



**IMPROVING ISLAMIC SENIOR HIGH SCHOOL STUDENTS' READING
COMPREHENSION ACHIEVEMENT THROUGH THE IMPLEMENTATION OF
NUMBERED HEADS TOGETHER (NHT) TECHNIQUE**

THESIS

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THE LANGUAGE AND ARTS EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018



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Education Program, Language and Arts Department, The Faculty of Teacher
Training and Education, Jember University**

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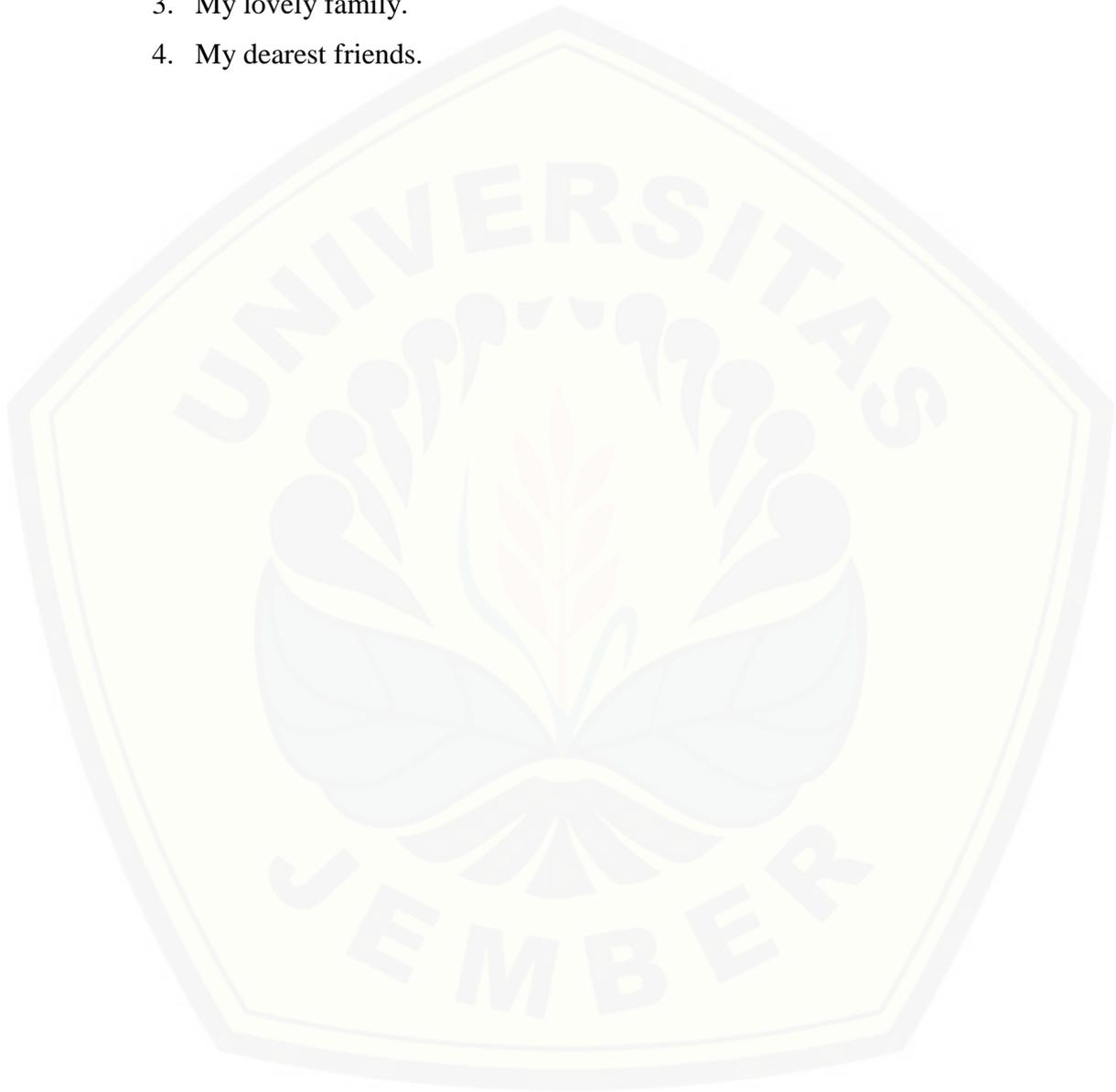
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2018

DEDICATION

This thesis is honorably dedicated to:

1. My beloved father (Sigit Triwanto), and my beloved mother (Handayani).
2. My dearest brothers, Aden Ageng Gusarto and Gigih Cahyo Wibowo.
3. My lovely family.
4. My dearest friends.



STATEMENT OF THESIS AUTHENTICITY

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

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The Writer,

Lutfiatul Hasanah

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CONSULTANT'S APPROVAL

**IMPROVING ISLAMIC SENIOR HIGH SCHOOL STUDENTS' READING
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2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Language Education Program;
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Finally, I hope this thesis is useful for the readers. Any constructive suggestions and criticism are appreciated since the researcher want to make this thesis better.

