



**IMPROVING THE GRADE EIGHT STUDENTS' PARTICIPATION AND
THEIR READING COMPREHENSION ACHIEVEMENT BY USING
NUMBERED HEADS TOGETHER (NHT) TECHNIQUE
AT MTs N ARJASA**

THESIS

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

By

**MERGINA SEFA DWIA HASRI
NIM 110210401001**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**

DEDICATION

I proudly dedicate this thesis to:

1. My parents, Moch. Hasyim and Sri Hartini.
2. My grandmother, Ngatini.
3. My sister, Intan Andalina Kusuma Hasri.
4. My brothers, Singgih Dwi Cahyono and Munif Zaini.
5. My beloved friends, Lana Nofelia, Rhisma Antika, and Adelya Dwi.

MOTTO

We read to know we are not alone.¹
(William Nicholson, Shadowlands)



¹ <http://www.goodreads.com/quotes/tag/reading>

STATEMENT OF THESIS AUTHENTICITY

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

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

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CONSULTANT'S APPROVAL

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Jember University

Name : Mergina Sefa Dwia Hasri
Identification Number : 110210401001
Level : 2011
Place and Date of Birth : Situbondo, October 12th, 1992
Department : Language and Arts Education
Study Program : English Language Education

Approved by:

Consultant I

Consultant II

Dra. Zakiyah Tasnim, M.A
NIP. 19620110 198702 2 001

Dra. Made Adi Andayani T, M.Ed
NIP. 19630323 198902 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher training and Education, Jember University on:

Day : Wednesday

Date : June 24st, 2015

Place : The Faculty of Teacher Training and Education

Examiner Team

The Chairperson,

The Secretary,

Dr. Aan Erlyana Fardhani, M.Pd
NIP. 19650309 198902 2 00 1

Dra. Made Adi Andyani T, M.Ed
NIP. 19630323 198902 2 00 1

Member I,

Member II,

Dra. Musli Ariani, M.App.Ling
NIP. 19680602 199403 2 00 1

Dra. Zakiyah Tasnim, M. A.
NIP. 19620110 198702 2 00 1

Acknowledgement by
The Faculty of Teacher Training and Education
The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 19540501 198303 1 00 5

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3. The chairperson of English Language Education Study Program.
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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are extremely appreciated.

Jember, June 24th, 2015

The writer

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SUMMARY

Improving the Grade Eight Students' Participation and Their Reading Comprehension Achievement by Using Numbered Heads Together (NHT) Technique at MTs N Arjasa; Mergina Sefa Dwia Hasri, 110210401001; 2015; 62 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This was a classroom action research focusing on the use of Numbered Heads Together Technique to improve the eighth grade students' participation and their reading comprehension achievement. The subjects of this research were the students of class VIII-C at MTs N Arjasa in the 2014/2015 academic year. This class was chosen because the students in that class could not achieve the standard requirement score of English which was 75. There were only 45.1 % or 13 students out of 30 students who got the standard score. Moreover, this class were less motivated in joining reading class.

In this research, the researcher used NHT Technique in teaching reading comprehension to the students because the researcher believed that this technique was appropriate to solve the problems faced by the students. NHT is one of the cooperative learning strategies that train the students to solve the problems together with their teams. Besides, by applying this technique, the students will have motivation and it decrees the students' boredom and monotonous in teaching learning process.

This research was conducted on March 24th - April 28th, 2015 in 2 Cycles. Each Cycle consisted of two meetings and a reading comprehension test. In this classroom action research, the researcher taught reading comprehension by using NHT Technique to class VIII-C and the observer of the actions was the English teacher of class VIII-C.

There were two kinds of important data in this research: primary data and supporting data. The supporting data were taken through interview and documentation while the primary data were collected through observation and

reading comprehension achievement test. The collected data were analyzed by using simple statistic with percentage formula.

From the observation of the students' participation done during the teaching learning process of reading comprehension by using NHT Technique in Cycle 1, the average result of the students' active participation was only 63.33%. It means the target percentage of the students' active participation was not achieved yet. Further, the observations were continued to Cycle 2. The average result of the students' active participation increased 13.82, from 63.33% in Cycle 1 to 77.15% in Cycle 2. The finding proved that the use of NHT Technique could improve the students' active participation.

Moreover, the result of reading comprehension achievement test in Cycle 1 indicated that only 20 students (66.67%) out of 30 students achieved the standard minimum score that was 75. This result had not achieved the success criteria of the research yet. Thus, the actions were continued to Cycle 2. In Cycle 2, the result of the students' reading comprehension achievement test showed that there were 23 students (76.66%) out of 30 students could achieve the standard minimum score that was 75. It means that the result of the students' reading comprehension achievement improved 9.99% from 66.7% in Cycle 1 to 76.66% in Cycle 2. This result showed that the success criteria of this research had been achieved in Cycle 2.

Based on the results above, the hypotheses of this research were accepted and it is suggested to the English teacher and the future researchers to use NHT Technique as an alternative technique in teaching reading comprehension.



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**MERGINA SEFA DWIA HASRI
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JEMBER UNIVERSITY
2015**

CHAPTER 1. INTRODUCTION

This research is a classroom action research which investigates the use of Numbered Heads Together (NHT) Technique to improve students' active participation and their reading comprehension achievement. This chapter presents the discussion of some aspects dealing with the topic of the research. They are background of the research, problems of the research, objectives of the research, limitation of the research and significance of the research.

1.1 Background of the Research

As a means of communication, language plays an important role for people in 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 feelings. There are so many languages that are used by people in the world. One of them is English.

English is an international language. It is used by many people all over the world. They use it as the first language, the second language, or the foreign language. Moreover, most of the sources of information, including book, science, and technology are written in English. Therefore, people need to master English both in oral and written form.

English is considered as a foreign language in Indonesia. It means that Indonesian people do not use English for daily life. They only learn and practice English when they have English subject at schools. Consequently, mastering English is very difficult for the learners because there are many differences between English and their mother tongue. Based on KTSP curriculum, there are four language skills namely listening, speaking, reading and writing that should be mastered by the students. In mastering those skills, the students should also learn the language components such as vocabulary, grammar, and pronunciation. Those

language components should be taught in integrated way with the four language skills. The four language skills are categorized into productive and receptive skills. Speaking and writing belong to productive skills that people use the language to produce messages through speech or written text, while reading and listening belong to the receptive skills that people extract meaning from the discourse they see or hear (Sheri, 2012)

Reading is one of the four skills that should be learnt by the students of junior and senior high schools. This skill has a great function in mastering English since reading is a way to get knowledge and information about something. By reading, the students are able to get some information stated in the text. Grellet (1996:8) states that reading comprehension should not be separated from other skills. It means that everything that people talk and write is related to what they have read.

From the explanation above, it can be inferred that mastering reading skill is very important for the students because most activities of English at school usually involve reading. Based on KTSP curriculum, there are some functional texts that should be taught for the grade eight students. One of them is narrative text.

Based on the preliminary study conducted in MTs N Arjasa by doing informal interview with the English teacher on December 5th 2014, it was revealed that most of the grade eight students especially class VIII C still could not achieve the standard requirement score (KKM) of English which was 75. The mean score of the last reading test in class VIII C was 71.3. (See Appendix M). There were only 45.1 % or 13 students out of 30 students who got the standard score. Their scores were between 75 up to 85. They got the standard score because they always paid attention to the teacher and they could answer the teacher's questions better than the rest of the students. Besides, when they found some unfamiliar words, they checked the difficult words in their own dictionaries. However, for those who did not achieve the standard score usually just talked to each other and made the class noisy.

Obviously, there were 54.9% or 17 students out of 30 students got under the standard score. Their scores were between 65 up to 70. The English teacher said that they found some difficulties in comprehending the words meaning, sentences meaning, and paragraph meaning of the text. Based on the classroom observation done by the researcher on December 8th2014, it was found that those students were passive in the teaching learning process. There were some students who did not pay much attention to the teacher. Moreover, they never answered the teacher's question seriously. When the teacher delivered a question, they only smiled and did not respect to her. Besides, they asked their mates to answer the teacher's question. It can be said that, the students were less motivated in learning reading comprehension, and actually they did not understand well about the text although the teacher repeated the explanation several times.

Based on the problems above, it is important to overcome the students' participation and their reading comprehension achievement. There are many teaching strategies that can be used to teach reading comprehension. One of them is Cooperative Learning. Cooperative learning is a generic term for various small group interactive instructional procedures. Walker (2002) states that, in Cooperative Learning, students work together on academic tasks in small groups to help themselves and their teammates learn together. In other words, this strategy concerns more on cooperation rather than competition. Lie (2002:37) states that the students must have willingness to cooperate with another in Cooperative Learning that will give benefit to each other. Good Cooperative Learning strategies engage students in sharing how they think, examining it themselves, gaining insight from the critiques of their pairs, and enlarging their conceptual understanding by hearing how others understand the same content (Cooper, 1999:272).

There are some teaching models that can be used in Cooperative Learning. In this research, the researcher will use Numbered Heads Together (NHT) to overcome the students' problem in the reading class. Numbered Heads Together is a technique that trains the students to work in group and think together to solve the problems given by the teacher. In this technique, every member of the groups

should share their ideas together. They have to discuss the answer of the problems before the teacher calls the number of the representative of each group. Every member should be ready and know the best answer because the teacher will call the number of the students randomly. Nurhadi and Senduk (2003:6) state that NHT is helpful for the students because it drills the students to work cooperatively in making reviews of material and checks their understanding about the content of the lesson. Cooper (1999:282) states that NHT technique provides an incentive from the students to harness their interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves. This condition will be appropriate to overcome the students' difficulty in comprehending a text, and avoid students' boredom and monotonous.

Based on the previous research conducted by Wijaya in SMP Muhammadiyah 2 Kalisat in 2011/2012 academic year, it was proved that Numbered heads Together Technique could improve the students' reading comprehension achievement. In addition, Izzaty (2014) said that, Numbered Heads Together (NHT) could improve the class VIII E students' reading comprehension achievement at SMP N 4 Jember in 2013/2014 academic year. She used descriptive text as the materials in her research. Besides, in other research design which is conducted by Agustin (2013) proved that the application of NHT technique significantly influenced the students' reading comprehension achievement of the eighth grade students of SMPN 2 Tanggul Jember. She used recount text as the materials in her research. Her research focused on finding the general information and finding specific information. Besides, she found that the students who got treatment of NHT technique could perform better on reading comprehension achievement compared to the students who did not get any treatment of NHT technique. As a result, based on the previous researches, NHT can be one of the effective techniques to overcome the students' active participation and their reading comprehension achievement problems in the teaching learning process.

In addition, the English teacher of the eighth grade of MTs N Arjasa has never applied NHT technique to teach reading comprehension. For those reasons, the researcher has willingness to conduct a classroom action research to improve the students' reading comprehension by using the same technique. Hence, a research entitled: "Improving the Grade Eight Students' Participation and Their Reading Comprehension Achievement by Using Numbered Heads Together Technique at MTs N Arjasa" will be conducted.

1.2 Problems of the Research

Based on the background of the research above, the problems of the research are formulated as follows.

1. Can the use of Numbered Heads Together (NHT) technique improve the grade eight students' participation in teaching learning process at MTs N Arjasa?
2. Can the use of Numbered Heads Together (NHT) technique improve the grade eight students' reading comprehension achievement at MTs N Arjasa?

1.3 Objective of the Research

Considering the research problems presented above, the objectives of the research as follows.

1. To improve the grade eight students' participation in teaching learning process at MTs N Arjasa by using Numbered Heads Together (NHT) technique.
2. To improve the grade eight students' reading comprehension achievement at MTs N Arjasa by using Numbered Heads Together (NHT) technique.

1.4 Limitation of the Research

Limitation of A research is important to avoid a scope of a research. The classroom action research will be used to improve the grade eight students' participation and their reading comprehension achievement at MTs N Arjasa in the 2014/2015 academic year.

1.5 Significance of the Research

The result of this research is expected to be useful for the English teacher, the students, and the other researchers.

1.5.1 The English Teacher

The results of the research are hopefully can give more information about Numbered Heads Together technique. Besides, it will be able to improve the teacher's performance in teaching reading comprehension so that the reading class is more active and interesting. Besides, it also improves his students' achievement.

1.5.2 The Students

This technique hopefully can improve their reading comprehension achievement and their active participation in teaching learning process. The result of this research is expected to give a new experience to the students in learning reading comprehension through the Numbered Heads Together (NHT) Technique.

1.5.3 The Other Researchers

Hopefully, the results of the research is beneficial for future researchers as information to conduct further researches using the same technique with the same or different research design, for example "Improving The Students' Participation and Their Listening Comprehension Achievement by Using Numbered Heads Together (NHT) Technique".

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the research problem. They include reading comprehension achievement, narrative text, the teaching of reading in MTs N Arjasa, Cooperative Language Learning, Numbered Heads Together (NHT) Technique, the teaching of reading narrative text by using NHT technique and research hypothesis.

2.1 Reading Comprehension Achievement

Reading is a receptive languages process (Carrel: 1998). Grellet (1996:8) adds that reading is an active skill in which the process constantly involves guessing, predicting, checking, and asking oneself question. Similar to the idea, Wood (1991:6) states that reading is an active process that requires active strategies to understand the reading text. Therefore, it can be defined that reading is a process of how to gain the information from the written materials by understanding the meaning of the text.

Reading cannot be separated from comprehension. Hennings (1997:245) states that comprehension means interacting and constructing meaning with text. In addition, Fabrian and Winch (1996:8) state that we read in order to gain meaning from the text. In other words, reading comprehension relates to the process of comprehending a text in which the reader tries to get the information from the text by activating his previous knowledge and skill. Therefore, it can be said that reading relates to comprehension.

Achievement is related to test that is done to discover how successful students have been in achieving the objective of a course (Hughes, 2003:12). According to McWhorter (1989:90), the reading comprehension is based on the degree of ability in comprehending word, sentence, paragraph, and text. In this

research, the researcher only focuses on the materials of narrative text for junior high school students on the eighth grade based on KTSP Curriculum.

2.1.1 Word Comprehension

Comprehending the words in reading process is important because it is the basic to comprehend the whole text. By comprehending the words, the students can understand the whole text easily. In the same way, Gillet and Temple (1990:99) state that it is important for the students in reading comprehension to understand word meaning, because it helps them to comprehend the text. So, in reading a text, the students have to know the meaning of the words based on the text they read.

Wood (1991:57) states that reading improves vocabulary and a larger vocabulary improves reading. It means that when the students are reading, they will rich of vocabularies and by having many vocabularies they can perform well on reading. This is the examples of word comprehension in a narrative text entitled “The Smartest Parrot”

Instruction: Read the text carefully then answer the following questions!

The Smartest Parrot

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

1. The underlined word has the same meaning with the word....
 - a. Greedy
 - b. Afraid
 - c. Kind
 - d. Patient

The answer of the question above is c.

(Taken from *scribed.com/2008/12*)

Explanation: It is stated in dictionary that the word nice has the same meaning with the word kind. So, the best answer of question number 1 is C.

2.1.2 Sentence Comprehension

After comprehending the word meaning in reading activity, the students should comprehend the sentence meaning as well. Wood (1991:151) states that sentence is the smaller unit in the material that expresses a complete idea. In addition, Grellet (1996:15) states that it is better to understand the meaning of some words constructed in sentences than translating the sentences word by word. It means that the students do not need to translate word by word in reading a text because when they just translate a sentence word by word, they will face some difficulties in understanding the writer's idea. It can be said that, understanding sentences is important to support the effective reading activity. It is not only translating a sentence word by word, but also understanding the whole of the sentence completely.

As stated by Wood (1991:151), there are three kinds of sentences. The first is simple sentence, the second is compound sentence, and the third is complex sentence. Simple sentence is a sentence that consists of one subject, one verb, and it can be followed by an object or a complement. In addition, compound sentence is a sentence that consists of two or more subjects and verbs. We need to use conjunction to join two or more sentences. The last type of sentence is complex sentence. It consists of a simple sentence and several phrases. Here is an example of sentence comprehension

Instruction: Read the text carefully then answer the following question!

Jonah

Once upon a time there was a village in North Israel. All the people lived peacefully there. One of them was Jonah. Jonah lived with his parents. They loved him very much. In the north of Israel was Syria. It had powerful knights. They were very cruel and liked to invade other countries.

1. It had powerful knights (line 3). The underlined word refers to?
 - a. Israel.
 - b. The village.
 - c. Syria.
 - d. Jonah's village.

Answer: a

(Taken from <http://bos-sulap.blogspot.com>)

Explanation: It is stated directly in the previous sentence that in the north of Israel was Syria. Thus, the word it is a pronoun of Syria.

2.1.3 Paragraph Comprehension

Comprehending a paragraph in reading is crucial for students in reading activity. McWhorter (2001:40) states that a paragraph is a group of related sentences that develop a single topic. Moreover, Wood (1991:151) defines that paragraphs usually contain several sentences and one of these sentences introduces the main idea of the paragraph. In comprehending paragraph, the students need to comprehend the whole sentences so they will understand the paragraph.

According to Wong (1999:366), a paragraph consists of three elements:

1. Topic sentences is a sentence in a paragraph that states the main idea
2. Supporting details are sentences that develop or support the main idea
3. Concluding sentence is a sentence that ends a paragraph by restating or summarizing the idea or topic of paragraph.

Here is an example of paragraph comprehension in the paragraph.

Instruction: Read the text carefully then answer the following question!

The legend of Lake Toba

Once upon a time, in the North of Sumatera there was a handsome man. His name was Toba. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

1. Which statement is **NOT TRUE** based on the paragraph?
 - a. The fish asked him to set free.
 - b. A handsome man liked fishing.
 - c. He caught a fish that could talk.
 - d. He was very happy to find out that fish.

Answer: d

(Taken from <http://kumpulan-contoh-narrative-text-bahasa-inggris>)

Explanation: we can see that the statements that stated in option a, b, c are correct. From the paragraph, we know that the man was surprised to find out that the fish could talk. It means that he did not happy. So, the best answer is d.

2.1.4 Text Comprehension

Comprehending the text and getting the writer's idea belong to the purpose of reading. McWhorter (1989:131) states that a whole text consists of words, sentences, and paragraphs. It means that the students have to comprehend the words, the sentences, and the paragraphs in order to gain the writer's idea in a text.

In this research, text comprehension means the students' ability in comprehending the message of the text not only comprehending the words, the sentences, or paragraphs, but also comprehending the whole text. Here is an example of text comprehension

Instruction: Read the text carefully then answer the following question!

Dayang Sumbi

Once, there was a kingdom in Priangan Land. There lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched to her son's wound that had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

1. What does the text tell us about?
 - a. Tells about the lovely dog named Tumang.
 - b. The history of a kingdom in Priangan Land.
 - c. The Legend of Tangkuban Perahu
 - d. Sangkuriang as a hunter.

Answer: c

(Taken from <http://drogpatravel.biz/2013/05>)

Explanation: the answer is “c” because from the text, we can understand that the story tells us about the legend of Tangkuban Perahu. It started from how Sangkuriang became a hunter and then fell in love with her mother. But Dayang refused it and kick the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

2.2 Narrative Text

Based on KTSP curriculum, there are several types of texts that should be taught to the grade eight students of junior high school. One of them is narrative text. In this research, the researcher will use narrative text because this kind of text will be taught in the second semester of the grade eight. Narrative text is a kind of English text that tells about story (fiction or nonfiction/ tales/ fables / myths/) and its plot consist of climax of the story (complication) then followed by the resolution. Chatman (1993:3) states that narrative is kind of text which tells a story or it presents a unified sequence of events that add up to something, a plot with some kinds of point. Mostly, a narrative text consists of several events that make the story become interesting. The social function of narrative text is to amuse or entertain the readers about the story happened in the past. In this research, the researcher will use narrative text because by reading a narrative text, the students can learn something based on what they have read. It occurs because this text always gives moral values or good messages to the readers that can be applied in the daily life.

The generic structure of narrative text is as the following.

Generic Structure:

- Orientation : Sets the scene and introduces the participants
- Complication : A crisis arises
- Resolution : The crisis is resolved, for better or for worse

In addition, there are some language features of narrative text as follows.

1. The use of specific individualized participants: Malin Kundang, Loro Jonggrang, The King, etc.
2. The use of chronological connection: First, after that, finally, etc.

3. The use of action verbs: went, cooked, saw, etc.
4. The use of simple past tense: one day there was a big and gold fish near the river.
5. The use of adverbs and adverbs of phrases of place and time: slowly, in the North Sumatera, Once upon a time, etc.

The example of narrative text is given below:

SNOW WHITE

A long time ago, a child was born to a queen and king and she was called Snow White. When the queen died, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant. Snow White grew very beautiful and one day a Prince riding by, saw her at work and fell in love with her. The queen was beautiful too, and every day she asked her Magic Mirror, "Who is the fairest in the land?" and the mirror always answered, "You are the fairest one of all".

