1	Word comprehension	6,7,9,10,12,13
2	Sentence comprehension	3,4,5,8,14,15
3	Paragraph comprehension	2,11
4	Text comprehension	1

Digital Repository Universitas Jember

APPENDIX **4**

LESSON PLAN

School : SMAN Pakusari

Subject : English

Language skill : Reading

Genre : Descriptive Text

Time Allocation : 2 x 40 minutes (Cycle 1 Meeting 2)

I.Standard Competence

Memahamimaknatekstulisfungsionaldanesaypendeksederhanaberbentuk descriptive dan recount yang berkaitandenganlikungansekitar.

II. Basic Competence

Meresponmaknadanlangkahretorikadalamesaypendeksederhanasecaraakurat, lancer danberterima yang berkaitandenganlinkungansekitardalamteksberbentuk descriptive dan recount

III. Indicators

Cognitive

a. Product

1. Finding the word meaning of the descriptive text
2. Finding the sentence meaning of the descriptive text
3. Finding the paragraph meaning of the descriptive text
4. Finding the text meaning of the descriptive text

b. Process

5. Answering leading questions posed by the teacher.
6. Reading the descriptive text given by the teacher
7. Answering the questions from the text individually
8. Discussing the answers with the group members
9. Sharing the group answers to the other groups based on the students' number called by the teacher

Affective

10. Paying attention to the teacher's explanation during the leaning of reading
11. Working with the members of the group cooperatively
12. Discussing the answers with the group member actively
13. Sharing the group answers with the other groups confidently

Digital Repository Universitas Jember

Learning Objectives

a. Product

1. The Students are able to find the word meaning of descriptive texts.
2. The Students are able to find the sentence meaning of descriptive texts.
3. The Students are able to find the paragraph meaning of descriptive texts.
4. The Students are able to find the text meaning of descriptive texts.

b. Process

6. The students are able to read the text, re-read the text, or/and consult
7. The students are able to write the answer individually on the sheet appropriately
8. The student are able to put heads together cooperatively
9. The students are able to stand up and ready to answer the posed questions seriously
10. The students are able to state the answer of the posed questions give by the the teacher seriously.

b. Teaching and Learning Strategy

Method : Cooperative Language Learning
Technique : Numbered Heads Together

c. Teaching and Learning Activities

No	Teacher Activity	Student Activity	Time
I	**Set Induction**		
	1. Greeting the students 2. Checking the students' attendance. **3.** Asking some leading questions related to the upcoming topic. 4. Stating objectives	1. Responding greeting 2. Responding 3. Answering the leading question 4. Paying attention	**5'**
II.	Main Activities 1. Giving example of a descriptive text 2. Explaining briefly about descriptive text. 3. Explaining the students how to implement NHT Technique 4. Dividing the students in group of six 5. Assigning a number to	1. Receiving the text 2. Pay attention 3. Pay attention 4. Making groups of six 5. Receiving the number	**10'**

Digital Repository Universitas Jember

	each student in the groups. 6. Distributing the descriptive text entitled "Shakira" 7. Asking the students to read the text 8. Asking each group to state the generic structure of descriptive text 9. Asking the students to find unfamiliar words from descriptive text 10. Posing the question about the text in the from open ended 11. Giving a thinking time to each student to think about the answer of the posed question **(think Time)** 12. Asking each student to write his/her own answer on his/her own sheet **(write answer)** 13. Asking the students to put heads together to share and confirm the final answer **(Heads Together** 14. Calling out the number of the students randomly then asking the selected students to stand up to ready to answer the posed question **(Who answer?)** 15. Asking the standing students to state their answer **(Answer Question)** 16. Guiding the students to discuss the answer with the class	6. Receiving the text 7. Reading the text 8. Stating the generic structure of descriptive text 9. Finding unfamiliar words from descriptive text 10. Pay attention 11. Thinking about the answer of the posed questions 12. Writing the answer on the sheet 13. Putting heads together to share and confirm the final answer 14. Pay attention then standing up to ready to answer the posed question 15. Stating the answer 16. Discussing the answer with the class	**20'** **20'** **20'** **20'**

Digital Repository Universitas Jember

III.	**losure** > Guiding the students to make a conclusion > Parting	- Drawing conclusion - Responding	**5'**

d. Media and Source

1. Media : A set of NHT attribute consisted of number 1,2,3,4 and 5, Pieces of Papers, blackboard, boardmaker
2. Source : http://www.elc.byu.edu/classes/buck/w_hiliday?students_descriptive.html

e. Learning material

Leading Questions

1. Do you have a favorite Singer?
2. Who is she/he?
3. Where does she/he come from?
4. What is her/his famous song?
5. What do you begin to like her/him?
6. What is his/her characteristic?
7. What do you like about him/her ?

The Material about a Descriptive Text

a. **The Definition of a Recount Text**
A descriptive text is a texts which use to describe certain things in specific.

b. Purpose of Descriptive texts
The purpose of descriptive text is to describe certain things in specific such as size, color, taste, weight etc

c. The Generic Structure of Descriptive Text

1. Identification
The introduction which describes the characters in general

2. Description
The specific information about the character, it is in the form of paragraph which explain the character, the characteristic of the character, the features of the character is specific way.

d. The Language Feature of Descriptive Text

- the use of adjective
- the use of adverb
- Using simple present tense

e. Kind of descriptive texts

f. Describing person, describing animals, etc

Story (the model text and students' work)

Indonesian young stars

Digital Repository Universitas Jember

The finalists of "AkademiFantasiIndonesiar I" or well-known as AFI are wonderful young people. Mawar who was born on 26 February 1985 is a cute girl. She has straight and short hair. Her bright skin, chubby cheeks, and lovely smile make her look marvelous. She is not very tall. However, her weight is 40 kg whitcmatches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 169 cm tall. She is quite slim. Her weight is 45 kg. she is 16 years old and has straight hair.

Another finalist is Ismail who is known as Smile. The young man who was born on 16 September 1996.is tall and muscular. He has short and straight hair.

(adapted from http://www.elc.byu.edu/classes/buck/w_garden/students_descriptive.html)

Reading comprehension Questions

1. What does the text tell us about?
2. What is the main idea of the paragraph 1?
3. Who are the finalists of AFI in the text?
4. What is the synonym of word **well known** ? (paragraph 1)
5. When was Mawar born?
6. In the sentence she has straight and short hair (paragraph 1)***she*** refers to ?
7. What is the antonym of word ***tall*** ?
8. What is the paragraph 2 about ?
9. Who is Ve?
10. What is Ve's characteristic?
11. What is the antonym of word ***straight*** ?
12. What is the name of the last finalist ?
13. When was Ismail born?
14. In the sentence He is tall and muscular (paragraph 3). ***He*** refers to ?
15. What is the antonym of word***young*** ? (paragraph 3)

Answer

1. The text tells us about Indonesian Young Stars
2. The finalist of "AkedemiFantasi Indonesia 1" or well-known as AFI are wonderful young people.
3. Mawar, Ve and Smile
4. The synonym of word well known is famous
5. Mawar was born on 26th February 1985
6. Mawar
7. The antonym of word tall is short
8. Paragraph 2 talks about other AFI finalist, Ve
9. AFI Finalist
10. She is 169 cm tall. She is quite slim. Her weight is 45 kg. she is 16 years old and has straight hair.
11. The antonym of word straight is curly
12. Ismail / Smile
13. He was born on 16th September 1996

Digital Repository Universitas Jember

14. Ismail / Smile
15. The antonym of word young is old

No	Name	participation				Active	Passive
		1	2	3	4		
1	AR						
2	APD						
3	AJ						
4	AS						
5	CTGH						