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But one day the mirror answered Snow White was the fairest in the land, and in a rage the queen gave orders to one of her Huntsmen to take Snow White into the woods and kill her. The Huntsman had a kind heart and couldn't do the deed so told her to run away. She fled into the woods where seven little dwarfs lived. Their house was small and strange. Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep. When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. The Queen discovered where Snow White was living and disguising herself as a witch, took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness. Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin.

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One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy. The Prince took Snow White to his palace where they were married and lived happily ever after.

(Taken from *English in Focus*, 20008:60)

2.3 The Teaching of Reading Comprehension at MTs N Arjasa.

Based on the classroom observation done by the researcher when she conducted teaching practice in MTs N Arjasa, the implementation of teaching reading comprehension is the following. The teacher reads the text loudly in front of the class. After that, the teacher asks the students to repeat after him. Then, the students read the text loudly together per row. The last, the teacher asks the students randomly to read paragraph per paragraph. Next, the teacher asks the students whether there are some unfamiliar words or not. When the students have a problem in understanding some words, the teacher does not guide them to understand the word based on the context. In fact, he directly helps them by translating the meaning of the unfamiliar words into Indonesian language. After that, to check the students' comprehension, the teacher delivers some questions orally related to the text. If the students have known about it, the teacher asks them to do the written exercises. There is no English book that is used in MTs N Arjasa. Mostly, the teacher writes the materials on the black board, but sometimes she gives printed materials to the students in English class.

2.4 Cooperative Learning

Cooperative learning is one of the teaching techniques that can be used in teaching learning process. Cooper (1999:272) defines that cooperative learning is an instructional task design that engages students actively in achieving a lesson objective through their own efforts and the efforts of the members of their small learning team.

Cooperative learning is small group activities that consist of three or four students that work together to achieve the same goal (Orlich et. al, 1998:287). The purpose of this teaching technique is the students are able to socialize within the group, and they have to share their ideas and discuss the problems from the teacher. It means that this technique does not allow the member of the groups work individually, but they have to work cooperatively and maintain a good relationship while doing the small group discussion. By applying this technique in teaching learning process, the students will learn how to share their opinion in team work, and they will understand how to build a good relationship in achieving the same goal together with their groups.

According to Johnson and Johnson in Orlich *et. al* (1992:227), there are five basic fundamental principles of Cooperative Learning which are related to each other. They are as follows.

1. Positive Interdependence

Positive interdependence means the success of a team depends on the individual success within the group. In this technique, there is no competition between the members of each group. So, all of the members should work together in answering the questions. Each group should prepare and make sure that all of the members understand the materials, because nobody knows who will be called by teacher to answer the questions.

2. Face –to – Face Interaction

In this principle, the students could discuss and share their opinion directly in doing the task with their teams. This means, each member will create the face to face interaction with their teams. It can be said that all of the members should be confidence and give their participation in doing interaction within the group.

3. Individual and Group Accountability

Every member should give an active contribution to the group in which every member should think and share his/her ideas. It means that this principle invites the students to built solid cooperation to achieve the same goal. The group' successful depends on the member' successful. Therefore, every member should be serious and active in doing the group work.

4. Interpersonal and Small Group Skills

Cooperative learning is more complex than individualistic learning. In this case, the students have to share with others as a team work. Leadership, decision making, trust building, and communication are needed by the students while doing the task. The students also have to learn about conflict management skills to manage the problems in team-work and task - work optimally.

5. Group Processing

Group processing is a process which is done after the students finished their group activity. In this case, the students should be able to analyze how well they do the task given and how far they can maintain their social skills. In this process, the students have to discuss who are helpful and unhelpful, and they need to understand what behaviors should be continued or changed.

Cooperative Learning has some models that can be used in teaching learning process. Kagan (2010) states there are five examples of Cooperative Learning activities. They are Three- Step Interview, Roundtable, Think-Pair-Share (TPS), Solve- Pair- Share, and Numbered Heads Together (NHT).

This research will use Numbered Heads Together (NHT) Technique as a model to teach reading skill. The researcher will use this technique because this is a fun and interesting way in teaching reading that motivate the students to work in group, and it decreases the students' boredom in learning English. By applying Numbered Heads Together (NHT) Technique, it will be easier for the students in comprehending a text because they can ask, discuss, and share their ideas together with their team. Besides, the students will be enthusiastic in answering the comprehension questions in order to get the point and become the winner of the competition.

2.5 Numbered Heads Together (NHT) Technique

Numbered Heads Together (NHT) is one of the techniques in cooperative learning. This technique is originally developed by Kagan in 1993. In this technique, the group success depends on individual success. It means that this model trains the students to work cooperatively and being responsible in understanding the materials. By applying NHT technique, the students will have motivation to work in groups and it decreases the students' boredom and monotonous in teaching learning process.

In this research, the researcher uses the steps of Numbered Heads Together (NHT) technique by Kagan (2010) and Cooper (1999:281-282). It means that, some of the steps are taken from Cooper (1999:281-282), and the rest are taken from Kagan (2010).

The steps of Numbered Heads Together (NHT) technique that is used in this research based on Cooper (1999:281-282) are:

1. Plan

The researcher prepares and selects the appropriate materials that will be used. In this case, the researcher should be ready to give the appropriate materials to teach reading skill based on the curriculum and students' ability.

2. Form teams

The researcher divides the students into teams that consist of five. To make the teams equal, the researcher divides the students' team based on the students' ability. Therefore, each team consists of high, average, and lower achiever.

3. Number students

After forming the teams, the researcher gives number 1, 2, 3, 4 and 5 to the students in each team at random. The students put the numbers from the teacher on their heads. Those numbers represent the respondents that will be called by the teacher. After that, the researcher distributes the materials to the students.

4. Pose the question

After forming and number the students, the researcher poses the questions.

The next steps of applying NHT technique in this research are based on Kagan (2010). They are:

5. Think Time

In this stage, everyone thinks how to answer the posed questions. In addition, the students do not allow talking with others. The researcher uses a small hammer as a signal to stop the students when the time for thinking is up.

6. Write Answer

After thinking time, everyone privately writes his/her own answer on his/her own sheet of paper.

7. Heads Together

The teammates put their heads together and share their answers. They reach consensus on a team answer, discuss, and teach if necessary. So, everyone knows the answer or knows how to solve the problems.

8. Who Answers?

All selected students stand and ready to answer independently. They may no longer consult with teammates.

9. Answer Question

The selected students state their answers to the class.

2.5.1 The Advantages of Numbered Heads Together (NHT) Technique

According to Suwarno (2008), there are five advantages that students can get in learning by using this model. They are as the following:

1. NHT can help to create an interaction between the students when they put heads together
2. NHT can increase the students' responsibility
3. NHT can give a chance to develop social skills such as become a leader in the group
4. NHT can help the students develop their ability in oral communication
5. It is easier for the students to build their knowledge

2.5.2 The disadvantage of Numbered Heads Together (NHT) Technique

Beside the advantages above, there are two disadvantages of applying Numbered Heads Together (NHT) Technique. They are as the following:

1. It will be possible that the division of groups is not equal. Sometimes, the students want to make a group based on their willingness. Whereas, in applying NHT Technique, each group should consists of higher, medium, and lower achiever. To overcome this problem, the division of group members should be done by the teacher. Here, the teacher can use the previous score to divide the groups.
2. In this technique, there is a possibility that the students cheat or over hear with another group. To anticipate this problem, the teacher should make a distance between groups. Moreover, the teacher will give a punishment if there is a group who cheat or over come with another group.

2.6 The Teaching of Reading Narrative Text by Using NHT technique

In this research, the researcher adapts the procedures of Numbered Heads Together Technique (NHT) developed by Kagan (2010) and Cooper (1999:281-282). This technique originally comes from questioning technique. Besides, the expert of this technique does not explain about the procedures when he implemented this technique. Nevertheless, in this research the research explains about the procedures of Numbered Heads Together (NHT) Technique to the students. It occurs because based on the observation done by the researcher in teaching practice at MTs N Arjasa, the students of class VIII- C felt confuse when they did the exercise of reading comprehension by using Think-Pair-Share Technique. At that time, the teacher does not explain about how to use TPR technique to the students. Thus, the researcher assumes that the students will face the same problem if the teacher does not explain about how to use Numbered Heads Together technique before the students doing the exercises.

2.6.1 The Attributes of Numbered Heads Together (NHT) Technique

This research will use head attribute that should be used by the students. This is one of the characteristic of applying Numbered Heads Together (NHT). The attribute are colorful and simple. The purpose is to invite the students' enthusiasm in joining reading class. The researcher makes circle paper consisted of a number. Each team gets a set attribute consisted of number 1, 2, 3, 4, and 5.

This following picture is an example of the head attribute made by the researcher.



2.6.2 The Procedures of NHT Technique Implemented on Reading Class

1. Plan

The teacher prepares the lesson plan that will be used to teach reading comprehension. The Instructional materials are based on the curriculum and the students' ability.

2. Form teams

The teacher divides the students into teams that consist of five. The group divisions consist of high, average, and lower achiever.

3. Number students

After forming the teams, the teacher distributes number 1, 2, 3, 4 and 5 to the students in each team at random. The students put the numbers from the teacher on their heads. Those numbers symbolize the respondents that will be called by the teacher.

4. Pose the question

After forming and number the students, the researcher poses the questions. In this research, the teacher poses open ended questions to the students. Although the teacher poses the questions orally, the students can look at the printed questions given when they could not understand what the teacher said.

5. Think Time

The teacher gives a chance to the students to think about the answers in 5-8 seconds. The duration time is based on the types of the questions. The researcher will use a small hammer as signal when the time to think is up. In this stage, each student should think about his/her answer individually. Moreover the students do not allow talking with others. So, the class is soundless.

6. Write Answer

After thinking time, the teacher asks all of the students to write their answers on their own sheet. It means that everybody should write his/her own answer.

7. Heads Together

The students are asked to put heads together. This step has a function to share, confirm, and teach each others. As a result, all of the members know the final answer of their teams.

8. Who Answer

The teacher calls the number of the students randomly. Then, the teacher asks the selected students to stand up to be ready to answer the posed questions.

9. Answer Question

The next is, the teacher asks the standing students to state their answers to the class.

2.7 Action Hypothesis

Based on the review of the related literature, the classroom action research can be formulated as follows.

1. The use of Numbered Heads Together (NHT) technique can improve the grade eight students' participation in teaching learning process at MTs N Arjasa
2. The use of Numbered Heads Together (NHT) technique can improve the grade eight students' reading comprehension achievement at MTs N Arjasa

CHAPTER 3. RESEARCH METHOD

This chapter discusses about the methods applied in this research. It includes Research Design, Area Determination Method, Research Subjects Determination Method, Data Collection Method, and Research Procedure.

3.1 Research Design

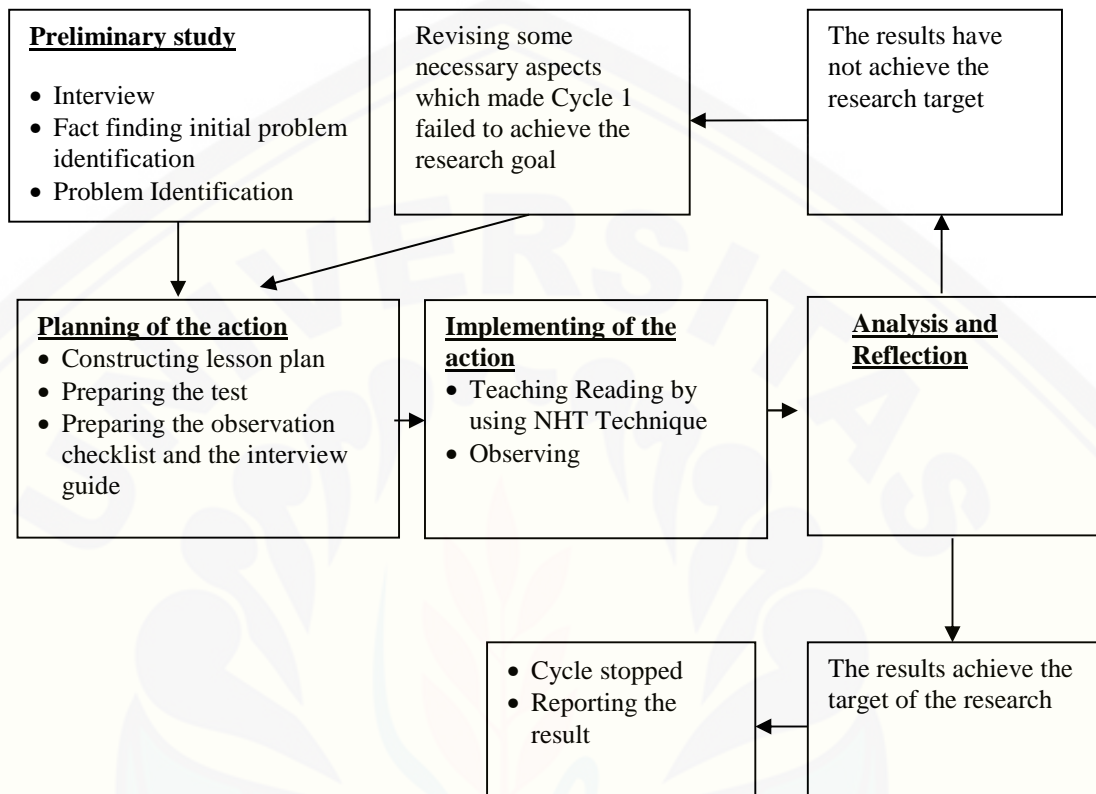
This research is intended to improve grade VIII-C students' reading comprehension achievement at MTs N Arjasa by using Cooperative Learning technique: Numbered Heads Together (NHT) Technique. The best research design of this research is Classroom Action Research (CAR) because it is applying to solve the reading comprehension problems faced by the students. Elliot (1991:69) states that an action research is the study of a social situation, with a view to improve the quality of the action. Further, McMillan (1992:69) defines that a classroom action research is a type of applied research that their purpose is to solve a specific classroom problem or make decision at a single local site. In other words, Classroom Action Research (CAR) is an appropriate research design that has a function to solve the problems faced by the students and the teacher in the classroom.

In this research design, the researcher worked collaboratively with the English teacher of MTs N Arjasa. The collaboration of the researcher and the English teacher had functions in finding and defining four steps in each cycle. There were (1) planning of the action, (2) implementation of the action, (3) observation, and (4) data analysis and reflection of the action.

In this research, each cycle delivered two meetings (first meeting and second meeting). The cycle would be continued if the result of teaching reading comprehension by using Numbered Heads Together Technique had not achieved the standard mean score in this research (75 or higher).

The design of the research presented in the following diagram:

Diagram 3.1 The Design of The Classroom Action Research



(Adapted from Lewin, 1980, in Elliot, 1991:70)

The illustrations of the diagram above are explained in the following procedures.

1. Interviewing the English teacher of MTs N Arjasa to identify and find the research problem as the preliminary study. Then, observing the class when the English teacher conducting the reading class.
2. Finding out the school document that is used as supporting data (The names of the research subject, the students' scores in the last English daily test, and the English curriculum and Syllabus).
3. Planning the action (constructing the lesson plans (meeting 1 and meeting 2) for the first cycle and a reading test which is done collaboratively with Mrs. Irnawati S, Pd as the English teacher.

4. Implementing the first cycle that is teaching reading comprehension achievement by using NHT Technique done by the researcher.
5. Observing the classroom activity based on the observation checklist done by the English teacher while the researcher implementing the action in the first cycle.
6. Determining the criteria of success of this research
7. Administering a reading comprehension test to the research subjects after the action of the first cycle is done (it was done on the third meeting).
8. Analyzing the observation results and the reading comprehension test' result in the first cycle quantitatively and decide the scores in the score levels, then describing the results qualitatively.
9. Reflecting the results of the first cycle observation and the reading test done by the researcher and the English teacher through discussion and feedback.
10. If the result of the action in cycle 1 achieves the research target, the researcher stopped the action, but if the action of the first cycle could not full fill the criteria of success in this research, the action would be continued to the next cycle by revising some aspect that makes the 1 cycle fail.

3.2 Area Determination Method

Purposive method is used to determine the research area in this classroom action research. Fraenkel and Wallen (2006:100) a purposive method is a method in choosing a research based on a certain purpose or reason. This research was conducted at MTs N Arjasa. This school would be chosen based on some consideration:

1. Numbered Heads Together (NHT) Technique had never been applied by the English teacher in teaching reading comprehension.
2. The grade eight students of MTs N Arjasa, particularly the grade VIII-C had difficulties in comprehending the reading text.
3. The headmaster and the English teacher appreciate gave permission to the researcher to conduct a Classroom Action Research (CAR) in this school.

3.3 The Research Subject Determination Method

In this research, the researcher used purposive method to determine the research subjects. The population of this research was the grade eight students of MTs N Arjasa in the 2014/2015 academic year. This school had 5 classes of the grade eight students in which each class consists of 30 – 32 students. Therefore, the research subjects were taken purposively by considering that the students had problems in reading ability. Therefore, the researcher took grade VIII- C that had the lowest mean score 71.3, (see Appendix M) of reading comprehension achievement as the research subjects.

3.4 The Operational Definitions of the Terms

In this research, there were some terms that are important to be defined operationally for avoiding the broad interpretation of the terms between the writer and the reader. The terms which was important to be defined were NHT technique and reading comprehension achievement as follows:

3.4.1 Numbered Heads Together (NHT) Technique

Numbered Heads Together (NHT) Technique is one of the teaching models of Cooperative learning that developed by Kagan in 1993. It is a kind of technique that promotes positive discussion while the students work in groups. The purpose of this technique used for helping students to understand the text and answer the comprehension questions together with their groups successfully. Besides, it was intended to increase the students' active participation in learning reading comprehension. Moreover, this technique was hopefully could decrease the students' boredom in learning reading comprehension in the classroom. In this research, the students of class VIII C divided by eight groups that consist of 5 members in each team. Then, the researcher numbered the students 1, 2, 3, 4 and 5 in each team randomly. After that, the researcher posed the questions. After the question was posed, the researcher gave limitation to the students to think about the answers. Next, the teacher asked each student to write his/her own answer on his/her own sheet. Then, the students were asked to put heads together to share,

confirm, and teach each others. So they could find the best answers in this stage. The last, the teacher called a number at random to answer the question. For those who called by the teacher, he/ she has to responded the teacher's calling by raising hand or standing up.

3.4.2 Reading Comprehension Achievement

In this research, reading comprehension achievement covered with the students' competence in comprehending the text considering word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. It could be identified from the students' reading comprehension test score after the students learned reading comprehension by using NHT technique. It was done after the action is accomplished by the researcher and the English teacher collaboratively.

3.4.3 Narrative Text

Narrative text would be used in this research. Chatman (1993:3) states that narrative is a kind of text which tells a story or it presents a unified sequence of events that add up to something, and a plot with some points. The social function of narrative text is to retell stories happened in the past for the purpose to inform or to entertain the readers about happy or sad phenomena. Based on 2006 curriculum, fable is the theme of narrative text that is used to teach the eighth grade students in the second semester. Fable is a type of narrative text that introduce about the name of animals as the characters of the story. Based on the reasons above, narrative text in the form of fables used for the class VIII- C students at MTs N Arjasa. In the first meeting of Cycle 1, the students got the reading text entitled "The Donkey and the Wolf". Then, in the second meeting of Cycle 1, the students got the reading text entitled "The Lion and the Mosquito". Both of the texts were taken from *My favorite Fables- Kuala Lumpur*.

3.5 Data Collection Method

In this research, there were two kinds of data collected, namely primary data and supporting data. The primary data were collected by using reading comprehension test and observation checklist in each cycle. Meanwhile, interview and documentation were used to collect the supporting data. The data collection method used in this research will be explained in detail in the following parts.

3.5.1 Reading Test

In this research, test would be used to collect the primary data dealing with the grade VIII- C students' score of reading comprehension. McMillan (1992:114) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. In addition, Arikunto (2006:223) defines that test is a set of questions to measure skill, intelligent ability, knowledge, ability, or talent of individual or group. Moreover, Hughes (2003:11) defines that there are four types of tests covering proficiency test, achievement test, diagnostic test, and placement test. For gaining the primary data, the researcher used an achievement test in this research. According to Hughes (2003:13), an achievement test is directly related to language course that has a purpose to establish how successful individual students, group of students, or the courses themselves have been in achieving the teaching objectives. Therefore, the achievement test in this research is administered after the students are taught reading comprehension by using NHT technique.

According to Heaton (1991:164) a good test must have validity and reliability. Validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect (Fraenkel and Wallen, 2012:148). In this research, content validity was used because the content of the test will represent the indicators measure. Hughes (2003:26) states that, a test is said valid if it measures accurately what is supposed to be measured. Based on those two definitions, it could be concluded that a test is said valid if it measures what should be measured. In relation to the reliability, Hughes (2003:36) indicates that

reliability refers to test result consistency. This research used the content validity. In addition, Hughes (2003:42) defines that to be valid a test must provide consistently accurate measurements, it must therefore be reliable. In other words, a valid test is also reliable.

In this research, the researcher discussed with the English teacher of MTs N Arjasa to construct the achievement test. According to Hughes (2003:19), there are two kinds of test based on the method of scoring; they are objective and subjective test. Moreover, it is stated that there is no judgment required on the part of the scorer, and then the scoring is objective. Meanwhile, when there is judgment called for, the scoring is said to be subjective. The test forms that used in this research were Multiple-Choice and True-False statement. Hughes (2003:143) confirms that objective test is more practical and easier to do. It means that the students had to choose one correct answer based on the text given. Besides, it helped the researcher for scoring the test consistently and did not take longer time because there was only one correct answer on each test item.

The students were given a reading comprehension test after doing the action on each cycle. There were 30 items in the reading comprehension test. 20 questions were given in the form of multiple choice, and 10 questions in the form of True-False statement. It covered 8 items identifying word comprehension, 8 items identifying sentence comprehension, 6 items identifying paragraph comprehension, and 8 items identifying text comprehension. Therefore, the total items of the reading comprehension test were 30. The total items of identifying paragraph comprehension were not equal because in each reading text, there were 5 paragraphs in one text. It made the researcher construct fewer questions of paragraph comprehensions to avoid two or more items that had the same answer. The number of narrative text that was used in the reading comprehension test was two texts in one test, in which 15 items were from reading text one and the other items were from reading text two. In the reading text one, items number 1 – 10 were in the form of multiple choice and items number 11 – 15 were in the form of True- False statement. While in the reading text two, items number 16 – 25 were in

the form of multiple choice and items number 26 – 30 were in the form of True – False statement.

The titles of the text were “The Crow and the Oyster” and “The Fox and the Crow”. They were taken from *My Favorite Fables- Kuala Lumpur*. The time given to administer the reading comprehension test was 60 minutes. Dealing with the scoring, each correct answer was scored 1. While, the wrong answer was scored 0. So the maximum score was 30. The final score would be calculated as the following formula:

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

Notes :

E = Final score

n = the total number of correct answers

N = the maximum score (30)

For example, if Anita got correct answers 20, her final score calculated as follow:

$$E = \frac{20}{30} \times 100$$

Therefore, Anita’s final score was 66.6. The data gaining from reading comprehension test were analyzed quantitatively by using two formulas for getting the mean score and finding the percentage of the students who get at least ≥ 75 , since 75 was the standard minimum score of MTs N Arjasa.

3.5.2 Observation

According to McMillan (1992:12), observation allows the researcher to take into account important contextual factors that may influence the interpretation and use of the result. In this research, observation was used to record the activities in the teaching learning process of reading comprehension that is done by the researcher and the English teacher. The function of observation was to measure the students’ active participation when they are taught reading by using Numbered Heads Together (NHT) Technique. Arikunto (2006:229) states that the most effective way in observation is by checklist. As a result, the

researcher used checklist paper to record the students' active participation in the teaching learning process to determine whether they are active or passive.

In this research, the researcher used five indicators to measure the students' active participation while learning reading comprehension by using NHT Technique. The indicators were: (1) Reading the text, re-reading the text, or/and consulting dictionary actively (2) Writing the answer individually on the sheet appropriately (3) Putting heads together cooperatively, (4) standing up and ready to answer the posed questions seriously, and (5) stating the answer of the posed questions given by the teacher seriously. The observation checklist used is as follows. This observation was done in each student within group. In this research, each group consisted of five students that were taken based on the scores obtained by the students in the last English daily test.

Table (2) Observation Checklist of Students' Participation

No.	Name	Indicators					Active	Passive
		1	2	3	4	5		
1								
2								

The indicators to be observed are:

1. Reading the text, re-reading the text, or/and consulting dictionary actively
2. Writing the answer individually on the sheet appropriately
3. Putting heads together cooperatively
4. Standing up and ready to answer the posed questions seriously
5. Stating the answer of the posed questions given by the teacher seriously

Note: The students claimed as the active students if they could full fill at least 3 indicators.

3.5.3 Interview

According to McMillan (1992:132), interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. In this research, interview was conducted with the English teacher of MTs N Arjasa. The purpose of doing interview was to collect the supporting data about the

Curriculum, the students' English score, and the materials that used in teaching reading comprehension. Arikunto (2006:227) divides interview into three types, namely structured interview, semi structured interview, and unstructured interview. In this research, the researcher used semi structured interview. It means that the researcher prepared the list of questions and developed the target information needed. The interview had been done as the preliminary study.

3.5.4 Documentation

Documentation method is used to find out the supporting data in the form of notes, transcripts, books, newspapers, magazines and daily news (Arikunto, 2006:158). The documentation method was used in this research for obtaining data of the curriculum at MTs N Arjasa, the names of the research subjects taken from grade VIII-C class at MTs N Arjasa, and the previous English reading scores that was collected by Mrs. Irnawati, S.Pd the English teacher before the action.

3.6 Research Procedure

In order to achieve the objective of this research, the action was implemented in four stages of activities. They are as follows:

- 1.The planning of the action
- 2.The implementation of the action
- 3.Observation and evaluation of the action
- 4.Reflection of the action

(Lewin, 1980, in Elliot, 1991:70)

The action given to the research subjects were teaching reading comprehension by using Numbered Heads Together (NHT) Technique. When the result of the reading test in Cycle 1 could not achieve the target mean score, the actions would be continued in Cycle 2. In the second cycle, the researcher revised the failure of the action in the previous cycle. If the result of reading test in Cycle 2 could achieve the target of the research, the researcher would stop the action.

3.6.1 The Planning of the Action

In this research, all activities were done collaboratively with the English teacher of MTs N Arjasa. There were several activities that should be planned before the actions are implemented to the research subjects. The activities of planning are as follows:

1. Choosing the themes and subthemes based on the Institutional Level Curriculum (KTSP) for the eighth grade students of MTs N Arjasa, semester II, 2014/2015 Academic Year.
2. Constructing the lesson plans for the first cycle (Lesson Plan 1 and Lesson Plan 2), and the test materials collaboratively with the English teacher.
3. Preparing the observation guide in the form of checklist containing the indicators to be observed.
4. Preparing the students' worksheet deals with reading test for the first cycle.

3.6.2 The Implementation of the Action

In this stage, the researcher implemented the action that was teaching reading comprehension by using Numbered Heads Together (NHT) Technique to improve the students (VIII C) 'reading comprehension achievement at MTs N Arjasa. This action was conducted in two cycles. Each cycle was done in two meetings. The implementation of the action in Cycle 1 was based on lesson plan 1 and lesson plan 2. The implementation of Cycle 2 was done if the research criteria had not been achieved.

3.7 Observation and Evaluation of the Action

According to Arikunto (2006:156), observation refers to an activity of observing to an object by using all sensory. It means that the function of observation is to observe the action while the action is done. In this research, observation was used to know the process of learning reading comprehension by using Numbered Heads Together (NHT) Technique that was shown by the students. Observation in this research is done collaboratively by the English

teacher and the researcher. The instrument of this stage is an observation sheet in the form of checklist containing 5 indicators.

Evaluation was used to find out whether the use of Numbered Heads Together (NHT) Technique could improve the students' reading comprehension achievement or not. In this research, there were two types of evaluation, namely process of evaluation and product of evaluation. Process evaluation deals with conducting observation in every meeting in each cycle during the teaching learning process of reading comprehension by using Numbered Heads Together (NHT) Technique. Then, product evaluation deals with the result of reading comprehension test to evaluate the students' reading comprehension. The criteria used for evaluating the success of the action are as follows:

- 1.The action was categorized as successful if at least 75% of the students actively participated in the teaching and learning process of reading by using NHT Technique.
- 2.The action was categorized as successful if at least 75% of the students have achieved the minimum standard score that is 75.

3.8 Data Analysis Method and Reflection of the Action

The collected data were analyzed by using simple statistic with percentage formula.

3.8.1 Data Analysis

The data obtained from observation as process evaluation analyzed quantitatively by using the following formula:

$$\frac{A}{N} \times 100\%$$

Notes :

A = the total number of the students who fulfill at least 3 indicators

N = the total number of the students joining reading class by using NHT technique

(Taken from Cohen, 2007:423)

$$\frac{A}{N} \times 100\%$$

Notes :

A = the total number of the students who get at least 75

N = the total number of the students doing the test

(Taken from Cohen, 2007:423)

3.8.2 Reflection of the Action

In this stage, the researcher did reflection collaboratively with the English teacher after analyzing the data. The aim of doing reflection is in order to know the strength and weaknesses of the action. It could be said that reflection helped both of researcher and the English teacher to know whether or not the use of Numbered Heads Together (NHT) Technique can improve the grade VIII- C students' participation and their reading comprehension achievement at MTs N Arjasa in the 2014/2015 academic year.

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter reports the results both of the actions of the first cycle and the second cycle. Each consists of the results of the observation, the results of reading comprehension tests, the result of the reflections, and discussion of research results. Each topic is presented respectively in the following section.

4.1 The Result of the Actions in Cycle 1

This section presents about the aspects done in Cycle 1 of this research. They are the implementation of the action, the results of observation in Cycle 1, the result of the reading comprehension test in Cycle 1, and the results of the reflection in Cycle 1. Each part is reported in the following sections.

4.1.1 The Implementation of the Action in Cycle 1

The action in the first cycle was conducted by the researcher in three meetings, including the time for the reading comprehension test. The first meeting was done on March 24th, 2015 and the second meeting was done on March, 27th, 2015. Meanwhile, the test was administered on March, 31th, 2015. The following is the schedule of the implementation of the Action in cycle 1

Table 4.1 Schedule of the Implementation of the Action in Cycle 1

No.	Date	Activities
1.	March 24 th , 2015	Meeting 1 Cycle 1
2.	March, 27 th , 2015	Meeting 2 Cycle 1
3.	March, 31 th , 2015	Reading Test Cycle 1

The researcher implemented the action in Cycle 1 based on the lesson plans which constructed collaboratively by the researcher and the English teacher of class VIII C. In the first meeting and second meeting of Cycle 1, the researcher became the teacher of the actions, while the observer was the English teacher of class VIII C at MTs N. She observed the students' active participation both in the first and second meeting of Cycle 1. The time allocation was 2x40 minutes.

In this section, the teacher started the action by greeting and checking the students' attendance. After that, the teacher delivered some leading questions related to the reading text discussed. After delivering the leading questions, the teacher stated the objectives of the teaching learning process.

The teacher began to conduct the main activity in Cycle 1. First of all, the teacher showed the example of narrative text entitled "The Ant and the Dove" to the students. Then, the teacher explained about narrative text briefly. It was about the definition of narrative text, the generic structure, the language features, and the social function of this text. Then, the students were explained about the procedures of NHT technique by the researcher. After giving information about the steps of NHT technique, the students were divided into groups of 5. The division of group members was settled by the teacher. Next, the teacher assigned a number to each student in the groups. When all the students put their numbers on their heads, the researcher continued the step by distributing narrative text entitled "The Donkey and the Wolf" and asked them to read the text. This text was used as the students' exercise. After that, the students were asked to state the generic structure and find the unfamiliar words from the text. The purpose of stating the generic structure and finding the unfamiliar words were to make the students easier in understanding the text. In the next step, the teacher posed the questions in the form of open ended questions. The students have already got the printed questions, but the teacher read the question one by one to the students. It was to avoid the students feel confused when the teacher delivered the questions. After that, the teacher gave think time to the students to think about the answer of the posed question. In this step, each student thought the answer individually. The duration time was about 5 – 8 seconds. It depended on the level of difficulties in each question. The teacher used small hammer as a signal when the time for thinking was up. Then, when the "think time" was up, the teacher asked the students to write his/her own answer on his/her own sheet. Then, the teacher asked them to stand up and put heads together. After that, the students stand up and put heads together to share and confirm the final answer. After that, the teacher called out the number of the students randomly then asked the selected students to stand and to be ready to answer the posed questions. The teacher selected the standing students randomly. The teacher did not use *Microsoft Power Point* in calling the students because this class did not have the requirement needed to use media electronic. Thus, the teacher called the students orally. When all the selected students were ready to answer, the teacher asked them to state their answers. And then, the teacher guided the students to discuss the answer with the class.

In the closure time, the teacher gave the students a chance to ask about their difficulties in doing comprehension questions. Then, the teacher guided the students to make the conclusion of the lesson. At last, the teacher closed the lesson by parting. All of the 30 students of class VIII C joined the lesson in the first meeting of Cycle 1.

The second meeting of Cycle 1 was conducted on March, 27th, 2015. It was conducted based on Lesson Plan 2. In this cycle, the researcher was still the doer of the action and the English teacher of class VIII C was the observer of the action. At that time, the teacher delivered 2 narrative texts to the students. The text entitled "The Fox and the Crow" as the example of narrative text, and the text entitled "The Lion and the Mosquito" as the students' exercise.

The teacher started the lesson by greeting the students and checking the students' attendance. As usual, the teacher delivered leading questions to the students in order to make them focus on narrative text. And then, the teacher stated the objective of the lesson in that day.

In the main activity, the teacher began to explain about narrative text. The reason was because there were some students who did not understand well about narrative text and they asked the teacher to explain it again. After explaining about narrative text and its components, the teacher also explained about how to implement NHT technique because in the first meeting, most of the students felt confused with the step of NHT technique. It was quite difficult for them to implement this technique because they had never used it before. The next step is the teacher divided the students in group of five. In this step, the students were asked to sit with their previous group. There was no different about the group division between the first meeting and the second meeting of Cycle 1. After forming team, the teacher assigned the numbers to the students and asked them to put it on their heads. When all of the students were ready with their heads number, the teacher distributed the text entitled "The Lion and the Mosquito". After getting the text, the students had to read the text. Next, the teacher asked them to state the generic structure of the text. Besides, the students also had to find the unfamiliar words of the text to make them easier in comprehending the text. When the students got ready to receive the question, then the researcher posed the open ended questions orally. When the students could not listen or understand well about what the teacher said, they could read the printed task given by the teacher previously. In posing the questions, the teacher never used application of computer because the school did not have the requirement needed. After posing the question, the students were given think time to think

about the answer individually. The duration was still the same as the first meeting. It was about 5-8 minutes. Then, the teacher asked the students to write their answer on their sheet. Afterwards, the teacher asked the students to stand up and put heads together. In this step, the students shared and confirmed their final answer. However, the students did not allow to discuss it loudly. It was to avoid over hear with other groups. After that, the teacher called out the number of the students randomly then asked the selected students to stand up and to be ready to answer the posed questions. When all the selected students were ready to answer, the teacher asked them to state their answers. Then, the teacher guided the students to discuss the answer with the class.

In closure activity, the teacher asked the students about the problems that they faced during doing the open ended questions. And then, the teacher tried to guide the students to make conclusion and parting about the material taught. There were 24 open ended questions in the exercise, and all of 30 students were involved in the teaching learning process.

4.1.2 The Result of Observation in Cycle 1

The classroom observation was conducted during the teaching learning process of reading comprehension by using Numbered Heads Together (NHT) technique. Observation was used in order to know the students' active participation during the teaching learning process of reading comprehension by using NHT technique in Cycle 1. At that time, the observation was done in two meetings and all of them were carried out by the English teacher. The observation in the first meeting of Cycle 1 was carried out on Tuesday, March, 24th, 2015 at 10.15 - 11.45 a.m. Meanwhile, the observation in the second meeting of Cycle 1 was conducted on Friday, March 27th, 2015 at 07.15- 08.45 a.m. There were five indicators observed by using observation checklist, namely 1) reading the text, re-reading the text, or/and consulting dictionary actively, 2) writing the answer individually on the sheet appropriately, 3) putting heads together cooperatively, 4) standing up and ready to answer the posed questions seriously, 5) stating the answer of the posed questions given by the teacher seriously. The students were categorized as active students if they fulfilled at least three indicators.

The purpose of the results of observation in Cycle one was to know the students activeness during the teaching learning process in Cycle 1. The results of the students' active participation are presented in the following table.

Table 4.2 The Results of Observations in Cycle 1

No	The students' initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	AR														
2.	AFP														
3.	AZR														
4.	AF														
5.	ARJ														
6.	AS														
7.	ATF														
8.	DKP														
9.	EP														
10.	FM														
11.	FA														
12.	GF														
13.	H														
14.	IWT														
15.	LAR														
16.	MN														
17.	MADP														
18.	MP														
19.	MRA														
20.	ML														
21.	MH														
22.	MR														
23.	MSTF														
24.	NS														
25.	NRA														
26.	SA														
27.	SP														
28.	SN														
29.	UBD														
30.	UDA														
TOTAL		4	11	30	16	26	18	12	10	12	25	17	21	20	10
		Meeting 1					Meeting 2								
Percentage							60 %	-						66.7%	-

Notes:

A= active

P= passive

Indicators:

1. Reading the text, re-reading the text, or/and consulting dictionary actively.
2. Writing the answer individually on the sheet appropriately.
3. Putting heads together cooperatively.
4. Standing up and ready to answer the posed questions seriously.
5. Stating the answer of the posed questions given by the teacher seriously.

In meeting 1 and meeting 2 of Cycle one, there was not any student absent in the class. All of them joined the teaching learning process by using NHT technique. The analysis of the observation result in Cycle 1 was to know the percentage of the students' activeness in joining the reading class through NHT technique.

The formula: $\frac{A}{N} \times 100\%$

Meeting 1

$$\text{Active students} = \frac{18}{30} \times 100 = 60\%$$

Meeting 2

$$\text{Active students} = \frac{20}{30} \times 100 = 66.67\%$$

Notes :

A = the total number of the students who fulfill at least 3 indicators

N = the total number of the students joining reading class by using NHT technique

(Taken from Cohen, 2007:423)

After finding out the percentage of the students' active participation in each meeting of Cycle 1, the calculation had to be continued to find out the average result of the students' active participation. Its purpose was to know whether the required percentage that was 75% had been achieved or not. The calculation of the average result of the students' active participation was presented in the following table.

Table 4.3 The Average Result of the Students' active participation in Cycle 1

No.	Meeting	Percentage of Active students
1.	Meeting 1	60%
2.	Meeting 2	66.67%
Average		63.33%

Based on Table 4.2 and Table 4.3 above, it could be seen that there were 18 students out of 30 students who were active joining reading class through NHT technique in the first meeting. While there were 12 who did not categorized as active students. Therefore, the percentage of the students' active participation in the first meeting was 60%. Meanwhile, there was an improvement happened in the second meeting. There were 20 students were categorized as active students, and there were 10 students were passive in reading class. The percentage of the students' active participation in the second meeting was 66.67%. It can be said that there was an improvement of class VIII C students' active participation from the first meeting to the second meeting, although it did not achieve yet the required target percentage of the students' active participation that was at least 75%. Therefore, it needed more improvement of the students' active participation.

4.1.3 The Results of The Reading Comprehension Achievement Test in Cycle 1.

Administering the reading comprehension test was the product evaluation of this research. It was done in the third meeting of Cycle 1 on Tuesday, March, 31th 2015 at 10.15 – 11.15 a.m. The time allocation for the reading test was 60 minutes. The reading comprehension test had 20 questions of multiple choice and 10 questions of true false statement. They covered 8 test items of word comprehension, 8 test items of sentence comprehension, 6 test items of paragraph comprehension, and 8 test items of text comprehension. There two texts in the test entitled “The Crow and the Oyster” and “The fox and the Crow”.

There were 30 students joining the reading comprehension test and no one was absent at that time. The results of the reading comprehension achievement test in Cycle 1 are presented in the following table.

**Table 4.4 The Result of the Students' Reading Comprehension Achievement
In Cycle 1**

No	The Students' Initial	Score	Achieved	Not Achieved
1.	AR	76		
2.	AFP	80		
3.	AZR	66		
4.	AF	70		
5.	ARJ	80		
6.	AS	66		
7.	ATF	76		
8.	DKP	76		
9.	EP	80		
10.	FM	60		
11.	FA	63		
12.	GF	76		
13.	H	83		
14.	IWT	86		
15.	LAR	76		
16.	MN	80		
17.	MADP	70		
18.	MP	86		
19.	MRA	76		
20.	ML	80		
21.	MH	70		
22.	MR	63		
23.	MSTF	60		
24.	NS	83		
25.	NRA	80		
26.	SA	76		
27.	SP	70		
28.	SN	76		
29.	UBD	76		
30.	UDA	83		
TOTAL			20	10

Based on Table 4.4 above, there were 30 students in doing the reading comprehension achievement test of Cycle 1. The analysis of students' reading comprehension test was done in order to know the percentage of the students who got score 75 or higher. This following formula was used to know the percentage of the students who got at least 75.

The formula:

$$\frac{A}{N} \times 100\%$$

Result:

$$\frac{20}{30} \times 100\% = 66.67\%$$

Notes :

A = the total number of the students who got score 75
N = the total number of the students

(Taken from Cohen, 2007:423)

The result of reading comprehension test above reported that there were 20 students (66.67%) who could achieve the standard minimum score that was 75, and 10 students (33.33%) who could not achieve the standard minimum score that was 75. It could be concluded that, the action in Cycle 1 had not reached the success criteria of the research yet. Therefore, the second Cycle needed to be conducted by revising some weaknesses related to the use of Numbered Heads Together (NHT) technique in reading class.