October 14, 2019

Researcher,

Khodiyohtaye

Observation Checklist Students Participation Cycle 1 Meeting 2

Digital Repository Universitas Jember

6	MA						
7	SFG						
8	FR						
9	SP						
10	BG						
11	HT						
12	SDF						
13	DUU						
14	MAF						
15	DEW						
16	SN						
17	MSTF						
18	NE						
19	MAD						
20	GFD						
21	YUI						
22	THY						
23	RF						
24	TGH						
25	JKL						
26	OP						
27	YU						
28	TGF						
29	DEI						
30	MG						

The indicators observed are :

1. pay attention to the teacher's explanation
2. The students answer the question posed by the teacher
3. The students to the reading exercise in group
4. The students have discussion with the members to do the exercise

Note :

1. The students are categorized as active students if they fulfill at least 3 indicators.
2. The students are categorized as passive students if they do not fulfill at least 1 or 2 indicators.

The Distribution of Test Items

No	**Reading comprehension components**	**Number**
1	Word comprehension	4,6,7,11,14,15
2	Sentence comprehension	3,5,9,10,12,13
3	Paragraph comprehension	2,18
4	Text comprehension	1

Digital Repository Universitas Jember

APPENDIX 5

The Students Worksheet

Name ……..
Class / student No…….

I. Read the text below, then choose a,b,c or d for the best answer.

A Close Friend

Jacques is my friend. I first met him on a school exchange trip to Calais, France. Jacques has been my friend for two years.

Jacques is quite good-looking. He is tall and slim, with white skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well dressed even in casual clothes. Jacques is very outgoing. He is always friendly and loves to have fun. He has a fantastic sense of humor and he always makes me laugh. However, he can be a bit immature at times. Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life undersea.

I am glad to have Jacques as my friend. It is a pleasure to be with him and I enjoy his company. I am sure we will be best friends.

(adapted from Sucssesful Writing Intermediate, 2000 page 43)

1. What does the text tell about?
   a. The writers' friend
   b. The writers' brother
   c. The writers' cousin
   d. The writers' enemy

2. Where did the writer meet Jacques?

   a. In London
   b. In the USA
   c. In France
   d. In Indonesia

3 When did the writer meet Jacques?
   a. A month ago
   b. Two years ago
   c. Five years ago
   d. Six years ago

4. He always looks **<u>well dressed</u>** even in casual clothes (Paragraph 2 line 4) what is the synonym of the underlined word ?
   a. Scruffy
   b. Stylish
   c. Tidy
   d. Smart

5. What does paragraph 3 tell about?
   a. Jacques personality

Digital Repository Universitas Jember

b. Jacques hobby
c. Jacques friends
d. Jacques clothes

6. Jacques is very **outgoing** (paragraph 3 line 1). What is the antonym of the underlined word?
   a. Good
   b. Friendly
   c. Arrogant
   d. Responsible

7 Jacques is very **keen** on water sports (paragraph 4 line 1). What is the underlined word means?

   a. Bad
   b. Afraid
   c. Careful
   d. Good

8. He enjoys scuba diving. The word refers to……
   a. The writer
   b. The writer is brother
   c. Jacques
   d. Jacques is brother

9. What is Jacques good at?
   a. Jacques is good at water sport
   b. Jacques is good at playing football
   c. Jacques is good at playing badminton
   d. Jacques is good at swimming

10. What kind of sport Jacques enjoys to do?
   a. Sailing and scuba diving
   b. Sailing and parasailing
   c. Scuba diving and swimming
   d. Scuba diving and playing football

The reading text is for question 11-20

My Mother

My mother is a beautiful person. She is not tall but short, and she has curly brown hair. Her eyes are brown and her skin color is light brown, and she has a beautiful smile. Her weight is 56 kg.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom because she is a good example for me. She loves singing and dancing too. She is a very good daughter, wife, and mother. She always takes care of her family. She likes her house to be a clean and organized. She is a very organized person and all thing in the house is in the right place. She does not like messes. She always has a smile on her face. She is also so sweet and lovely.