4.1.4 The Results of Reflection in Cycle 1

The reflection of the results in Cycle 1 was carried out after knowing the results of observations and reading comprehension test of class VIII C. In Meeting 1 of the first cycle that was done on March 24th, 2015, reported that there were 18 students (60%) out of 30 students who were active during the teaching learning process of reading comprehension through Numbered Heads Together (NHT) technique. In Meeting 2 that was done on March, 27th, 2015, the result of the students' active participation increased 6.67% from 60% to 66.67%. On the average, there were only 63.33% of the students categorized as active students during the teaching learning process of reading comprehension by using Numbered Heads Together (NHT) technique in Cycle 1. It can be said that, the students' active

participation was still under the success criteria of the research. In other words, the success criteria of the research dealing with the students' active participation in cycle 1 had not been achieved yet.

Furthermore, the results of the reading comprehension achievement test showed that there were 20 students (66.67%) out of 30 students achieved the standard minimum score that was 75. It could be said that the percentage result of the students' reading comprehension achievement test was still under the success criteria of the research. Therefore, the actions were continued to be conducted in Cycle 2. Based on the reflection done collaboratively between the researcher and the English teacher, it was found that there were some weaknesses that influenced the result of the students' active participation and the students' reading comprehension achievement in Cycle 1. The following table presents the weaknesses found in Cycle 1 and also the revision done in Cycle 2.

Table 4.5 Problems Finding in Cycle 1 and Their Solution.

No.	Problems	Revisions
1.	The teacher used English more often during the teaching learning process. As a result, most of the students did not understand what the teacher said. They seemed confuse to do the exercises.	Using bilingual language during the teaching learning process in order to avoid the students' confusion. In other words, the teacher used English and Indonesian in teaching learning process. The teacher used Indonesian when the students did not really understand about what the teacher said.
2.	There were many students who did not bring their dictionaries. So, there were some groups that did not use dictionary while doing the exercise. It made them could not understand the words meaning quickly. As a result, it took longer time for them to find the meanings of unfamiliar words.	Asking the students to bring dictionary that used for the next meeting. The researcher made a new rule for them. Each group should bring at least 2 dictionaries. For the group that did not bring any dictionary, they could not join the lesson.
3.	It was the first time for the students joining the reading class by using Numbered Heads Together (NHT) Technique. As a result, they were passive to read the book or consult dictionary before they answer the questions. Besides, there were some students felt tired to stand-up and sit-down in doing the step of put heads together.	Giving more explanation about how to implement NHT Technique in reading class. So the students did not feel confused while doing the exercise through NHT Technique. Besides, the researcher motivated the students to relax and keep sprit although the students felt tired.
4.	The students felt uncomfortable with the group formation that was	Giving a chance to the students made their own group. It was done to make them more comfortable to work with

done by the teacher. Some of the students wanted to work with their closed friends in the class activity.	their group in joining reading class by using NHT Technique.
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The revisions of the problems that happened in Cycle 1 one were expected to solve the matters and could make the Cycle 2 better and got the success criteria of the research.

4.2 The Result of the Action in Cycle 2

This sub chapter presents the result of the action in Cycle 2. They include the implementation of action in Cycle 2, the result of observations in Cycle 2, the results of the students' reading comprehension test in Cycle 2, and the results of reflection in Cycle 2. Those aspects will be explained in the following section

4.2.1 The Implementation of the Action in Cycle 2

The implementation of the action in Cycle 2 was done in 3 meeting. At that time, the researcher was the teacher both in first meeting and second meeting of Cycle 2, while the observer of the first meeting and second meeting of Cycle 2 was the English teacher of class VIII C. Actually, the researcher wanted to change the position in implementing the action. The researcher wanted to become the observer of the research. Unfortunately, the English teacher did not want to teach the students by using NHT technique. She rejected it because she felt shy to teach English in front of the researcher. Besides, she said that she knew the students very well, so it would be easy for her to observe the students' active participation. The first meeting and the second meeting were conducted to implement the actions of teaching reading comprehension by using Numbered Heads Together (NHT) technique. Besides, the third meeting was done for reading comprehension test in Cycle 2. The schedule of the action in cycle 2 will be presented in the following table.

Table 4.6 Schedule of the Implementation of the Action in Cycle 2

No.	Date	Activities
1.	April, 21 th , 2015	Meeting 1 Cycle 2
2.	April, 24 th , 2015	Meeting 2 Cycle 2
3.	April, 28 th , 2015	Reading Test Cycle 2

The teacher conducted the first meeting of Cycle 2 on Tuesday, April 21th, 2015 at 10.15 - 11.45 a.m. The material of this meeting was provided in the lesson plan in Cycle 2 of Meeting 1 (see Appendix F). The duration of the lesson was still same as the previous action. It was about 2x 40 minutes

The teacher gave the material about narrative text entitled “The Birds and the Hunter”. At that time, the teacher did not give the example of narrative text to the students. So, the researcher teacher gave one text for them. The lesson was begun by greeting the students and checking their attendance list. There were 2 students who were absent without any information. They were FM and MSTF. After that, the teacher delivered some leading questions related to the story of “The Birds and the Hunter”. This was also a new story for them. So, it made them felt curious and wanted to know about it. Stating the objective of the lesson was also done by the teacher after delivering the leading questions. Then, the teacher started reviewing the steps of NHT technique. It was used to help the students remember about the procedures of NHT technique. After that, the teacher gave the students a chance to make groups of five. In the next step, the teacher assigned a number to each student in the groups and asked them to put it on their heads. The students were free to choose what number they were going to have. When the students were ready to go to the next step, the teacher distributed the text entitled “The Birds and the Hunter”. As usual, the teacher asked all of the students to read the text. In that occasion, every group brought 2 or more dictionaries. Thus, most of the students were enthusiast to use their dictionaries in understanding the words meaning. The teacher continued the step by posing the open ended questions. At that time, the teacher also delivered the questions orally, but the printed question had already distributed to the students in order to avoid their confusion while the teacher posing the questions. Then, the teacher gave 5-8 seconds for the thinking time. The teacher used the hammer as the signal when the time was up. After the thinking time, the students wrote his/her own answer on his/her own sheet. There were some students were serious in writing down their answer. Meanwhile, some of them did not write anything on their sheets. In the next step, the teacher asked the students to put heads together. In that occasion, the students stand up, shared their ideas, and confirmed their final answer. Then, the teacher called out the number of the students at random. The selected students stand up and to be ready to state their answers. After the selected students answered the questions, the teacher guided the students to discuss it with the class. Therefore, everybody got the same chance to give their opinion about their friends’ performance. In the closure time, the teacher

also asked the students about their difficulties in doing the task given. At that time, the teacher tried to motivate them to read more stories in order to improve their reading ability. The lesson was closed by guiding the students to make conclusion about the material taught.

The second meeting of Cycle 2 was done on April, 24th, 2015. It was conducted based on Lesson Plan 2 of Cycle 2 (see Appendix G). The reading text entitled “The Lion and the Hare” was used in this research to teach reading comprehension by using NHT technique. The implementation of the action in meeting 2 was quite the same with the previous meeting. The English teacher was still the observer and the researcher taught the students. At that time, the teacher started the lesson by greeting and checking the students’ attendance. In that occasion, MSTF was absent again. He did not send any information to the school. After that, the teacher delivered leading question related to the text and also stated the objective of the lesson.

For the main activity, the teacher reviewed the steps of applying NHT technique. At that time, most of the students remember about the steps. So it did not take longer time to continue the next step. Then, the students made their own groups. There were 5 groups consist of 5 members, and there was 1 group consist of 4 members because MSTF was absent. After that, the teacher assigned the numbers to the students and asked them to put it on their heads. When the students were ready with their heads number, the teacher distributed the text entitled “The Lion and the Hare”. It was also the first time for them to read the story of “The lion and the Hare”. The students read the text enthusiastically. In that occasion every group brought 3 or more dictionaries. The teacher started to pose the open ended question. As usual, the printed questions were given to the students. Thinking time was also done after posing the questions. The students had to think about the answer around 5-8 seconds. After that, the teacher asked the students to write the answer on his/her own sheet. Not so long after that, the teacher asked the students to put heads together. The students stand up to share and confirm their final answer. In the next step, the teacher called out the number of the students randomly. As usual, for those who were called by the teacher, they had to stand up and be ready to state their group’s answer. Next, the selected students answered the questions one by one. Everybody got a chance to get a point. After that, the teacher guided the students to confirm the answer with the class.

In closure time, the students could ask everything related to their difficulties while doing the exercises. It was found that, the students felt easier in doing the exercises by using NHT technique rather than doing the exercises individually. The class was ended by making conclusion and parting.

4.2.2 The result of observation in Cycle 2

The observation was also done in two meetings. It was done collaboratively between the researcher and the English teacher. As stated before, observation was used to measure the students' active participation during the teaching learning process of reading comprehension by using NHT technique. The observation instrument of this research was in the form of checklist. The indicators observed of this research were: 1) thinking about the answer of the posed question actively, 2) writing the answer individually on the sheet appropriately, 3) sharing and confirming the answers of the posed questions cooperatively, 4) standing up and ready to answer the posed questions seriously, 5) stating the answer of the posed questions given by the teacher seriously. The students were categorized as active students if they fulfilled at least three indicators.

As explained before, this research was considered successful if at least 75% the students got score ≥ 75 for their reading test. The results of the observation checklist are presented in the following table.

Table 4.2 The Results of Observations in Cycle 2

No	The students' initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	AR														
2.	AFP														
3.	AZR														
4.	AF														
5.	ARJ														
6.	AS														
7.	ATF														
8.	DKP														
9.	EP														
10.	FM	-	-	-	-	-	-	-							
11.	FA														
12.	GF														
13.	H														
14.	IWT														
15.	LAR														
16.	MN														
17.	MADP														
18.	MP														
19.	MRA														
20.	ML														
21.	MH														
22.	MR														
23.	MSTF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24.	NS														
25.	NRA														
26.	SA														
27.	SP														
28.	SN														
29.	UBD														
30.	UDA														
TOTAL		21	17	18	15	17	21	7	22	24	19	13	20	23	6
Percentage		Meeting 1					75 %	-	Meeting 2					79.31 %	-

Notes:

A= active

P= passive

Indicators:

1. Reading the text, re-reading the text, or/and consulting dictionary actively.
2. Writing the answer individually on the sheet appropriately.
3. Sharing and confirming the answers of the posed questions cooperatively.
4. Putting heads together seriously.
5. Stating the answer of the posed questions given by the teacher seriously.

In the meeting one of Cycle 2, there were two students who were absent.

In addition, there was one student who was absent in the meeting 2 of Cycle 2. The analysis of the observation result in Cycle 2 was to know the percentage of the students' activeness in joining the reading class through NHT technique.

The formula: $\frac{A}{N} \times 100\%$

Meeting 1

$$\text{Active students} = \frac{21}{28} \times 100 = 75\%$$

Meeting 2

$$\text{Active students} = \frac{23}{29} \times 100 = 79.31\%$$

Notes :

A = the total number of the students who fulfill at least 4 indicators

N = the total number of the students joining reading class by using NHT technique

(Taken from Cohen, 2007:423)

After calculating the percentage of the students' active participation in Meeting 1 and Meeting 2 of Cycle 2, the researcher continued to count the average of the students' active participation in Cycle 2. It was needed to know whether the action of second cycle had achieved the success criteria or not. The following table is presented the average of the students' active participation in Cycle 2.

Table 4.8 The Average Result of the Students' Active Participation in Cycle 2

No.	Meeting	Percentage of Active students
1.	Meeting 1	75%
2.	Meeting 2	79.31%
Average		77.15%

Based on the results presented on Table 4.7 and Table 4.8 above, it was known that there were 21 out of 28 students or 75% students categorized as active students in meeting 1 of Cycle 2. Moreover, in meeting 2 of Cycle 2, there were 23 or 79.31% active students in teaching learning process. From the result above, it can be concluded that the percentage of the students' active participation in Cycle 2 had achieved the required target percentage of the students' active participation. That was at least 75%. In addition, this result showed that the students' active participation increased 13.82%, from 63.33% in Cycle 1 to 77.15% in Cycle 2.

4.2.3 The Results of Students' Reading Comprehension Test in Cycle 2

The reading comprehension test as the product evaluation in Cycle 2 was conducted in the third meeting of Cycle 2 on Tuesday, April 28th, 2015 at 10.15 – 11.05 a.m. and it lasted for 60 minutes. The test was in the form of multiple choice and true false statement. The total items of the test were 30. The items were constructed by the researcher. There were 2 narrative texts entitled "The Grasshopper and the Ants" and "The wind and the Sun".

Table 4.9 The Result of the Students' Reading Comprehension Achievement in Cycle 2

No	The Students' Initial	Score	Achieved	Not Achieved
1.	AR	75		
2.	AFP	86		
3.	AZR	70		
4.	AF	76		
5.	ARJ	83		
6.	AS	63		
7.	ATF	76		
8.	DKP	76		
9.	EP	83		
10.	FM	66		
11.	FA	70		
12.	GF	80		
13.	H	86		
14.	IWT	90		
15.	LAR	80		
16.	MN	86		
17.	MADP	76		
18.	MP	90		
19.	MRA	76		
20.	ML	83		
21.	MH	70		
22.	MR	70		
23.	MSTF	66		
24.	NS	90		
25.	NRA	83		
26.	SA	76		
27.	SP	76		
28.	SN	80		
29.	UBD	80		
30.	UDA	90		
			23	7

Based on Table 4.9 above, there were 30 students doing the reading comprehension achievement test. It shows that there was not any student who was absent at that day. The success criteria of the research were same as the previous test score, which was 75 or higher. In other words, the student would not pass the test if they got score under 75.

The following formula was used to analyze the students' result of reading comprehension test.

The formula:

$$\frac{A}{N} \times 100\%$$

Result:

$$\frac{23}{30} \times 100\% = 76.66\%$$

Notes :

A = the total number of the students who got score 75

N = the total number of the students

(Taken from Cohen, 2007:423)

The result of reading comprehension test above reported that there were 23 students (76.66%) who could achieve the standard minimum score that was 75 and 7 students (23.33%) who could not achieve the standard minimum score that was 75. It can be concluded that, the action in Cycle 2 reached the success criteria of the research. In addition, there was an improvement score from the Cycle 1 to Cycle 2. The students' score improved 9.99% from 66.67% in Cycle 1 to 76.66% in Cycle 2.

4.2.4 The results of Reflection in Cycle 2

The reflection of Cycle 2 was done by the researcher and the English teacher of class VIII C at MTs N Arjasa. Both of them discussed about the improvement happened in this research. In Cycle 2, the students were more active rather than in Cycle 1. It could be seen that the percentage of the students' active participation in Cycle 2 had achieved the standard criteria of the research that was 75%. Besides, the students prepared more in joining the class in Cycle 2. All of the groups brought their dictionaries. In addition, the students enjoyed the reading class by using NHT technique. In that occasion, less of the students felt confuse in applying NHT technique. It occurred because the action was repeated several times.

The result of observation in Meeting 1 of second cycle showed that there were 21 out of 28 students (75%) and in Meeting 2 of second cycle showed that there were 23 out of 29 (79.31%) actively participated in teaching learning process of reading comprehension by using NHT technique. The average result of observation between Meeting 1 and Meeting 2 of second cycle was 77.15 %. Besides, the result of reading comprehension test in the Cycle 2 was 76.66 % of 30 students achieved the standard criteria of the research that was 75. Based

on the results of observation and students' reading test in Cycle 2, both of product and process evaluation have achieved the target of the research.

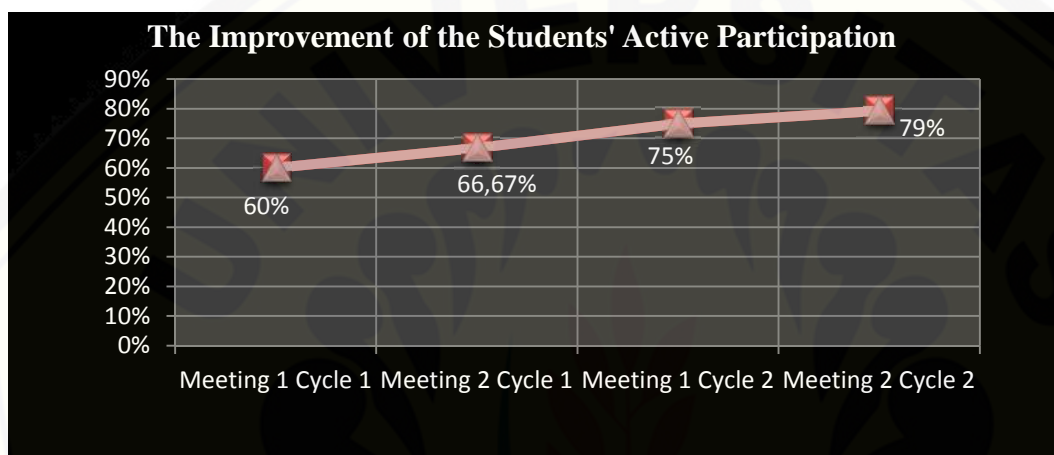
In conclusion, the result of the observation and students' reading comprehension test in Cycle 2 had shown improvement and achieved the standard criteria of the research successfully. Therefore, it was not necessary to continue to the next Cycle. At last, the cycle was stopped.

4.3 Discussion

Related to the use of NHT technique in teaching reading comprehension, it could be said that Numbered Heads Together (NHT) Technique could improve the students' participation and their reading comprehension achievement. In this research, the students faced difficulties in gaining some indicators of being active in this research, for example, being active in reading the text or being serious in put heads together. Hopefully, the future researcher could motivate the students to be ready and more enthusiasts in joining reading class through NHT Technique. The result of observation proved that the total number of active students improved 13.82% from 63.33% in Cycle 1 to 77.15 in Cycle 2. As a result, it could be stated that the use of Numbered Heads Together (NHT) technique could improve the students' participation and their reading comprehension achievement. The following table and graph presented to inform the students' improvement of active participation and also their reading comprehension test.

Table 4.10 The Improvement of the Students' Participation in Cycle 1 and Cycle 2

Research Target	Results		Improvement
	Cycle 1	Cycle 2	
The Students' Active Participation during the Reading Teaching Learning Process by Using Numbered Heads Together (NHT) technique.	63.33%	77.15%	13.82%



Graphs 4.1 the Improvement of the Students' Active Participation From Cycle 1 to Cycle 2

Table 4.10 and Graph 4.1 showed that the students' active participation improved from Cycle 1 to Cycle 2. On average, the result of the students' active participation showed an improvement from Cycle 1 that was 63.33% to 77.15% in Cycle 2. It means that, there was an improvement of the students' active participation from Cycle 1 to Cycle 2 as much as 13.82%. Therefore, it can be concluded that the use of Numbered Heads Together (NHT) technique could improve the students' active participation during the teaching learning process of reading comprehension achievement. This result was relevant with the research finding by Izzaty (2014). It proved that NHT technique was able to improve the students' active participation in reading class. Moreover, this result was also relevant with the theory by Kagan (2010). "NHT has a function to help the students share information that they have with another member in their group, listen and speak carefully so that the students will be more active in learning activities and get better achievement". In other words, this technique helped the students to become active learners and interested in joining the reading class. In

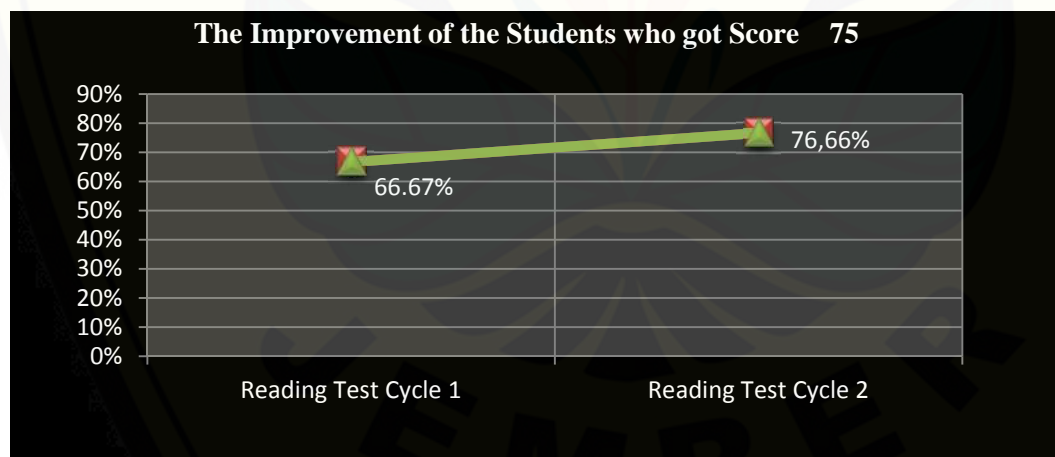
conclusion, when the students became active in giving participation in the teaching learning process, it could be better for their reading comprehension improvement.

Based on the preliminary study of the research several months ago, it was found that there were some students who did not active in reading class. It occurred because the students felt unhappy in learning English with the same strategies. Fortunately, NHT Technique could invite the students' interest in learning reading skill. This technique changed the monotonous learning activity of reading became a fun learning reading activity.

The following table and graph presents to inform the improvement of the students reading comprehension in reading test from Cycle 1 to Cycle 2.

Table 4.11 The Improvement of the Students' Gaining Score 75 in Cycle 1 and Cycle

Research Target	Results		Improvement
	Cycle 1	Cycle 2	
The Students Gaining Standard Score of 75 or higher in the Reading Comprehension Achievement Test	66.67%	76.66%	9.99%



Graph 4.2 The Improvement of the Students Reading Test from Cycle 1 to Cycle 2

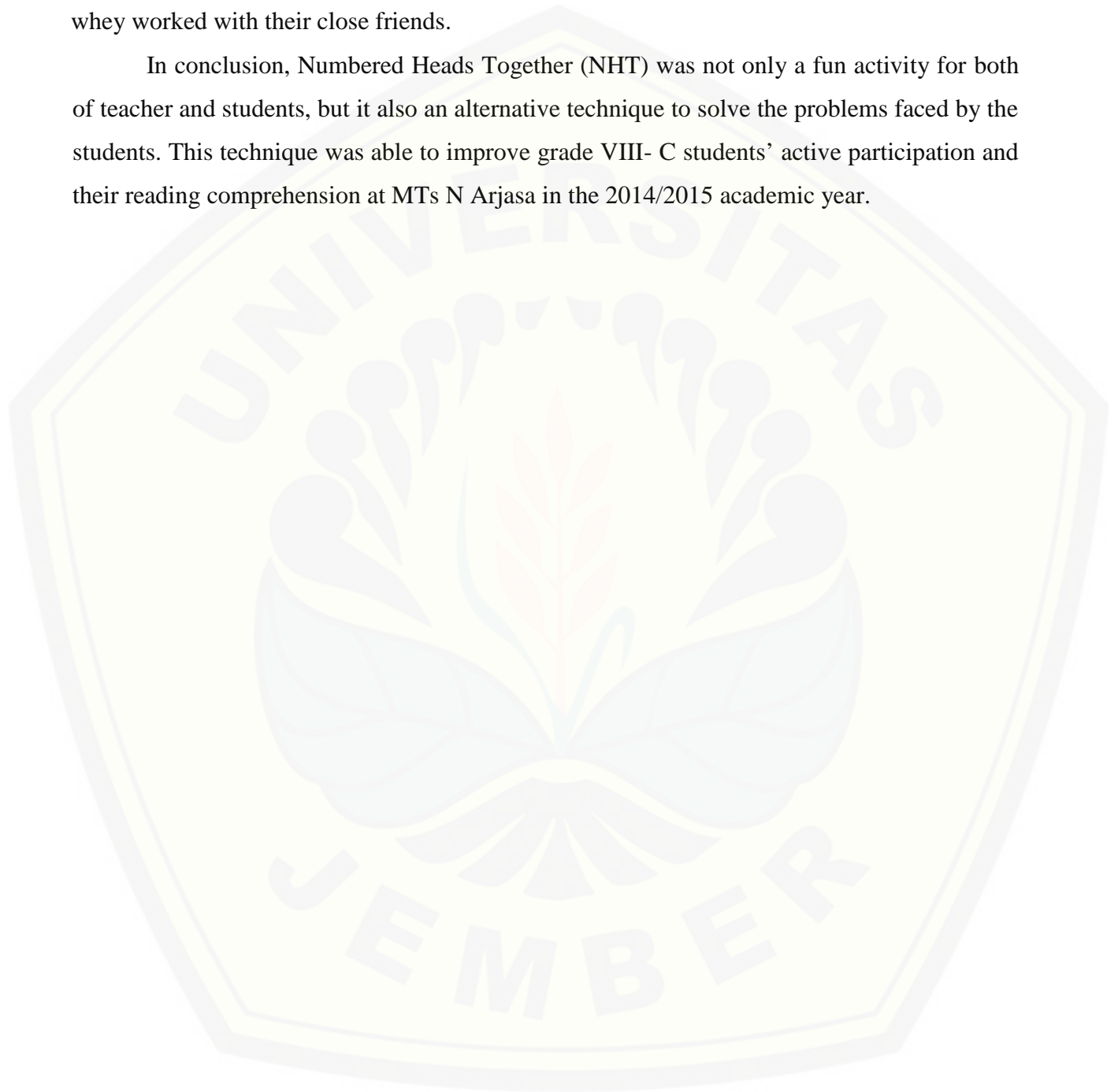
Table 4. 11 and Graph 4.2 showed that the students' reading test improved from Cycle 1 to Cycle 2. In Cycle 1, there were 66.67% of the students who got score 75 in doing reading comprehension test. Moreover, in Cycle 2, there were 76.66% of the students who got score 75 in reading comprehension test. There was an improvement of the percentage of the improvement from Cycle 1 to Cycle 2 as much as 9.99%. The result indicated that the target of this research could be achieved in Cycle 2. It happened after revising some aspects in Cycle 1. Therefore, it can be said that the use of Numbered Heads Together (NHT) technique could improve the students' reading comprehension score. This result was relevant with the research finding by Izzaty (2014) and Wijaya (2012). It proved that NHT technique was able to improve the students' reading comprehension achievement.

Considering with the results of observations of the students' active participation and their reading comprehension achievement, there were some weak points that influenced the failure of the action in Cycle 1. First, the researcher used English more in class VIII-C during the teaching learning process. As a result, the students couldn't understand well about the teacher's instructions of the exercises. In addition, they seem confused while the teacher taught the materials. Second, there were many students who forgot to bring his/her own dictionaries, so it made them confused and did not understand well about the meaning of the unfamiliar words. Moreover, they did not answer the questions seriously. Sometimes, they were doing prediction to answer the posed questions. Third, it was the first time for the students working in groups in doing the comprehension' questions, so they might need more explanation and guidance from the teacher about how to implement Numbered Heads Together (NHT) technique. Fourth, in Cycle 1 the researcher made the group formations. Actually, it was done by considering of the students' degree ability. In fact, the students did not feel comfortable in working the exercises with the teacher's formation. It happened because they usually did everything with their close friends.

The weaknesses in Cycle 1 were necessary to be solved. Thus, the researcher and the English were doing this discussion to overcome the matters. The first solution, the researcher used English and Indonesian during the teaching learning process. In that occasion, the students got better understanding. They could catch what the teacher said, and what should they do. Second, the researcher made a new rule for the students. The rule was each group had to bring 2 or more dictionaries. The group could not join the lesson if there was not any dictionary on their tables. Third, the researcher considered to explain briefly about what is meant by NHT and how to implement this technique. Moreover, the researcher paid much attention while the students got a problem in doing the exercises. The researcher tried to

guide them to use NHT technique appropriately. As a result, the students were easier in doing the exercises. The last way to overcome problem number four, the researcher allowed the students to make their groups based on their willingness. It was used to motivate them in doing the comprehension questions. Fortunately, the new group formations could help them working in groups successfully. The students said that they did not feel bored and shy when they worked with their close friends.

In conclusion, Numbered Heads Together (NHT) was not only a fun activity for both of teacher and students, but it also an alternative technique to solve the problems faced by the students. This technique was able to improve grade VIII- C students' active participation and their reading comprehension at MTs N Arjasa in the 2014/2015 academic year.



CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this research. The suggestions are given to the English teacher, the students, and the future researcher.

5.1 Conclusion

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

1. The use of Numbered Heads Together (NHT) technique could improve VIII-C students' participation in teaching learning process of reading comprehension at MTs N Arjasa in the 2014/2015 academic year. The total number of active students was improved 13.82 % from 63.33% in Cycle 1 to 77.15% in Cycle 2.
2. The use of Numbered Heads Together (NHT) technique could improve VIII-C students' reading comprehension achievement at MTs N Arjasa in the 2014/2015 academic year. The improvement of students who gain the standard criteria of this research was 9.99% from 66.67% in Cycle 1 to 76.66% in Cycle 2.

5.1 Suggestion

As the result of this research showed that the use of Numbered Heads Together (NHT) technique could improve the students' participation and their reading comprehension achievement, the researcher proposes some suggestions to the English teacher, the students, and the future researcher.

1. For the English teacher

The English teachers are suggested to use Numbered Heads Together (NHT) technique to teach reading comprehension. It was 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 comprehension by NHT Technique, they felt easier in comprehending text because NHT engages students actively in achieving the objective of the lesson. As a result, the students' reading achievement could improved and better.

2. For the students

The students are suggested to be more active in joining the reading class by using NHT Technique. The students are suggested to study together with their friends in learning reading comprehension. It is used to make the students easier in understanding the English text. At last, they can improve their reading ability.

3. For the future researchers

In this research, the researcher 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 observed in this research. It is suggested to the future researchers to improve the students' active participations and their reading comprehension achievement by giving the best solution in implementing all the steps of Numbered Heads Together (NHT) effectively.

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The Names of the Students as Research Subjects

No	Gender	Names
1	M	ABDUL ROHMAN
2	M	AHMAD FERDI PRATAMA
3	M	AHMAD ZAINI RIDWAN
4	F	ALFIATUL MAGFIROH
5	F	ANA RISKIYATUL JANNAH
6	M	ANDI SYAHPUTRA
7	F	ANITA FEBRIANA
8	M	DWI KRISNAPURWANTO
9	F	ENI PURWANTI
10	M	FATHONI MAULANA
11	M	FEBI ARISUSANTO
12	M	GOFINDA FARERA
13	F	HAMIMATUL SAKDIYAH
14	F	INDRAWATI
15	M	LATIF ABDUR ROHMAN
16	M	M. NUR ARIFIN
17	F	MELINDA AYU DWI P
18	M	MOH. PRAYOGO PUTRA
19	M	MOHAMMAD RIKO ANDRIAN
20	M	MUH. LUTFIANTO
21	M	MUHAMMAD HASBI
22	M	MUHAMMAD RIZAL
23	M	MUSTOFA
24	F	NABILA SAFIRA
25	F	NUR AENI
26	M	SAMSUL ARIFIN
27	F	SINTIA PURNAMASARI
28	F	SITI NURAISEH
29	M	UBAIDILLAH
30	F	ULFADENA DIA

Note: F = Female

M = Male

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	CYCLE	DATA RESOURCES	RESEARCH METHOD	ACTION HYPOTHESIS
Improving The Grade Eight Students' Participation and their Reading Comprehension Achievement by Using Numbered Heads Together Technique at MTs N Arjasa	<p>1 Can the use of Numbered Heads Together Technique improve the Grade Eight students' participation in teaching learning process of reading comprehension at MTs N Arjasa?</p> <p>2. Can the use of Numbered Heads Together Technique improve the Grade Eight students' reading comprehension achievement at MTs N Arjasa?</p>	<p>1.Independent Variable:</p> <p>-The use of Numbered Heads Together Technique in teaching reading comprehension</p> <p>2.Dependent Variable :</p> <p>a. Students' participation in teaching learning process of reading comprehension</p>	<p>Teaching reading comprehension by using NHT technique covering:</p> <ol style="list-style-type: none"> 1. Planning 2. Forming teams 3. Numbering the students 4. Asking questions 5. Thinking time 6. Writing the answers 7. Putting heads together (discussing) 8. Calling the number of the student <p>a. The students' participation in teaching learning process of reading by using Numbered Heads Together</p>	<p>1.Planning of the Action</p> <p>2.Implementation of the Action</p> <p>3.Class observation</p> <p>4.Reflection of the action.</p> <p>Criteria of success of the action :</p> <p>a. 75% of the students actively participated in the teaching learning process.</p> <p>b. 75% of the students get score at least 75 or higher</p>	<p>1. Rresearch Subjects :</p> <p>The Grade Eight students of MTs N Arjasa</p> <p>2. Informant:</p> <p>The English Teacher of MTs N Arjasa</p> <p>3. Documents:</p> <ol style="list-style-type: none"> a. The names of research subjects b. The students' core in the last English reading test. c. English Curriculum and Syllabus 	<p>1.Research Design :</p> <p>Classroom Action Research with the cycle model :</p> <ol style="list-style-type: none"> 1.The planning of the action. 2.The implementation of the action. 3.Classroom observation. 4.Reflection of the action. <p>(Adapted from Arikunto,2006;92)</p> <p>2.Area Determination Method :</p> <p>Purposive method</p> <p>3.Participant Determination Method:</p> <p>Purposive method</p> <p>4.Data Collection Method :</p> <ol style="list-style-type: none"> a. Primary data : <ul style="list-style-type: none"> - Reading comprehension test - Observation b. Supporting data : <ul style="list-style-type: none"> - Interview - Documentation <p>5. Data Analysis Method :</p> <p>The result of the students' participation will be analyzed statistically by using this formula :</p> $\frac{A}{N} \times \frac{100}{\%}$	<ol style="list-style-type: none"> 1.The use of Numbered Heads Together Technique can improve the Grade Eight students' active participation in teaching learning process of reading comprehension at MTs N Arjasa 2.The use of Numbered Heads Together Technique can improve the Grade Eight students' reading comprehension achievement at MTs N Arjasa

		<p>b. Students' reading comprehension achievement covering:</p> <ul style="list-style-type: none"> - Words comprehension - Sentences comprehension - The whole Text comprehension 	<p>(NHT) Technique</p> <p>b. The students' score of a reading comprehension test in comprehending:</p> <ul style="list-style-type: none"> - Words - Sentences - Paragraphs - The Whole Text 			<p>A: the total number of the students who are active. N : the total number of the students <i>(Adapted from Cohen, 2007:423)</i></p> <p>- The students reading score will be analyzed statistically by using this formula :</p> $\frac{A}{N} \times 100\%$ <p>A : the total number of the students who get reading test score 75 or higher. N : the total number of the students. <i>(Adapted from Cohen, 2007:423)</i></p> <p>- The supporting data will be analyzed qualitatively to support the primary data</p>	
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The Result of Informal Interview with the English Teacher of the Grade Eight Students of MTs N Arjasa in the 2014/2015 Academic Year

as the Preliminary Study

Nu	The list of interview questions	The Teacher's Answer
1	What kind of curriculum have you applied in teaching English?	I have applied KTSP curriculum in teaching English.
2	How often do you teach English in a week?	I usually teach English twice a week.
3	What problems have you found in teaching reading?	I could don't make 100 % of students become active in reading class, and I have difficulties in applying teaching strategies.
4	What do you think about the students' reading comprehension?	I think their reading comprehension skill is bad and need improvement.
5	What are the students' problems in reading?	They have less motivation in reading a text, they find some difficulties in comprehending the meaning of words, sentences, paragraphs, and a text.
6	How do you assess the students' reading comprehension?	I asses them by using a reading test.
7	What is the minimum standard score?	It is 75.
8	What is the students' score of reading?	75 score is not only used for reading skill, but it belongs to the whole score of English. There were only 45, 1 % or 13 students out of 30 students who passed the standard required score. Their score were between 75 up to 85. And there were 54.9 % or 17 students out of 30 students who got under the standard required score. Their score were between 65 up to 70.
9	What reading strategy or technique do you usually use in teaching reading?	I usually apply reading aloud and question-answer technique.
10	What book do the students usually use in learning English?	Actually in this school, the students do not use a course book or students' work sheet. It happens because they do not have enough money to buy them. As a result, I prepare the materials by myself.
11	Have you ever applied Numbered Heads Together (NHT) Technique?	No, I have never applied NHT Technique in my class.

The Documentation Guide

No	The Supporting Data Needed	Data Resource
1	The names of the research participants	School Document
2	The students' score in the last English test	
3	The English Curriculum and Syllabus for the grade eight students in Junior High School	

LESSON PLAN
Cycle 1 (Meeting 1)

Subject : English
Level / Semester : VIII / 2
Skill : Reading
Theme : Narrative
Time Allocation : 2 x 40 minutes

I. STANDARD COMPETENCE

11. Memahami makna teks tulis fungsional pendek dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari – hari.

II. BASIC COMPETENCE

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari – hari dalam teks berbentuk narrative.

III. INDICATORS

Cognitive

a. Product

11.3.1 Finding the word meanings of narrative text

11.3.2 Finding the sentence meanings of narrative text

11.3.3 Finding the paragraph meanings of narrative text

11.3.4 Finding the text meanings of narrative text

b. Process

11.3.5 Reading the text, re-reading the text, or/and consulting dictionaries actively

11.3.6 Writing the answer individually on the sheet appropriately

11.3.7 Putting heads together cooperatively

11.3.8 Standing up and ready to answer the questions seriously

11.3.9 Stating the answers of the posed questions given by the teacher seriously

IV. LEARNING OBJECTIVES

Cognitive

a. Product

11.3.1 Students are able to find the word meanings of a narrative text

11.3.2 Students are able to find the sentence meanings of a narrative text

11.3.3 Students are able to find the paragraph meanings of a narrative text

11.3.4 Students are able to find the text meanings of a narrative text

b. Process

11.3.5 Students are able to read the text, re-read the text, or/and consult dictionary actively

11.3.6 Students are able to write the answer individually on the sheet appropriately

11.3.7 Students are able to put heads together cooperatively

11.3.8 Students are able to stand up and ready to answer the posed questions seriously

11.3.9 Students are able to state the answers of the posed questions given by the teacher seriously

V. MATERIALS : Enclosed

VI. APPROACH : Cooperative Language Learning (CLL)

TECHNIQUE : Numbered Heads Together (NHT)

VII. TEACHING LEARNING ACTIVITIES

No.	Teacher's Activities	Students' Activities	Technique	Time
<p>1</p>	<p>Introduction</p> <ol style="list-style-type: none"> 1. Greeting 2. Checking the students' attendance 3. Asking some leading questions 4. Stating objectives 	<ol style="list-style-type: none"> 1. Responding 2. Paying attention 3. Answering the leading questions 4. Paying attention 	<p>Q – A</p> <p>Q – A</p> <p>Q – A</p>	<p>5 Minutes</p>
<p>2</p>	<p>Main Activity</p> <ol style="list-style-type: none"> 1. Giving example of a narrative text 2. Explaining briefly about narrative text. 3. Explaining the students how to implement NHT Technique 4. Dividing the students in groups of five. 5. Assigning a number to each student in the groups. 6. Distributing the narrative text entitled "The Donkey and the Wolf." 7. Asking the students to read the text 8. Asking each group to state the generic structure of narrative 	<ol style="list-style-type: none"> 1. Receiving the text 2. Paying attention 3. Paying attention 4. Making groups of five 5. Receiving the number 6. Receiving the text 7. Reading the text 8. Stating the generic structure of narrative text 	<p>Numbered Heads Together Technique</p>	<p>30 Minutes</p>

	<p>text</p> <p>9. Asking the students to find unfamiliar words from narrative text</p> <p>10. Posing the question about the text in the form of open ended questions.</p> <p>11. Giving a thinking time to each student to think about the answer of the posed questions (Think Time).</p> <p>12. Asking each student to write his/her own answer on his/her own sheet (Write Answer).</p> <p>13. Asking the students to put heads together to share and confirm the final answer (Heads Together).</p> <p>14. Calling out the number of the students randomly then asking the selected students to stand up to ready to answer the posed questions (Who answer?).</p>	<p>9. Finding unfamiliar words from narrative text</p> <p>10. Paying attention</p> <p>11. Thinking about the answer of the posed questions</p> <p>12. Writing the answer on the sheet.</p> <p>13. Putting heads together to share and confirm the final answer</p> <p>14. Paying attention then standing up to ready to answer the posed question.</p>		
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	<p>15. Asking the standing students to state their answers (Answer Question).</p> <p>16. Guiding the students to discuss the answers with the class.</p>	<p>15. Stating the answers</p> <p>16. Discussing the answers with the class.</p>		
3	<p>Closure</p> <p>1. Giving the students a chance to ask about their difficulties in doing comprehension questions</p> <p>2. Guiding the students to make conclusion about the material taught</p> <p>3. Parting</p>	<p>1. Asking their difficulties in doing comprehension questions</p> <p>2. Making conclusion</p> <p>3. Responding</p>	<p>Q – A</p> <p>Lecturing</p>	<p>5 Minutes</p>

VIII. SOURCES AND MEDIA

a) Sources :

- a. <http://www.disukai.com> retrieved on March 11th, 2014.
- b. Richards, J.C. and Theodore S. Rodgers. 2002. *Approaches and Methods in language Teaching*. Cambridge: Cambridge University Press

b) Media :

- a. A set of NHT attribute consisted of number 1, 2, 3, 4, and 5
- b. A Narrative text entitled "The Donkey and the Wolf"
- c. Students' worksheet
- d. Chalk
- e. Black board

Jember,, 2015

Researcher,

_____ MerginaSefa D. H

NIM. 110210401001

TEACHING MATERIALS

Pre Instructional Activities

Leading questions

1. Do you like a story?
2. What story do you like?
3. Do you know the story of The Ant and the Dove?
4. What is the ending of the story?