Digital Repository Universitas Jember

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep, I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

(adapted from http://www.elc.byu.edu/classes/buck/w_garden/students_descriptive.html)

11. What does the text tell about?
    a. The writer is family
    b. The writer is grandma
    c. The writer is father
    d. The writer is mother
12. What is the main idea of paragraph 1?
    a. My mother is a beautiful person
    b. My mother is a responsible person
    c. My mother is an organized person
    d. My mother is a caring person
13. She is not tall but not short (paragraph 1 line 2). What does the sentence mean?
    a. The writer's mother is tall
    b. The writer's mother is average
    c. The writer's mother is short
    d. The writer's mother is thin
14. She is very lovely, friendly, ***patient***.. (paragraph 2 line 2). What is the synonym of the underlined word?
    a. Calm
    b. Rush
    c. Quiet
    d. Rude
15. What dose paragraph 2 talk about?
    a. The writer's mother hobby
    b. The writer's mother appearance
    c. The writer's mother activities
    d. The writer's mother personality
16. What are the writer's mother hobby?
    a. Singing and watching TV
    b. Singing and dancing
    c. Reading books and watching TV
    d. Dancing and cleaning the house
17. She always takes care of her family (paragraph 3 line 2). What is the synonym of the underlined word?
    a. Patient
    b. Look after
    c. Love
    d. Responsible
18. She does not like messes (paragraph 3 line 6). What does the sentence mean?
    a. She is an outgoing person

Digital Repository Universitas Jember

b. She is an arrogant person
c. She is an organized person
d. She is a good person

19. She is a very organized person (paragraph 3 line 4). What is the antonym of the underlined word?
    a. Clean
    b. Neat
    c. Inefficient
    d. Tidy
20. What does the writer's mother always do when the family have problem?
    a. She always helps and gives love
    b. She is always irresponsible
    c. She is always quiet
    d. She is always angry

II. Read the text below, then read the sentences provided. Circle T if the sentence is True based on the text, and circle F if the sentence False

My best friend

My best friend is called Ernesto, and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is a teacher. He is punctual, well-educated, and has good manners. He is hardworking and always does his homework. He is also well-dressed and well-behaved. All the teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. I am happy to have such a friend.

(adapted from http://www.slideshare.net/ignaciaparotprofesora/describing-personality-12520331)

21. The text tells about the writer's best friend T F
22. The synonym of word ***well-behaved*** is ***rude*** T F
23. Ernesto is a smart student T F
24. The main idea of paragraph 2 is Ernesto comes from educated family T F
25. The antonym of *fearless* is *brave* T F
26. The synonym of *punctual* is on *time* T F
27. Ernesto does not like sport T F
28. The third paragraph tells about Ernesto's friends T F
29. The synonym of word *truthful* is *honest* T F
30. 30Ernesto inspires the writer to work harder T F

Digital Repository Universitas Jember

Reading test Answer keys

I.

1. a
2. c
3. b
4. b
5. a
6. b
7. d
8. c
9. a
10. a
11. b
12. a
13. d
14. b
15. d
16. b
17. c
18. c
19. b
20. a

II.

21. T
22. F
23. T
24. T
25. F
26. T
27. F
28. F
29. T
30. T

Digital Repository Universitas Jember

The Distribution of Test Items 1

Task 1

No	Reading comprehension components	Number
1	Word comprehension	4,6,7,8,14,17,19
2	Sentence comprehension	2,3,9,13,16,20
3	Paragraph comprehension	5,12,15
4	Text comprehension	1,11

Task 2

No	Reading comprehension components	Number
1	Word comprehension	22,25,26,29
2	Sentence comprehension	23,27,30
3	Paragraph comprehension	24,28
4	Text comprehension	21

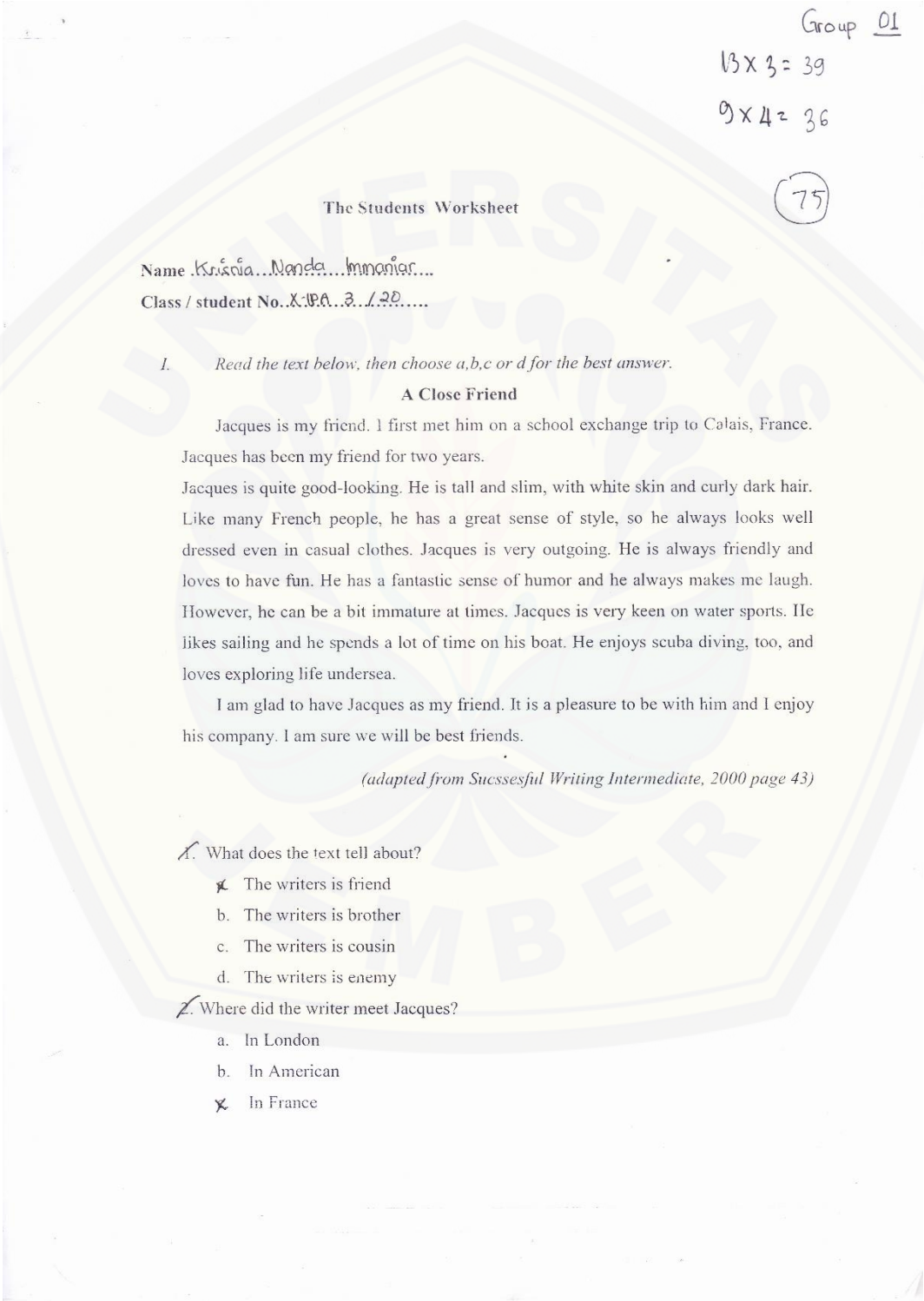
Scoring Rubric

No	Task	Formula
1	Task 1 multiple choice	Correct answer x 3
2	Task 2 True or False	Correct answer x 4
Total score		100

Digital Repository Universitas Jember

Appendix O

The Sample of the Students' Worksheet in Reading Test Cycle 1



Group 01

13 x 3 = 39

9 x 4 = 36

75

The Students Worksheet

Name Kristia Nanda Imanar

Class / student No. X IPA 3 / 20

I. *Read the text below, then choose a,b,c or d for the best answer.*

A Close Friend

Jacques is my friend. I first met him on a school exchange trip to Calais, France. Jacques has been my friend for two years.