NARRATIVE TEXT

- a. Definition** : Narrative text is a kind of English text that tells about story (fiction or nonfiction/ tales/ fables / myths/) and its plot consist of climax of the story (complication) then followed by the resolution.
- b. Social function** : To entertain the reader or the listener with some stories including fairy tale, legend, etc.
- c. Generic structure:** Orientation, complication, resolution, Re- orientation
- d. Language features:** focus on specific and usually individualize participants, use temporal conjunctions, use of past tense, etc.
- e. The example of narrative text:**

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

Orientation

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water

Complication

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed onto it. Soon, it carried her safely to dry land.

Resolution

Suddenly, a hunter nearby was casting his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away to safety.

Re-orientation

(Taken from: *My favorite Fables-Kuala Lumpur*)



Read the following text carefully!

The Donkey and the Wolf

A donkey was eating grass in a meadow when he saw a wolf coming towards him. Thinking quickly, the donkey started to limp pretending he was hurt.

The wolf come closer and asked, “My friend, I am sorry to see you are injured. Tell me what happened to your leg.” The donkey said” it was very careless this morning. I jumped through a hedge and stepped on a thorn. You should pull it out before you eat me, he warned, “so you don’t pick your mouth.”

“I’ll try,” answered the wolf. “Just hold still while I look for it.” But as soon as the wolf lifted the injured hoof, the donkey kicked him in the face, knocking out many of his teeth. The donkey ran away as the wolf rolled on the ground in pain.

The wolf felt very silly for being tricked so easily. “Oh well,” he said to himself, “I got what I deserved. My father taught me for years to hunt for a living, not how to take care of others.

(Taken from: *My favorite Fables-Kuala Lumpur*)

Answer the following questions correctly!

1. “The wolf felt very silly” (last paragraph) In your opinion, what is the antonym of the word silly?
2. “I was very careless this” (paragraph 2) In your opinion, what is the antonym of the word careless?
3. Just *hold* still while I look for it.” (paragraph 3) In your opinion, what does the italic word mean?
4. “I *jumped* through a hedge.... (paragraph 2)) In your opinion, what does the italic word mean?
5. Why did the wolf ask the donkey to hold still?
6. What did the donkey said to persuade the wolf that he was injured?
7. What did the donkey do when the wolf rolled on the ground?
8. Why did the wolf ask the donkey to hold still?
9. How was the feeling of the wolf after knowing the trick of the donkey?
10. What does paragraph 1 tell us about?
11. What does paragraph 2 tell us about?
12. What information can you find in paragraph 3?
13. What information can you find in paragraph 4?
14. Did the donkey keep his father’s suggestion? Why?
15. What is your opinion about the characteristics of donkey?
16. What will you do if you were the wolf? Do you want to help the donkey?
17. What is the ending of this story?
18. What is the author’s purpose in writing this text?
19. What are the moral values of this text?
20. How was your feeling after reading this text?

ANSWER KEY

Open Ended Questions.

1. Smart, clever, etc.
2. Careful, wary, etc.
3. To take or keep something in our hands.
4. To push our self suddenly off the ground and into the air using our legs.
5. He started to limp pretending he was hurt.
6. He wanted to take a thorn
7. He ran away.
8. He wanted to take a thorn
9. He felt sad, silly, etc.
10. Paragraph one tells us about the beginning of the story. It tells about setting of the story.
11. Paragraph 2 tells about the donkey had a trick to make the wolf could not eat him.
12. The information of paragraph 3 is the wolf helped the donkey to take a thorn.
13. The information of paragraph 4 the wolf realized his mistake.
14. The wolf did not follow his father's suggestion because he did not realize that he was being tricked by the donkey.
15. Donkey was a smart animal.
16. If I were a wolf, I did not want to help the donkey. I would to ignore his trick.
17. The ending of the story is the donkey was able to run away from the wolf, the wolf realized his mistake, etc.
18. To amuse the readers about a funny story, or to retell the story of the donkey and the wolf, etc.
19. We should be careful for the stranger, always remember our parents' suggestions, be smart in helping someone, etc.

20. By reading this story, we can learn more about something important in our life, for example being wise in meeting someone, or how to help someone safely, etc.



LESSON PLAN
Cycle 1 (Meeting 2)

Subject : English
Level / Semester : VIII / 2
Skill : Reading
Theme : Narrative
Time Allocation : 2 x 40 minutes

I. STANDARD COMPETENCE

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

II. BASIC COMPETENCE

11. 3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

Cognitive

a. Product

11.3.1 Finding the word meanings of narrative text

11.3.2 Finding the sentence meanings of narrative text

11.3.3 Finding the paragraph meanings of narrative text

11.3.4 Finding the text meanings of narrative text

b. Process

11.3.5 Reading the text, re-reading the text, or/and consulting dictionaries actively

11.3.6 Writing the answer individually on the sheet appropriately

11.3.7 Putting heads together cooperatively

11.3.8 Standing up and ready to answer the posed questions seriously

11.3.9 Stating the answers of the posed questions given by the teacher seriously

III. LEARNING OBJECTIVES

Cognitive

a. Product

11.3.1 Students are able to find the word meanings of a narrative text

11.3.2 Students are able to find the sentence meanings of a narrative text

11.3.3 Students are able to find the paragraph meanings of a narrative text

11.3.4 Students are able to find the text meanings of a narrative text

b. Process

11.3.5 Students are able to read the text, re-read the text, or/and consult dictionary actively

11.3.6 Students are able to write the answer individually on the sheet appropriately

11.3.7 Students are able to put heads together cooperatively

11.3.8 Students are able to stand up and ready to answer the posed questions seriously

11.3.9 Students are able to state the answers of the posed questions given by the teacher seriously

IV. MATERIALS : Enclosed

V. APPROACH : Cooperative Language Learning (CLL)

TECHNIQUE : Numbered Heads Together (NHT)

VI. TEACHING LEARNING ACTIVITIES

No.	Teacher's Activities	Students' Activities	Technique	Time
<p>1</p>	<p>Introduction</p> <ol style="list-style-type: none"> 1. Greeting 2. Checking the students' attendance 3. Asking some leading questions 4. Stating objectives 	<ol style="list-style-type: none"> 1. Responding 2. Paying attention 3. Answering the leading questions 4. Paying attention 	<p>Q – A</p> <p>Q – A</p> <p>Q – A</p>	<p>5</p> <p>Minutes</p>
<p>2</p>	<p>Main Activity</p> <ol style="list-style-type: none"> 1. Giving example of a narrative text 2. Explaining briefly about narrative text. 3. Explaining the students how to implement NHT Technique 4. Dividing the students in groups of five. 5. Assigning a number to each student in the groups. 6. Distributing the narrative text entitled "The Lion and the Mosquito." 7. Asking the students to read the text 8. Asking each group to state the generic structure of narrative 	<ol style="list-style-type: none"> 1. Receiving the text 2. Paying attention 3. Paying attention 4. Making groups of five 5. Receiving the number 6. Receiving the text 7. Reading the text 8. Stating the generic structure of narrative text 	<p>Numbered Heads Together Technique</p>	<p>30</p> <p>Minutes</p>

	<p>text</p> <p>9. Asking the students to find unfamiliar words from narrative text</p> <p>10. Posing the question about the text in the form of open ended questions</p> <p>11. Giving a thinking time to each students to think about the answer of the posed questions (Think time).</p> <p>12. Asking the students to write his/her own answer on his/her own sheet (Write Answer)</p> <p>13. Asking the students to put heads together to share and confirm the final answer (Heads Together).</p> <p>14. Calling out the number of the students randomly then asking the selected students to stand up and ready to answer the posed questions (Who Answer)</p> <p>15. Asking the standing students to state their</p>	<p>9. Finding unfamiliar words from narrative text</p> <p>10. Paying attention</p> <p>11. Discussing the answer</p> <p>12. Writing the answer</p> <p>13. Confirming the final answer</p> <p>14. Paying attention</p> <p>15. Answering the question</p>		
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	answers (Answer Question) 16. Discussing the answer with the class	16. Discussing the answer with the class		
3	Closure 1. Giving the students a chance to ask about their difficulties in doing comprehension questions 2. Guiding the students to make conclusion about the material taught 3. Parting	1. Asking their difficulties in doing comprehension questions 2. Making conclusion 3. Responding	Q – A Lecturing	5 Minutes

VIII. SOURCES AND MEDIA

1. Sources :

- a. <http://www.disukai.com> retrieved on March 11th, 2014.
- b. Richards, J.C. and Theodore S. Rodgers. 2002. *Approaches and Methods in language Teaching*. Cambridge: Cambridge University Press

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- c. Students’ worksheet
- d. Chalk
- e. Black board

Jember,, 2015

Researcher,

Mergina Sefa D. H
NIM. 110210401001

TEACHING MATERIALS

Pre Instructional Activities

Leading questions

1. Do you like a story?
2. What story do you like?
3. Do you know the story of The Fox and the Crow?
4. What is the ending of the story?

Explanation

NARRATIVE TEXT

- a. Definition** : Narrative text is a kind of English text that tells about story (fiction or nonfiction/ tales/ fables / myths/) and its plot consist of climax of the story (complication) then followed by the resolution.
- b. Social function** : To entertain the reader or the listener with some stories including fairy tale, legend, etc.
- c. Generic structure** : Orientation, complication, resolution, Re-orientation
- d. Language features:** focus on specific and usually individualize participants, use temporal conjunctions, use of past tense, etc.
- e. The example of narrative text:**

The Fox and the Crow

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Orientation

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a clever plan to get the cheese for himself.

Complication 1

Looking up at the crow, he said, "I have always admired your beauty with your soft, shiny feathers and well-curved beak. If your voice is as fine as your looks, you could be the Queen of the Bird!"

Complication 2

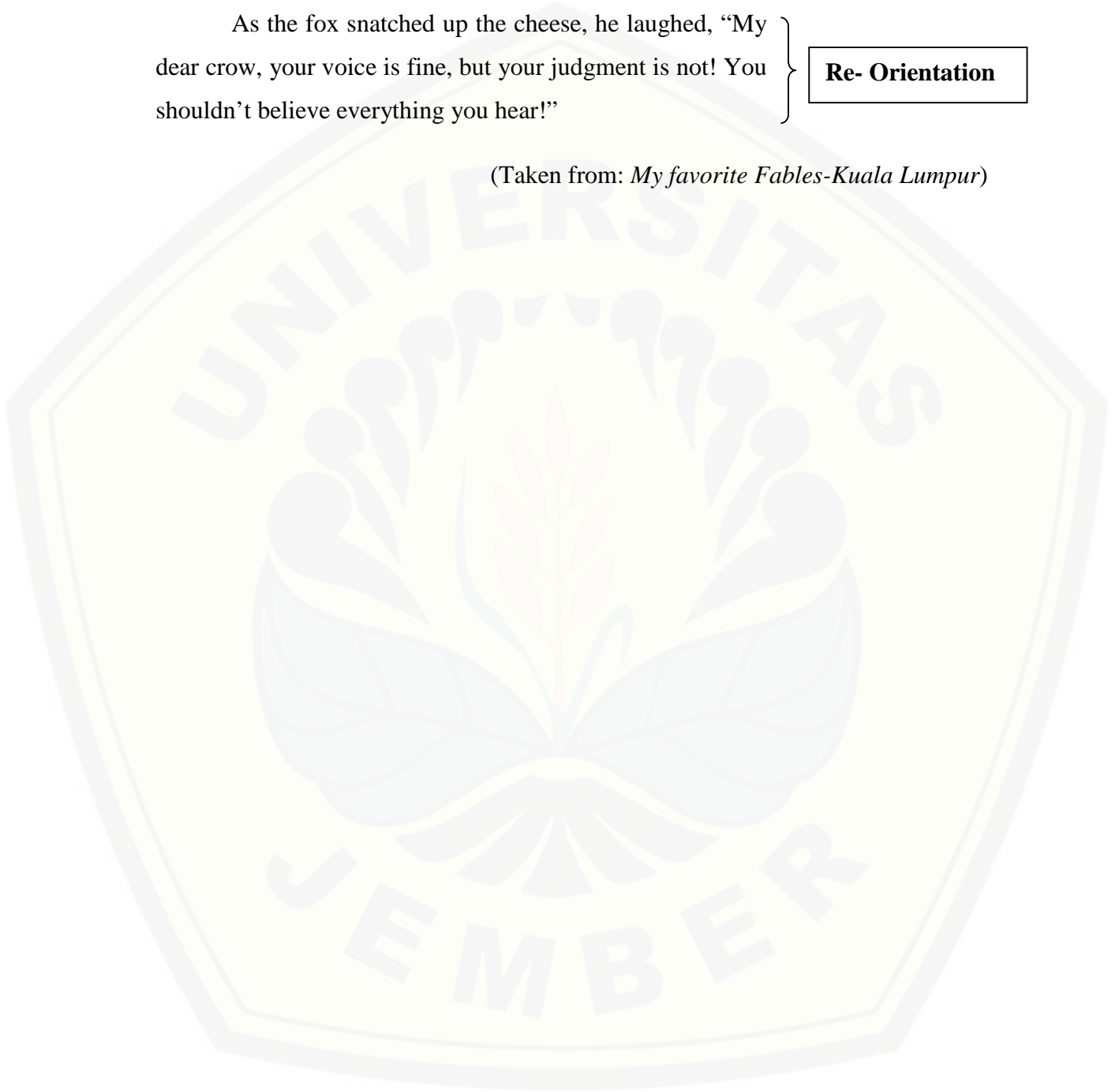
The crow wanted to be the queen. So, in order to prove that she could sing, she opened her beak and made aloud “Caw!” the piece of cheese fell from her beak to the ground before she realized her mistake.

Resolution

As the fox snatched up the cheese, he laughed, “My dear crow, your voice is fine, but your judgment is not! You shouldn’t believe everything you hear!”

Re- Orientation

(Taken from: *My favorite Fables-Kuala Lumpur*)



Read the following text carefully!

The Lion and the Mosquito

A huge lion grumbled and growled at a mosquito which kept flying around his head as he tried to take a nap.

“Go away before I crush you under my paw,” he roared. “I’m not afraid of you,” teased the mosquito. “You may be called the King of the Beasts, but I am more powerful than you are. I can prove it, too. Let’s fight and see who wins.” The lion agreed.

The mosquito quickly swooped down at the lion and bit him again and again on his nose and ears. While trying to crush the mosquito, the lion clawed himself with his sharp nails, drawing blood.

“Enough,” he finally cried. “Enough, you win!” unharmed, the mosquito buzzed away. He boasted of his victory over the lion to anyone who would listen. He was so busy boasting that he flew straight into a spider’s web strung between the trees.

As a tiny spider hurried towards him, the mosquito struggled helplessly in the strong threads of the web. “I fought and won against the greatest of beasts, “he thought sadly, “only to be devoured by one less powerful than I am!”

(Taken from: *My favorite Fables-Kuala Lumpur*)

Answer the following questions correctly!

1. A huge lion grumbled and growled (Paragraph 1). In your opinion, what is the word that has similar meaning with the word huge?
2. at the lion *bit* him again and again... (Paragraph 3). In your opinion, what does the italic word mean?
3. Trying to *crush* the mosquito (Paragraph 3). In your opinion, what does the italic word mean?
4. When did the story happen?
5. What did the lion say to the mosquito for the first time?
6. What did the mosquito say to against the lion?
7. What happened to the lion while trying to crush the mosquito?
8. How was the ending of the competition?
9. Did the mosquito felt happy after winning the competition?
10. What does paragraph 1 tell us about?
11. What does paragraph 2 tell us about?
12. What information can you get in paragraph 3?
13. What information can you get in paragraph 4?
14. What is the main idea of the last paragraph?
15. What is your opinion about the characteristic of Mosquito?
16. If you were The Lion, What did you do to fight with the Mosquito?
17. What is the ending of the story?
18. What is the author's purpose in writing this text?
19. What are the moral values of this text?
20. How was your feeling after reading this text?

ANSWER KEY

Open Ended Questions.

1. Giant, enormous, etc.
2. Bit (bite) is the activity that uses our teeth to cut into something or someone.
3. Crush is a process to press something very hard so that it is broken or its shape is destroyed
4. It happened when a mosquito kept flying around the lion's head. In which, the lion tried to take a nap.
5. The lion said "Go away before I crush you under my paw".
6. The mosquito said "I'm not afraid of you".
7. The lion clawed himself with his sharp nails. So he was drawing blood on his face.
8. The mosquito won the competition.
9. Yes, he did. He boasted of his victory over the lion to anyone who would listen.
10. Paragraph 1 tells us about the setting of the story. It tells us about the first meeting between mosquito and lion.
11. Paragraph 2 tells us about the way how the lion was invited to fight with the mosquito.
12. The information of paragraph 3 is about the situation while the mosquito was trying to fight with the lion.
13. The paragraph 4 is about the ending of the competition. In this paragraph the lion realized that the mosquito won the competition.
14. It tells about the accident that faced by the mosquito in the strong web.
15. The Mosquito is a smart animal, but he is really arrogant.
16. If I were the lion, I did not want to fight by hurting myself. I had to think other ways to catch the tiny mosquito.
17. The lion was injured because of the mosquito. But at the end of the story, the mosquito got a problem in the strong threads of the web.
18. To amuse the readers about this interesting story.
19. Never judge your enemy's strength by his size, etc.

20. I felt very happy after reading this story. I understand that, there are many forces that seem to be more powerful than ours.



READING COMPREHENSION TEST CYCLE 1

Subject	: English
Level/Semester	: VIII/2
Skill	: Reading
Genre	: Narrative
Time	: 60 minutes

Read the text carefully and then answer the questions based on the text. The text is for questions number 1 to 15!

The Crow and the Oyster

One day, a hungry crow saw an oyster on the beach. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but he could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Then, another crafty crow came by. He saw the first crow was trying to do and said, “My, friend, may I offer you some good advice? I suggest you pick up the oyster in your beak, fly high into the air and then drop the oyster onto the rocks below. The oyster shell will break open and you will be able to have your meal!”

The hungry crow thought that this was a very good idea. He picked up the oyster with his beak and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto the rocks far below.

The oyster shell broke wide open. However, the crafty crow was waiting behind the rock nearby and he reached the broken oyster first. He enjoyed a tasty meal while the hungry crow had nothing to eat.

(Taken from: *My favorite Fables-Kuala Lumpur*)

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

Example:

1) ... tried to open the oyster. The underlined word has the opposite meaning with the word...

- a. close
- b. come
- c. unlock
- d. eat

The best answer is **a**. So you just need cross one option as the best answer.

Now, answer the following questions based on the text above by crossing (X) a, b, c, or d as the best answer!

1. ...he wanted to eat the tasty meat inside (Paragraph 1). The underlined word means
 - a. salty
 - b. bitter
 - c. delicious
 - d. sweet
2. "..., another crafty crow came by." (Paragraph 3). the underlined word means ...
 - a. cunning
 - b. happy
 - c. generous
 - d. shy
3.the hungry crow thought that (Paragraph 4). The underlined word has the opposite meaning with the word
 - a. ravenous
 - b. full
 - c. thirsty
 - d. tired
4., but still he could not open it (paragraph 2) the word it refers to...
 - a. the beak
 - b. the shell
 - c. the stone

- d. the oyster
5. What did the hungry crow do after listening to the crafty crow's suggestion?
- He agreed with it
 - He did not do anything
 - He thought that it was not good idea
 - He did not realize it
6. The hungry crow did the following things to open the shell EXCEPT ...
- jumping up and down on it
 - hitting it with a stone
 - using his beak
 - asking for help from another crow
7. How did the crafty crow trick the hungry crow?
- by giving suggestion of dropping the oyster onto the rocks
 - by telling that he was so hungry and needed some food
 - by saying that he had a nice and strong break
 - by saying that the oyster was harmful
8. Which statement is TRUE based on the text?
- the crafty crow tried to share the oyster with the hungry crow
 - the hungry crow and the crafty crow enjoyed eating the meal together
 - the hungry crow did several steps to open the oyster
 - the crafty crow helped to drop the oyster onto the rocks
9. How was the ending of the story?
- the hungry crow could not eat the oyster
 - the oyster was not open although the crow tried to open the shell
 - the crafty crow was not successful to trick the hungry crow
 - the hungry crow was happy that the crafty crow ate the oyster
10. What is the moral value of the story?
- do not fly high in the sky
 - it is not easy to fool people
 - do not be fooled by people who offer help
 - always trust people who offer help

II. Write T if the statement is true or write F if the statement is false!

Example:

- 1) The text tells us about the story of the Crow and the Oyster. (T)

Explanation: The statement of the question above is **true**. So, you just need to Write T in the parenthesis.

Now, answer the following questions by writing T if the statement is true or F if the statement is false!

11. The word enough has the same meaning as the word sufficient. ()
12. The hungry crow hit the oyster by using his beak. ()
13. The hungry crow should fly high into the mountain to drop the oyster. ()
14. The fourth paragraph tells us about how the hungry oyster followed the advice. ()
15. From the story above, we can learn that we should not be fooled by praise. ()

Read the text carefully and then answer the questions based on the text. The text is for questions number 16 to 30!

The Fox and the Crow

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a clever plan to get the cheese for himself.

Looking up at the crow, he said, "I have always admired your beauty with your soft, shiny, feathers and well-curved beak. If your voice is as fine as you look, you could be the Queen of the Birds!"