Jacques is quite good-looking. He is tall and slim, with white skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well dressed even in casual clothes. Jacques is very outgoing. He is always friendly and loves to have fun. He has a fantastic sense of humor and he always makes me laugh. However, he can be a bit immature at times. Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life undersea.

I am glad to have Jacques as my friend. It is a pleasure to be with him and I enjoy his company. I am sure we will be best friends.

(adapted from Sucssesful Writing Intermediate, 2000 page 43)

1. What does the text tell about?
   a. The writers is friend
   b. The writers is brother
   c. The writers is cousin
   d. The writers is enemy
2. Where did the writer meet Jacques?
   a. In London
   b. In American
   c. In France

Digital Repository Universitas Jember

d. In Indonesia

3. When did the writer meet Jacques?
   a. A month ago
   b. Two years ago
   c. Five years ago
   d. Six years ago

4. He always looks **well dressed** even in casual clothes (Paragraph 2 line 4) what is the synonym of the underlined word ?
   a. Scruffy
   b. Stylish
   c. Tidy
   d. Smart

5. What does paragraph 3 tell about?
   a. Jacques personality
   b. Jacques hobby
   c. Jacques friends
   d. Jacques clothes

6. Jacques is very **outgoing** (paragraph 3 line 1). What is the antonym of the underlined woed?
   a. Good
   b. Friendiy
   c. Arrogant
   d. Responsible

7. Jacques is very **keen** on water sports (paragraph 4 line 1). What is the underlined word means?
   a. Bad
   b. Afraid
   c. Careful
   d. Good

Digital Repository Universitas Jember

8. He enjoys scuba diving. He refers to.....
   a. The writer
   b. The writer is brother
   c. Jacques
   d. Jacques is brother
9. What is Jacques good at?
   a. Jacques good at water sport
   b. Jacques good at playing football
   c. Jacques good at playing badminton
   d. Jacques good at swimming
10. What kind of sport Jacques enjoys to do?
   a. Sailing and scuba diving
   b. Sailing and parasailing
   c. Scuba diving and swimming
   d. Scuba diving and playing football

Read the text carefully (11-20)

My Mother

My mother is a beautiful person. She is not tall but short, and she has curly brown hair. Her eyes are brown and her skin color is light brown, and she has a beautiful smile. Her weight is 56 kg.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom because she is a good example for me. She loves singing and dancing too. she is a very good daughter, wife, and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all thing in the house is in the right place. She does not like messes. She always has a smile on her face. She is also so sweet and lovely.

I like it when I am going to sleep, I wake up or when I am going to go to same places, she always gives me a kiss, and when the family has a problem she is always with us to helps us and to give us all her love.

(adapted from http://www.elc.byu.edu/classes/buck/w_garden/students_descriptive.html)

Digital Repository Universitas Jember

11. What is the text tell about?
    a. The writer is family
    b. The writer is grandma
    c. The writer is father
    d. The writer is mother
12. What is the main idea of paragraph 1?
    a. My mother is a beautiful person
    b. My mother is a responsible person
    c. My mother is an organized person
    d. My mother is a caring person
13. She is not tall but not short (paragraph 1 line 2). What does the sentence mean?
    a. The writer's mother is tall
    b. The writer's mother is average
    c. The writer's mother is short
    d. The writer's mother is thin
14. She is very lovely, friendly, ***patient***.. (paragraph 2 line 2). What is the synonym of the underlined word?
    a. Calm
    b. Rush
    c. Quiet
    d. Rude
15. What dose paragraph 2 talk about?
    a. The writer's mother hobby
    b. The writer's mother appearance
    c. The writer's mother activities
    d. The writer's mother personality
16. What are the writer's mother hobby?
    a. Singing and watching tv
    b. Singing and dancing
    c. Reading books and watching
    d. Dancing and cleaning the house