The crow wanted to be the queen. So, in order to prove that she could sing, she opened and made a loud "Caw!" the piece of cheese fell from her beak to the ground before she realized her mistake.

As the fox snatched up the cheese, he laughed, "My dear crow, your voice is fine, but your judgment is not! You shouldn't believe everything you hear

(Taken from: *My favorite Fables-Kuala Lumpur*)

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

16. An ugly black crow (Paragraph 1) the underlined word has the opposite meaning with the word....
- a. small
 - b. bad
 - c. shy
 - d. beautiful
17., so he thought of a clever plan (Paragraph 2) the underlined word has the same meaning with the word...
- a. slow
 - b. intelligent
 - c. fast
 - d. good

18. "... snatched up the cheese...." (last paragraph) the underlined word means ...
- put
 - cut
 - left
 - grabbed
19. What did the crow have on her beak?
- a piece of cheese
 - some tasty meat
 - a branch of tree
 - some water
20. Why did the crow open and made a loud "Caw"?
- to prove that she could sing
 - to realize her mistake
 - to share the cheese with the crow
 - to snatch up the cheese
21. Which statement is TRUE based on paragraph 3?
- the crow ignored the fox's challenge
 - the fox would become the Queen of the Birds
 - the crow had beautiful voice
 - the fox tried to persuade the crow to sing
22. What is the main idea of paragraph 4?
- the crow was confidence in singing
 - the fox realized his mistake
 - the fox was waiting for the meal
 - the crow wanted to be the queen
23. Which statement is TRUE based on the text?
- the crow always did everything wisely
 - the fox wanted to do everything to get something
 - the crow could save the precious thing she has
 - the fox was an honest character of the story

24. What is the ending of the story?
- a. the crow became the Queen of the Birds
 - b. the crow apologized the fox' s mistake
 - c. the fox grabbed the meal and did his trick successfully
 - d. the fox and the crow felt happy eating the cheese
25. What can we learn from the story?
- a. you may cheat your friend to get something
 - b. people may use flattery to get something from you
 - c. people may give you some food when you are hungry
 - d. you must give away your food when somebody wants it

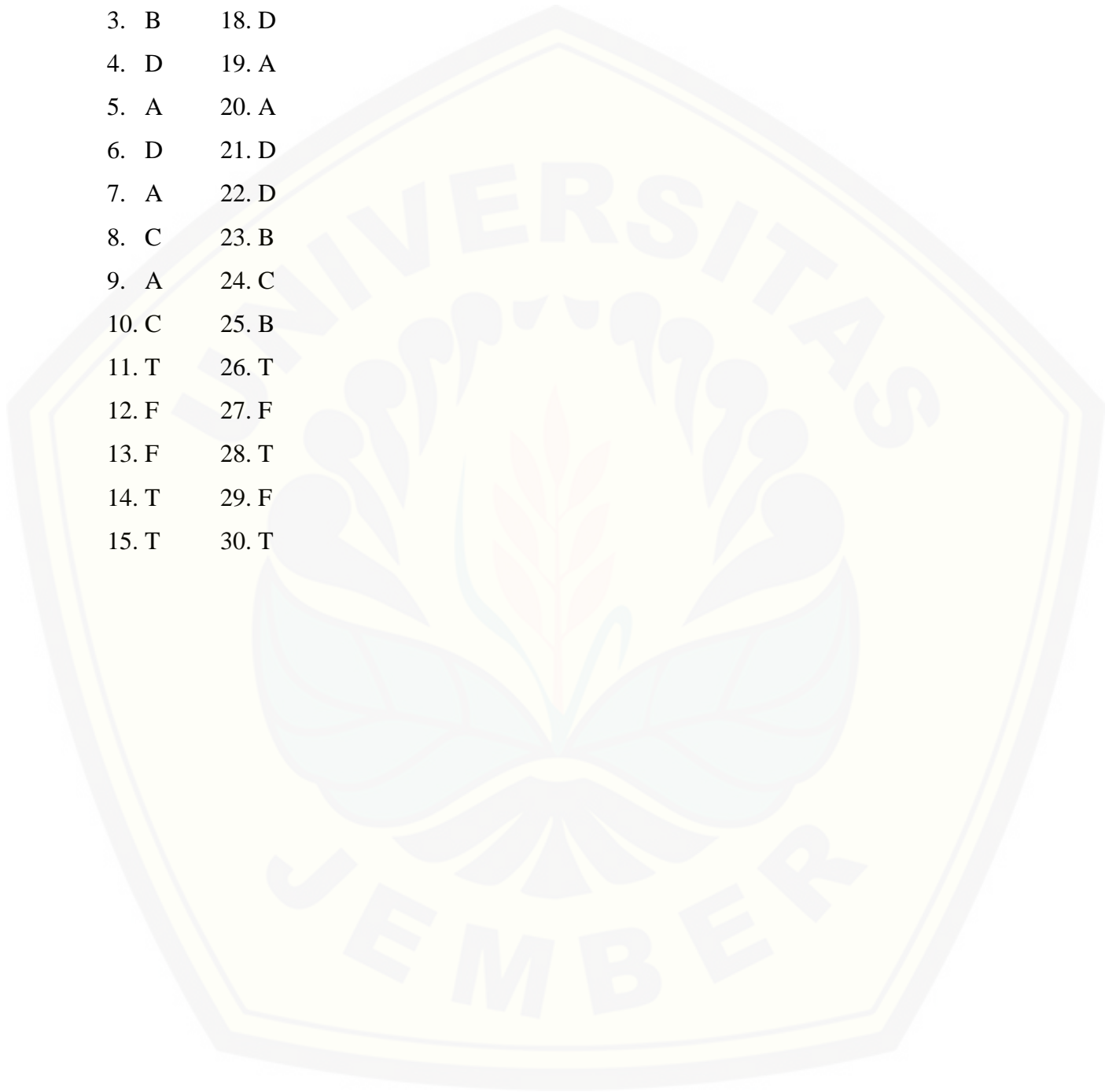
Write T if the statement is true or write F if the statement is false!

26. Your voice is as fine... the underlined word means beautiful. ()
27. The ugly crow bought the cheese from her friend. ()
28. The fox told that the crow was pretty and had a good beak. ()
29. The last paragraph was the story of how the crow sang in front of the fox. ()
30. The message of the story above is not trust anyone easily. ()

KEY ANSWER

READING COMPREHENSION TEST

- | | |
|-------|-------|
| 1. C | 16. D |
| 2. A | 17. B |
| 3. B | 18. D |
| 4. D | 19. A |
| 5. A | 20. A |
| 6. D | 21. D |
| 7. A | 22. D |
| 8. C | 23. B |
| 9. A | 24. C |
| 10. C | 25. B |
| 11. T | 26. T |
| 12. F | 27. F |
| 13. F | 28. T |
| 14. T | 29. F |
| 15. T | 30. T |



The Distribution of The Test Item				
No	Kind of Test	Indicators	Item Number	Total
1	Multiple Choice	Word Comprehension	1, 2, 3, 16, 17	6
		Sentence Comprehension	4, 5, 19, 20	4
		Paragraph Comprehension	6, 7, 21, 22	4
		Text Comprehension	8, 9, 12, 23, 24, 25	6
2	True- False	Word Comprehension	11, 26	2
		Sentence Comprehension	12, 13, 27, 28	4
		Paragraph Comprehension	14, 29	2
		Text Comprehension	15, 30	2
Total Item				30

LESSON PLAN
Cycle 2 (Meeting 1)

Subject : English
Level / Semester : VIII / 2
Skill : Reading
Theme : Narrative
Time Allocation : 2 x 40 minutes

I. STANDARD COMPETENCE

11. Memahami makna teks tulis fungsional pendek dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari – hari.

II. BASIC COMPETENCE

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari – hari dalam teks berbentuk narrative.

III. INDICATORS

Cognitive

a. Product

11.3.1 Finding the word meanings of narrative text

11.3.2 Finding the sentence meanings of narrative text

11.3.3 Finding the paragraph meanings of narrative text

11.3.4 Finding the text meanings of narrative text

b. Process

11.3.5 Reading the text, re-reading the text, or/and consulting dictionaries actively

11.3.6 Writing the answer individually on the sheet appropriately

11.3.7 Putting heads together cooperatively

11.3.8 Standing up and ready to answer the posed questions seriously

11.3.9 Stating the answers of the posed questions given by the teacher seriously

IV. LEARNING OBJECTIVES

Cognitive

a. Product

11.3.1 Students are able to find the word meanings of a narrative text

11.3.2 Students are able to find the sentence meanings of a narrative text

11.3.3 Students are able to find the paragraph meanings of a narrative text

11.3.4 Students are able to find the text meanings of a narrative text

b. Process

11.3.5 Students are able to read the text, re-read the text, or/and consult dictionary actively

11.3.6 Students are able to write the answer individually on the sheet appropriately

11.3.7 Students are able to put heads together cooperatively

11.3.8 Students are able to stand up and ready to answer the posed questions seriously

11.3.9 Students are able to state the answers of the posed questions given by the teacher seriously

V. MATERIALS : Enclosed

VI. APPROACH : Cooperative Language Learning (CLL)

TECHNIQUE : Numbered Heads Together (NHT)

VII. TEACHING LEARNING ACTIVITIES

No.	Teacher's Activities	Students' Activities	Technique	Time
<p>1</p>	<p>Introduction</p> <ol style="list-style-type: none"> 1. Greeting 2. Checking the students' attendance 3. Asking some leading questions 4. Stating objectives 	<ol style="list-style-type: none"> 1. Responding 2. Paying attention 3. Answering the leading questions 4. Paying attention 	<p>Q – A</p> <p>Q – A</p> <p>Q – A</p>	<p>5</p> <p>Minutes</p>
<p>2</p>	<p>Main Activity</p> <ol style="list-style-type: none"> 1. Reviewing the students about how to implement NHT Technique 2. Dividing the students in groups of five. 3. Assigning a number to each student in the groups. 4. Distributing the narrative text entitled "The Birds and The Hunter." 5. Asking the students to read the text 6. Asking each group to state the generic structure of narrative text 	<ol style="list-style-type: none"> 1. Paying attention 2. Making groups of five 3. Receiving the number 4. Receiving the text 5. Reading the text 6. Stating the generic structure of narrative text 	<p>Numbered Heads Together Technique</p>	<p>30</p> <p>Minutes</p>

<p>7. Asking the students to find unfamiliar words from narrative text</p> <p>8. Posing the question about the text in the form of open ended questions.</p> <p>9. Giving a thinking time to each student to think about the answer of the posed questions (Think Time).</p> <p>10. Asking each student to write his/her own answer on his/her own sheet (Write Answer).</p> <p>11. Asking the students to put heads together to share and confirm the final answer (Heads Together).</p> <p>12. Calling out the number of the students randomly then asking the selected students to stand up to ready to answer the posed questions (Who answer?).</p>	<p>7. Finding unfamiliar words from narrative text</p> <p>8. Paying attention</p> <p>9. Thinking about the answer of the posed questions</p> <p>10. Writing the answer on the sheet.</p> <p>11. Putting heads together to share and confirm the final answer</p> <p>12. Paying attention then standing up to ready to answer the posed question.</p>		
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	<p>13. Asking the standing students to state their answers (Answer Question).</p> <p>14. Guiding the students to discuss the answers with the class.</p>	<p>13. Stating the answers</p> <p>14. Discussing the answers with the class.</p>		
3	<p>Closure</p> <p>1. Giving the students a chance to ask about their difficulties in doing comprehension questions</p> <p>2. Guiding the students to make conclusion about the material taught</p> <p>3. Parting</p>	<p>1. Asking their difficulties in doing comprehension questions</p> <p>2. Making conclusion</p> <p>3. Responding</p>	<p>Q – A</p> <p>Lecturing</p>	<p>5 Minutes</p>

VIII. SOURCES AND MEDIA

1. Sources :

- a. <http://www.disukai.com> retrieved on March 11th, 2014.
- b. Richards, J.C. and Theodore S. Rodgers. 2002. *Approaches and Methods in language Teaching*. Cambridge: Cambridge University Press

2. Media :

- a. A set of NHT attribute consisted of number 1, 2, 3, 4, and 5
- b. A narrative text entitled “The Birds and the Hunter”
- c. Students’ worksheet
- d. Chalk
- e. Black board

Jember,, 2015

Researcher,

MerginaSefa D. H

NIM. 110210401001

INSTRUCTIONAL MATERIALS

Pre Instructional Activities

Leading questions

1. Do you know the story of The Birds and the Hunter?
2. What is your opinion about that story?
3. What is the ending of the story?

Main Activities

Read the following text carefully!

The Birds and the Hunter

Once upon a time, there lived a flock of birds in Aceh forests. The leader of the flock was a wise parakeet named King Parakeet.

One day, while the flock was perching on the trees, a hunter came and caught them using a net. The net trapped many birds. The birds were so afraid. They panicked. The king had an idea. He ordered the birds to lay still. The birds did what the king said. When the hunter saw that all the birds lay still, he thought the birds were dead. He was so disappointed. "I cannot sell dead birds," he said. So he lifted the net. Immediately, the birds flew away. The hunter was so surprised.

Then, the hunter saw the King Parakeet. He immediately caught the King Parakeet. He took it home. The hunter put the king parakeet in a cage. The hunter hung the cage in front of his house.

One day, the birds from the jungle approached the cage of the King Parakeet. They worked hard together to release the King Parakeet. They pecked the latch again and again. Finally, the latch was open and the King Parakeet flew out of the cage.

(Taken from: *My favorite Fables-Kuala Lumpur*)

Answer the following questions based on the text correctly!

1. “I cannot *sell* dead birds” (paragraph 2). What does the italic word mean?
2. “The birds from the jungle approached ... (paragraph 4). What does the italic word mean?
3. Where did the story happen?
4. Who is King Parakeet?
5. Where did the hunter keep King Parakeet?
6. What did the King Parakeet ask to the birds when the hunter came?
7. Who was hanged by the Hunter in front of his house?
8. What did the birds do to release the King Parakeet?
9. What does paragraph 1 tell us about?
10. What does paragraph 2 tell us about?
11. What is the main idea of paragraph 3?
12. What is the main idea of paragraph 4?
13. Why was the hunter so surprised when he saw the birds flew away?
14. What did the hunter do to the King Parakeet?
15. What is your opinion about the character of the Hunter?
16. What will you do if you were the birds?
17. What is the ending of this story?
18. What is the author’s purpose in this text?
19. What are the moral values of this text?
20. How is your feeling after reading this text?

ANSWER KEY

Open Ended Questions.

1. To give something to someone else in return for money
2. Came near.
3. In Aceh forest.
4. The leader of the flock.
5. In a cage.
6. He ordered the birds to lay still.
7. The King Parakeet.
8. They worked together to release the King Parakeet.
9. Paragraph one tells us about the beginning of the story. It tells about setting of the story.
10. Paragraph 2 tells about the first problem of the story. It is about the birds avoided themselves from the hunter.
11. The information of paragraph 3 is the hunter caught the King Parakeet.
12. The information of paragraph 4 is the birds could help the King Parakeet to fly out the cage.
13. Because he thought that the birds were died. And he could not sell the dead birds.
14. He caught the King Parakeet, and then took it home. After that he put it in a cage and hung it in front of his house.
15. The hunter is cruel and unintelligent to do something.
16. If I were birds, I would help My King because he already helped us when the hunter came.
17. The ending of the story is the birds could save the King Parakeet from the hunter, and then they flew out together.
18. To amuse the readers about a funny story, or to retell the story of the Birds and the hunter, etc.
19. We should be nice and help each other when the problems come in our lives.

20. By reading this story, we can learn more about something important in our life, for example being wise in meeting someone, or how to help someone safely, etc.



LESSON PLAN
Cycle 2 (Meeting 2)

Subject : English
Level / Semester : VIII / 2
Skill : Reading
Theme : Narrative
Time Allocation : 2 x 40 minutes

I. STANDARD COMPETENCE

11. Memahami makna teks tulis fungsional pendek dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari – hari.

II. BASIC COMPETENCE

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari – hari dalam teks berbentuk narrative.

III. INDICATORS

Cognitive

a. Product

11.3.1 Finding the word meanings of narrative text

11.3.2 Finding the sentence meanings of narrative text

11.3.3 Finding the paragraph meanings of narrative text

11.3.4 Finding the text meanings of narrative text

b. Process

11.3.5 Reading the text, re-reading the text, or/and consulting dictionaries actively

11.3.6 Writing the answer individually on the sheet appropriately

11.3.7 Putting heads together cooperatively

11.3.8 Standing up and ready to answer the posed questions seriously

11.3.9 Stating the answers of the posed questions given by the teacher seriously

IV. LEARNING OBJECTIVES

Cognitive

a. Product

11.3.1 Students are able to find the word meanings of a narrative text

11.3.2 Students are able to find the sentence meanings of a narrative text

11.3.3 Students are able to find the paragraph meanings of a narrative text

11.3.4 Students are able to find the text meanings of a narrative text

b. Process

11.3.5 Students are able to read the text, re-read the text, or/and consult dictionary actively

11.3.6 Students are able to write the answer individually on the sheet appropriately

11.3.7 Students are able to put heads together cooperatively

11.3.8 Students are able to stand up and ready to answer the posed questions seriously

11.3.9 Students are able to state the answers of the posed questions given by the teacher seriously

V. MATERIALS : Enclosed

VI. APPROACH : Cooperative Language Learning (CLL)

TECHNIQUE : Numbered Heads Together (NHT)

VII. TEACHING LEARNING ACTIVITIES

No.	Teacher's Activities	Students' Activities	Technique	Time
<p>1</p>	<p>Introduction</p> <ol style="list-style-type: none"> 1. Greeting 2. Checking the students' attendance 3. Asking some leading questions 4. Stating objectives 	<ol style="list-style-type: none"> 1. Responding 2. Paying attention 3. Answering the leading questions 4. Paying attention 	<p>Q – A</p> <p>Q – A</p> <p>Q – A</p>	<p>5 Minutes</p>
<p>2</p>	<p>Main Activity</p> <ol style="list-style-type: none"> 1. Reviewing the students about how to implement NHT Technique 2. Dividing the students in groups of five. 3. Assigning a number to each student in the groups. 4. Distributing the narrative text entitled “The Lion and the Hare” 5. Asking the students to read the text 6. Asking each group to state the generic structure of narrative text 	<ol style="list-style-type: none"> 1. Paying attention 2. Making groups of five 3. Receiving the number 4. Receiving the text 5. Reading the text 6. Stating the generic structure of narrative text 	<p>Numbered Heads Together Technique</p>	<p>30 Minutes</p>

	<p>7. Asking the students to find unfamiliar words from narrative text</p> <p>8. Posing the question about the text in the form of open ended questions.</p> <p>9. Giving a thinking time to each student to think about the answer of the posed questions (Think Time).</p> <p>10. Asking each student to write his/her own answer on his/her own sheet (Write Answer).</p> <p>11. Asking the students to put heads together to share and confirm the final answer (Heads Together).</p> <p>12. Calling out the number of the students randomly then asking the selected students to stand up to be ready to answer the posed questions (Who answer?).</p>	<p>7. Finding unfamiliar words from narrative text</p> <p>8. Paying attention</p> <p>9. Thinking about the answer of the posed questions</p> <p>10. Writing the answer on the sheet.</p> <p>11. Putting heads together to share and confirm the final answer</p> <p>12. Paying attention then standing up to be ready to answer the posed question.</p>		
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	<p>13. Asking the standing students to show their answers (Answer Question).</p> <p>14. Guiding the students to state the answers with the class.</p>	<p>13. Showing the answers</p> <p>14. Stating the answers with the class.</p>		
3	<p>Closure</p> <p>1. Giving the students a chance to ask about their difficulties in doing comprehension questions</p> <p>2. Guiding the students to make conclusion about the material taught</p> <p>3. Parting</p>	<p>1. Asking their difficulties in doing comprehension questions</p> <p>2. Making conclusion</p> <p>3. Responding</p>	<p>Q – A</p> <p>Lecturing</p>	<p>5 Minutes</p>

VIII. SOURCES AND MEDIA

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- a. <http://www.disukai.com> retrieved on March 11th, 2014.
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2. Media :

- a. A set of NHT attribute consisted of number 1, 2, 3, 4, and 5
- b. A narrative text entitled “The Lion and the Hare”
- c. Students’ worksheet
- d. Chalk
- e. Black board

Jember,, 2015

Researcher,

MerginaSefa D. H

NIM. 110210401001

TEACHING MATERIALS

Pre Instructional Activities

Leading questions

1. Do you know the story of The Lion and the Hare?
2. What is your opinion about that story?
3. What is the ending of the story?

Main Activities

Read the following text carefully!

The Lion and the Hare

Once upon a time, a lion had been hunting for days without catching anything to eat. “It looks like I will go hungry again!” he thought.

Then, he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting and waiting for me!”

He was about to catch the hare when a fine young deer trotted by. The lion thought, “Now there is an even better dinner!” He turned and chased the deer. The noise woke the hare and he quickly hopped away.