Digital Repository Universitas Jember

17. She always takes care of her family (paragraph 3 line 2). What is the synonym of the underlined word?
    a. Patient
    b. Look after
    c. Love
    d. Responsible
18. She does not like messes (paragraph 3 line 6). What does the sentence mean?
    a. She is an outgoing person
    b. She is an arrogant person
    c. She is an organized person
    d. She is a good person
19. She is a very organized person (paragraph 3 line 4). What is the antonym of the underlined word?
    a. Clean
    b. Neat
    c. Inefficient
    d. Tidy
20. What dose the writer's mother always do when the family have problem?
    a. She always helps and give love
    b. She always irresponsible
    c. She always be quiet
    d. She always angry

Digital Repository Universitas Jember

II. *Read the text below, then read the sentences provided. Circle T if the sentence is True based on the text, and circle F if the sentence False*

My best friend

My best friend is called Ernesto, and he is my classmate.We, go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is a teacher. He is punctual, well-educated, and has good manners. He is hardworking. And always does his homework. He is also well-dressed and well-behaved. All the teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. I am happy to have such a friend.

(adapted from http://www.slideshare.net/ignaciaparotprofesora/describing-personality-12520331)

21. The text tells about the writer's best friend	(T)	F
22. The synonym of word ***well-behaved*** is ***rude***	T	(F)
23. Ernesto is a smart student	(T)	F
24. The main idea of paragraph 2 is Ernesto comes from educated family	(T)	F
25. The antonym of fearless is brave	(T)	F
26. The synonym of punctual is on time	(T)	F
27. Ernesto does not like sport	T	(F)
28. The third paragraph tells about Ernesto's friends	T	(F)
29. The synonym of word truthful is honest	(T)	F
30. Ernesto inspires the writer to work harder	(T)	F

Digital Repository Universitas Jember

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

Nomor 7463 /UN25.1.5/LT/2019 — 20 SEP 2019
Lampiran : -
Hal : Permohonan Izin Penelitian

Yth. Kepala
SMAN Pakusari

Diberitahukan dengan hormat, bahwa mahasiswa FKIP UniversitasJember di bawah ini:

Nama	: Khodiyoh Taye
NIM	: 150210401101
Jurusan	: PBS/ Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Rencana Observasi	: Bulan September s.d. Oktober 2019

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMA Nurul Islam Jember dengan judul "IMPROVING TENTH GRADE STUDENTS' READING COMPRESSION ACHIEVEMENT BY USING NUMBERED HEADS TOGETHER TECHNIQUE AT SMAN PAKUSARI". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izindan 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. 196706251992031003

Digital Repository Universitas Jember

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI PAKUSARI
JL PB Sudirman 120 Telp. (0331) 4355227 Kode Pos : 68181 Pakusari
email sekolah: sman_pakusari@yahoo.co.id , website:www.smanpakusari.sch.id
JEMBER

SURAT KETERANGAN

Nomor : 421/186/101.6.5.15/2019

Yang bertanda tangan di bawah ini :

Nama	: Ahmad Rosidi, S.Pd. M.Pd
NIP	: 19650309 198902 1 002
Jabatan	: Kepala Sekolah
Instansi/Sekolah	: SMA Negeri Pakusari

Menerangkan Bahwa :

Nama	: Khodiyah Taye
NIM	: 190210401101
Fakultas	: Keguruan dan Ilmu Pendidikan Bahasa Inggris Universitas Jember

Telah menyelesaikan Penelitian di SMA Negeri Pakusari pada kelas X MIPA 4 dengan judul *Improving The Tenth Grade Student's Reading Comprehension Achievement by Using Numbered Heads Together Technique at SMAN Pakusari* tanggal 6 s.d 28 Agustus 2019 .

Demikian Surat Keterangan ini untuk dipergunakan sebagaimana mestinya .

Jember, 28 Oktober 2019
Kepala SMA Negeri Pakusari

PEMERINTAH PROVINSI JAWA TIMUR
SMAN PAKUSARI
JEMBER
DINAS PENDIDIKAN

Ahmad Rosidi , S.Pd.M.Pd
NIP.19650309198902 1 002