After a long chase, the lion failed to catch the deer. Tired out, he came back looking for the hare but found that it had run away. “What a fool I am!” the lion said as his empty stomach growled. “It serves me right for losing the food that was almost mine, just for the chance of getting more!”

(Taken from: *My favorite Fables-Kuala Lumpur*)

Answer the following questions correctly!

1. “After a long *chase*” (paragraph 4). What does the italic word mean?
2. “it had *run away* ... (paragraph 4). What does the italic word mean?
3. What did the lion feel in the beginning of the story?
4. Where did he see a Hare?
5. What did the lion see when he want to catch the hare?
6. What did the lion think while he wanted to catch the hare?
7. Was the lion success to catch the second animal?
8. What did he do then?
9. What does paragraph 1 tell us about?
10. What does paragraph 2 tell us about?
11. What is the main idea of paragraph 3?
12. What is the main idea of paragraph 4?
13. Why the lion felt hungry?
14. What did the lion feel after his long chase?
15. What is your opinion about the character of the Lion?
16. What will you do if you were the lion?
17. What is the ending of this story?
18. What is the author’s purpose in this text?
19. What are the moral values of this text?
20. How is your feeling after reading this text?

ANSWER KEY

Open Ended Questions.

1. To hurry after someone or something in order to catch them
2. To leave a place or person secretly and suddenly
3. He felt hungry
4. He saw the Hare fast asleep beneath a shady tree.
5. He saw a young deer.
6. He thought to move from hare because he saw the other one to catch.
7. No, he was not success to catch it.
8. He tried to come back to the Hare.
9. Paragraph one tells us about the beginning of the story. It tells about setting of the story.
10. Paragraph 2 tells about the first problem of the story. It is about the lion saw the Hare when he was hungry.
11. The information of paragraph 3 is the Hare wanted to catch the young deer.
12. The information of paragraph 4 is about the lion could not catch the deer and he wanted to come back to the hare.
13. Because he had been hunting for several days but could not get anything.
14. He failed to catch the deer and he knew that the hare had run away.
15. Lion is a greedy animal.
16. If I were the lion, I did not want to lose my first animal. I would ignore the second animal and focus on catching the hare.
17. The lion felt foolish and he could not get both of the hare and the deer.
18. To amuse the readers about an interesting story.
19. Be consistent and focus on the first target.
20. I was very happy because I know that we should be careful in considering something.

READING COMPREHENSION TEST CYCLE 2

Subject	: English
Level/Semester	: VIII/2
Skill	: Reading
Genre	: Narrative
Time	: 60 minutes

Read the text carefully. The text is for questions number 1 to 15!

Text 1.

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hooped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, “How dull! Why don’t you sing and dance with me instead of working under the hot sun?”

“We are storing away food for the winter,” they explained, “you should do the same.” The grasshopper laughed and replied, “why worry about the winter? I have plenty to eat for now.” And he hopped away look for someone to play together.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants’ door. “Can you spare me some seeds?” he begged.”I’m cold and hungry!”

“We worked all summer to store away food,” they answered. “What were you doing?” “I was busy singing and dancing,” he said. “Then sing and dance for us now!” they told him. “It’s time for you to work for your dinner.”

(Taken from: *My favorite Fables-Kuala Lumpur*)

I. Choose the correct answer based on the Text 1 by crossing (X) a, b, c, or d!

1. while ants were busy gathering grains of wheat and corn (Paragraph 1). What does the underlined word mean?
 - a. free
 - b. full of activities
 - c. enjoy
 - d. fun
2. He laughed at the ants and said, “How dull! (Paragraph 1). What does the underlined word mean?
 - a. smart
 - b. creative
 - c. boring
 - d. bad
3. “Why worry about the winter? (Paragraph 2). What is the antonym of the word worry?
 - a. nervous
 - b. afraid
 - c. patient
 - d. calm
4. The grasshopper laughed at the ants because ...
 - a. he thought that the ants were dull
 - b. the ants danced and sang songs
 - c. the ants were very funny
 - d. the ants made some jokes
5. What did the ants want the grasshopper do for his dinner?
 - a. they wanted him to hop away
 - b. they wanted him to sing and dance
 - c. they wanted him to collect the food
 - d. they wanted him to knock at the door
6. What happened when the winter came?
 - a. It was hard for the grasshopper to find food
 - b. It was a beautiful season for the grasshopper

- c. It was not easy to the grasshopper to find a shelter
 - d. It was hard for the grasshopper to find someone to play
7. Why the ants did not feel hungry when the winter came?
- a. because they were busy to sing and dance all day long
 - b. because they bought a lot of wheat and corn
 - c. because they worked hard all summer to store away food
 - d. because they did not like to eat when the winter came
8. Which statement is TRUE based on the text?
- a. The grasshopper was lazy to prepare the food
 - b. The ants hobby liked to sing and dance instead of working
 - c. Winter is a good season for grasshopper to play outside
 - d. The grasshopper spent summer by collecting grains of wheat and corn.
9. How was the ending of the story?
- a. the grasshopper had many food for winter
 - b. the ants and the grasshopper played together when the winter came
 - c. the grasshopper worked well in summer season
 - d. the ants had enough food but the grasshopper felt hungry when the winter came..
10. What is the moral value of the story?
- a. it is wise to plan ahead for hard times
 - b. we must be greedy to safe our lives
 - c. you must sing and dance a lot
 - d. eating seeds is very important

II. Write T if the statement is true or write F if the statement is false based on text 1!

11. "We worked hard...." The word hard has the same meaning as the word struggle. ()
12. The ants were busy preparing food in the summer but not for the grasshopper. ()
13. The grasshopper worry about the winter and he worked seriously. ()
14. The third paragraph tells us about how the ants gave the grasshopper some food. ()
15. From the story above, we can learn that we should spend our days intelligently. ()

Read the text carefully. The text is for questions number 16 to 30!

Text 2.

The Wind and the Sun

The wind and the sun argued about which of them was the strongest. The wind said, “I am so powerful that I can blow all the clouds of the sky.” The sun said, “I am more powerful because I can heat up the sea below and this will produce many more clouds.”

For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, “Let’s see who can get the coat of that boy’s back.” The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and he blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun’s turn. It came out from behind the clouds and shone on the boy. The boy felt warm. It began to get hotter and hotter. Soon the boy could not stand the heat any longer. He took his coat off. The sun won.

(Taken from: *My favorite Fables-Kuala Lumpur*)

I. Choose the correct answer based on Text 2 by crossing (X) a, b, c, or d!

16. “I am so powerful that I (Paragraph 1) What is the antonym of the word powerful?
- weak
 - small
 - strong
 - big
17. ... the sun argued about which(Paragraph 1). What does the underlined word mean?
- to make somebody happy
 - to make somebody understand
 - to express disagreement
 - to express love
18. ... the boy felt warm (Paragraph 4) What is the synonym of the word warm?
- comfort
 - relax
 - fine
 - tepid
19. “It came out from ...” (Paragraph 4) the underlined word refers to ...
- The sun
 - The wind
 - The boy
 - The cloud
20. Who had the idea of getting the coat off the boy’s back?
- The sun
 - The boy
 - The wind
 - The writer
21. What is the main idea of paragraph 2?
- The sun is powerful than the wind.
 - The sun and the wind went on arguing
 - They saw a boy who was wearing a coat
 - The wind and the sun had a deal to see who can get the boy’s coat.

22. Which statement is FALSE based on the third paragraph?
- The wind had the first chance to get the coat off that boy's back.
 - The boy took his coat off
 - The wind blew from behind and he blew in front of the boy.
 - At last, the wind gave up
23. Which statement is TRUE based on the text?
- The wind was a smart character in this story
 - The wind and the sun were close friends
 - The sun was smart in giving treatment to the boy
 - The boy took his coat because of the win's power.
24. How was the ending of the story?
- the boy won the competition
 - the wind happy to become more powerful than the sun
 - the boy held on to his coat because of feeling cold.
 - the sun did his best and made the boy took his coat off.
25. What can we learn from the story?
- we may be more successful by being gentle than by using force
 - we must try hard to cheat others when we want to be successful
 - we should be strict to people around us
 - to win a game we should be deceitful

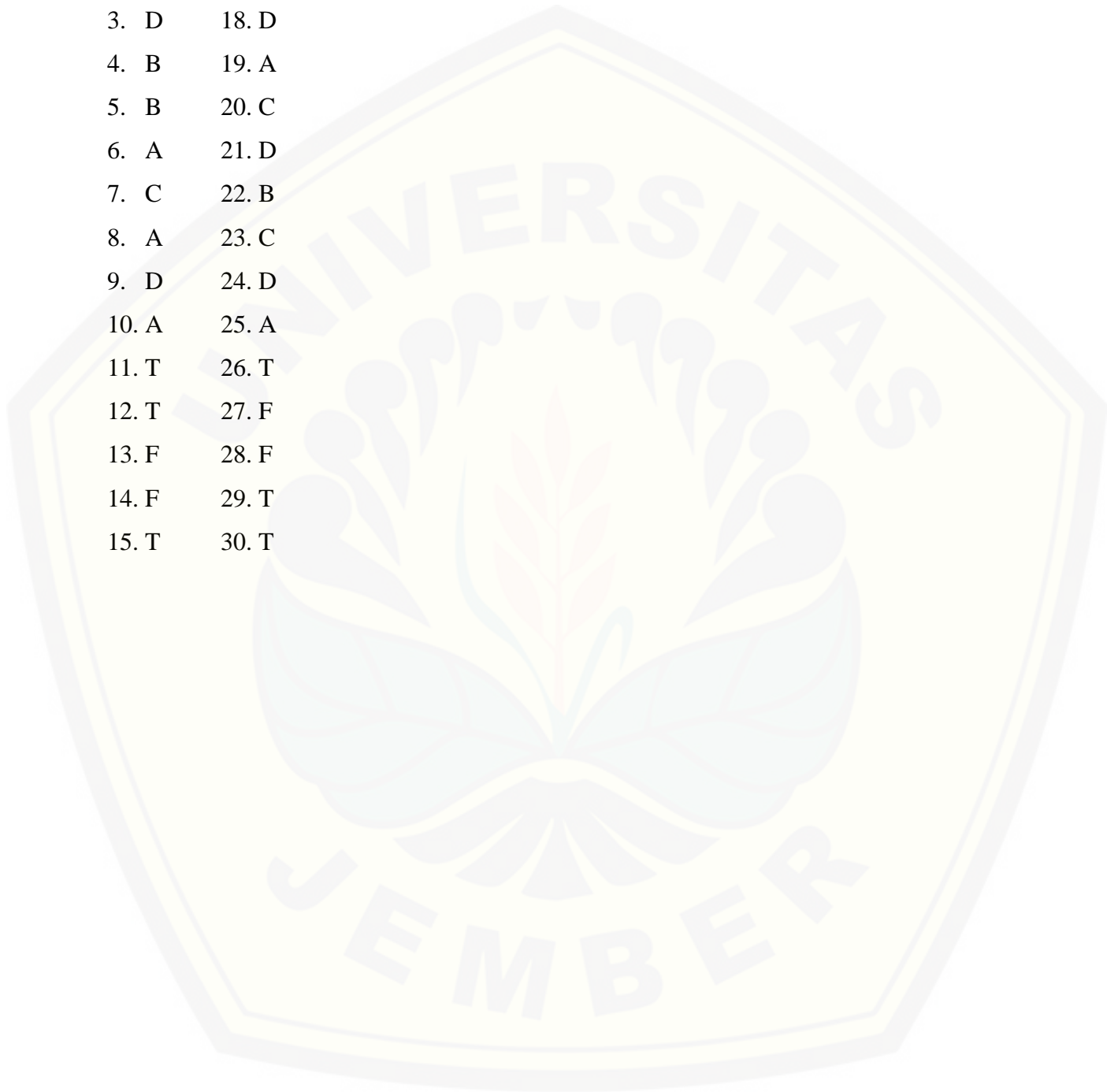
II. Write T if the statement is true or write F if the statement is false based on text 2!

26. The word behind has the opposite meaning with the word in front of. ()
27. The sun had an idea to know who was the most powerful in this story. ()
28. The wind blew the son slowly and carefully. ()
29. The last paragraph tells us about how the sun made the boy become hotter. ()
30. The message of the story above is think smart if we want to become a winner. ()

KEY ANSWER

READING COMPREHENSION TEST 2

- | | |
|-------|-------|
| 1. A | 16. A |
| 2. C | 17. C |
| 3. D | 18. D |
| 4. B | 19. A |
| 5. B | 20. C |
| 6. A | 21. D |
| 7. C | 22. B |
| 8. A | 23. C |
| 9. D | 24. D |
| 10. A | 25. A |
| 11. T | 26. T |
| 12. T | 27. F |
| 13. F | 28. F |
| 14. F | 29. T |
| 15. T | 30. T |



The Distribution of The Test Item				
No	Kind of Test	Indicators	Item Number	Total
1	Multiple Choice	Word Comprehension	1, 2, 3, 16, 17	6
		Sentence Comprehension	4, 5, 19, 20	4
		Paragraph Comprehension	6, 7, 21, 22	4
		Text Comprehension	8, 9, 12, 23, 24, 25	6
2	True- False	Word Comprehension	11, 26	2
		Sentence Comprehension	12, 13, 27, 28	4
		Paragraph Comprehension	14, 29	2
		Text Comprehension	15, 30	2
Total Item				30

The Results of Observations in Cycle 1

No	The students' initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	AR														
2.	AFP														
3.	AZR														
4.	AF														
5.	ARJ														
6.	AS														
7.	ATF														
8.	DKP														
9.	EP														
10.	FM														
11.	FA														
12.	GF														
13.	H														
14.	IWT														
15.	LAR														
16.	MN														
17.	MADP														
18.	MP														
19.	MRA														
20.	ML														
21.	MH														
22.	MR														
23.	MSTF														
24.	NS														
25.	NRA														
26.	SA														
27.	SP														
28.	SN														
29.	UBD														
30.	UDA														
TOTAL		Meeting 1					18	12	Meeting 2					20	10
Percentage							60 %	-						66.7%	-

Notes:

A= active

P= passive

Indicators:

1. Reading the text, re-reading the text, or/and consulting dictionary actively.
2. Writing the answer individually on the sheet appropriately.
3. Putting heads together cooperatively.
4. Standing up and ready to answer the posed questions seriously.
5. Stating the answer of the posed questions given by the teacher seriously.

The Results of Observations in Cycle 2

No	The students' initials	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					A	P	Indicators					A	P
		1	2	3	4	5			1	2	3	4	5		
1.	AR														
2.	AFP														
3.	AZR														
4.	AF														
5.	ARJ														
6.	AS														
7.	ATF														
8.	DKP														
9.	EP														
10.	FM	-	-	-	-	-	-	-							
11.	FA														
12.	GF														
13.	H														
14.	IWT														
15.	LAR														
16.	MN														
17.	MADP														
18.	MP														
19.	MRA														
20.	ML														
21.	MH														
22.	MR														
23.	MSTF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24.	NS														
25.	NRA														
26.	SA														
27.	SP														
28.	SN														
29.	UBD														
30.	UDA														
TOTAL		Meeting 1					21	7	Meeting 2					23	6
Percentage							75 %	-						79.31%	-

Notes:

A= active

P= passive

Indicators:

1. Reading the text, re-reading the text, or/and consulting dictionary actively.
2. Writing the answer individually on the sheet appropriately.
3. Putting heads together cooperatively.
4. Standing up and ready to answer the posed questions seriously.
5. Stating the answer of the posed questions given by the teacher seriously.

The Result of the Students' Reading Comprehension Achievement in Cycle 1

No	The Students' Initial	Score	Achieved	Not Achieved
1.	AR	76		
2.	AFP	80		
3.	AZR	66		
4.	AF	70		
5.	ARJ	80		
6.	AS	66		
7.	ATF	76		
8.	DKP	76		
9.	EP	80		
10.	FM	60		
11.	FA	63		
12.	GF	76		
13.	H	83		
14.	IWT	86		
15.	LAR	76		
16.	MN	80		
17.	MADP	70		
18.	MP	86		
19.	MRA	76		
20.	ML	80		
21.	MH	70		
22.	MR	63		
23.	MSTF	60		
24.	NS	83		
25.	NRA	80		
26.	SA	76		
27.	SP	70		
28.	SN	76		
29.	UBD	76		
30.	UDA	83		
TOTAL			20	10

The Result of the Students' Reading Comprehension Achievement in Cycle 2

No	The Students' Initial	Score	Achieved	Not Achieved
1.	AR	75		
2.	AFP	86		
3.	AZR	70		
4.	AF	76		
5.	ARJ	83		
6.	AS	63		
7.	ATF	76		
8.	DKP	76		
9.	EP	83		
10.	FM	66		
11.	FA	70		
12.	GF	80		
13.	H	86		
14.	IWT	90		
15.	LAR	80		
16.	MN	86		
17.	MADP	76		
18.	MP	90		
19.	MRA	76		
20.	ML	83		
21.	MH	70		
22.	MR	70		
23.	MSTF	66		
24.	NS	90		
25.	NRA	83		
26.	SA	76		
27.	SP	76		
28.	SN	80		
29.	UBD	80		
30.	UDA	90		
			23	7

The Students' Reading Score

No	Names	Score
1	ABDUL ROHMAN	76
2	AHMAD FERDI PRATAMA	78
3	AHMAD ZAINI RIDWAN	65
4	ALFIATUL MAGFIROH	80
5	ANA RISKIYATUL JANNAH	82
6	ANDI SYAHPUTRA	65
7	ANITA FEBRIANA	70
8	DWI KRISNAPURWANTO	68
9	ENI PURWANTI	80
10	FATHONI MAULANA	60
11	FEBI ARISUSANTO	60
12	GOFINDA FARERA	65
13	HAMIMATUL SAKDIYAH	75
14	INDRAWATI	85
15	LATIF ABDUR ROHMAN	75
16	M. NUR ARIFIN	76
17	MELINDA AYU DWI P	75
18	MOH. PRAYOGO PUTRA	85
19	MOHAMMAD RIKO ANDRIAN	70
20	MUH. LUTFIANTO	70
21	MUHAMMAD HASBI	68
22	MUHAMMAD RIZAL	65
23	MUSTOFA	60
24	NABILA SAFIRA	80
25	NUR AENI	70
26	SAMSUL ARIFIN	70
27	SINTIA PURNAMASARI	60
28	SITI NURAISEH	60
29	UBAIDILLAH	65
30	ULFADENA DIA	81

Note: Total Score = 2139

Mean Score = 71,3

Arjasa, December 5th 2014

The English Teacher

Irnawati, S.Pd

NIP.197205071998032001

**THE EIGHT GRADE STUDENTS' READING SCORE AT MTs N ARJASA IN THE
2014/2015 ACADEMIC YEAR**

VIII- A	VIII-B	VIII- C	VIII-D	VIII-E
77,5	74.2	71.3	78.2	82.5

Arjasa, December 5th 2014
The English Teacher

Irnowati, S.Pd

NIP.197205071998032001

The Research Permission Letter from the Faculty



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331- 334 988, Faks: 0331-332 475

Laman: www.fkip.unej.ac.id

Nomor : 1140/UN25.1.5/LT/2014
Lampiran : -
Perihal : Permohonan Izin Penelitian

23 FEB 2015

Yth. Kepala MTs Negeri Arjasa
Jember

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

Nama : Mergina Sefa Dwia Hasri
NIM : 110210401001
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving The Grade Eight Students' Active Participation And Their Reading Comprehension Achievement By Using Numbered Heads Together Technique at MTs N Arjasa in the 2014/2015 Academic Year".

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

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

a.n. Dekan
Pembantu Dekan I,

Dr. Sakatman, M.Pd.
NIP. 19640123 199512 1 001

The Statement Letter of Accomplishing the Research from School



KEMENTERIAN AGAMA
MADRASAH TSANA WIYAH NEGERI
ARJASA KABUPATEN JEMBER

Jl. Letnan Suprayitno No. 24 Arjasa Jember Telp. (0331) 540345

Nomor : MTs.15.32.4/PP.00.5/154/2015 Jember, 9 Juni 2015
Hal : Ijin selesai penelitian
Lampiran :

Kepada Yth.
Dekan Universitas Negeri Jember
Di Tempat

Menanggapi surat KAPRODI Fakultas Keguruan jurusan Pendidikan Bahasa dan Seni
Universitas Negeri Jember No 1140/UN25.1.5/LT/2015 Tgl 23 Februari 2015, bersama dengan
ini kami menerangkan, bahwa mahasiswi :

Nama : Mergina Sefa Dwia Hasri
Program studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
No Induk : 11 10231 065

Telah selesai melakukan Penelitian di Madrasah Tsanawiyah (MTs) Negeri Arjasa Jember
Jawa Timur pada tanggal 24 Maret -28 April 2015 dengan baik.

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.



Kepala,

Dra. NURUL FARIDHA
NIP.196307161994032001

THE PICTURES OF STUDENTS' ACTIVITIES

A. The students are divided in groups of fives



B. The students are writing about the posed questions individually



C. The students are putting heads together



D. The Students answering the posed questions