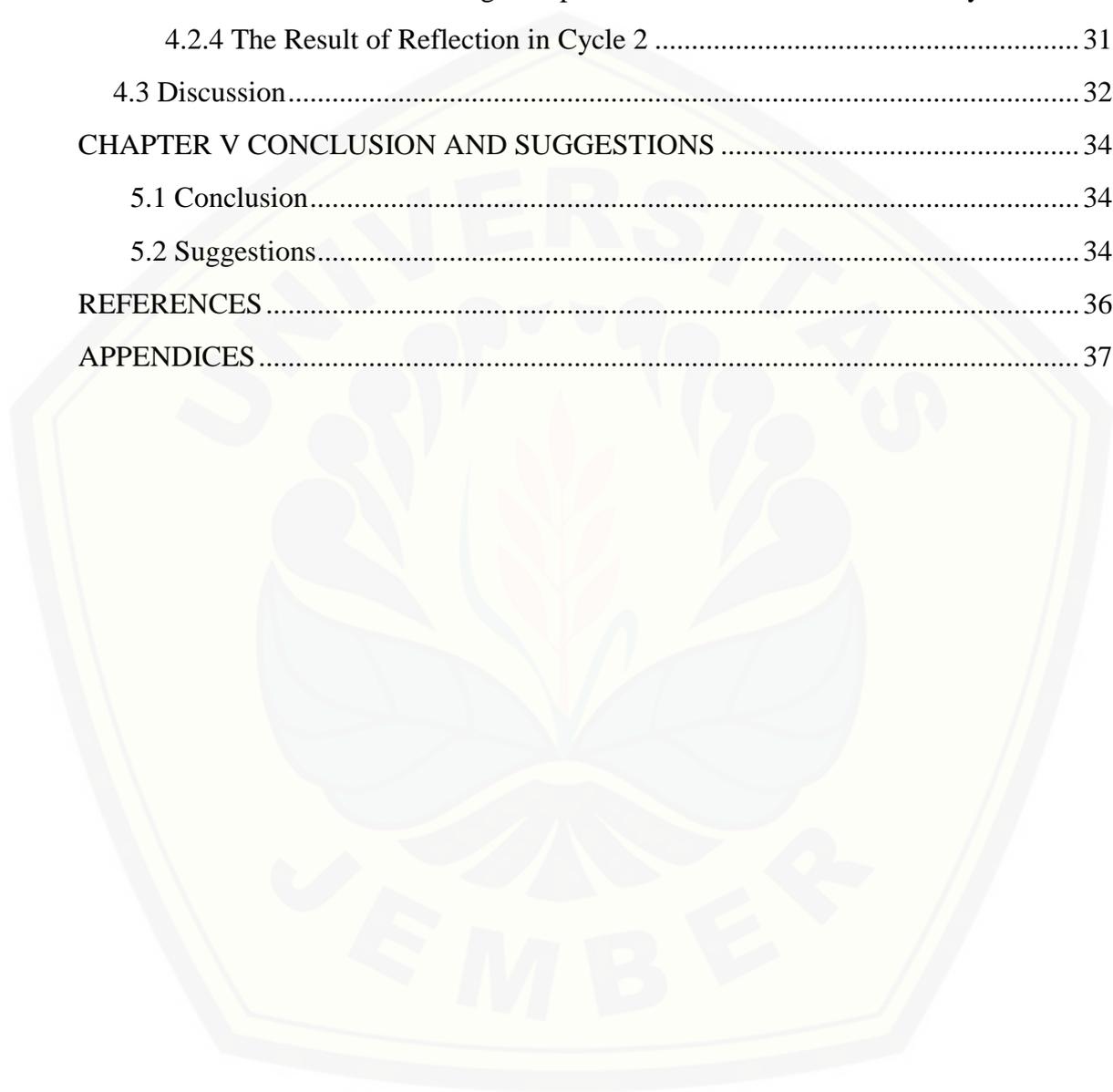
Jember, September 24th, 2018

The Writer

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SUMMARY

Improving Islamic Senior High School Students' Reading Comprehension Achievement through the Implementation of Numbered Heads Together (NHT) Technique; Lutfiatul Hasanah, 140210401087; 2018; 37 pages; English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the eleventh *Agama 6* students' reading comprehension achievement of analytical exposition text and students' participation at MAN Bondowoso. The preliminary study was conducted by interviewing the English teacher of MAN Bondowoso. The interview was done on March, 24th 2017. Based on the preliminary study, the eleventh grade students of MAN Bondowoso also found a problem on the English subject. The English teacher said that almost all of the eleventh *Agama 6* students had low achievement in English especially in reading. To overcome the problem, the researcher implemented Numbered Heads Together (NHT) Technique in teaching reading, and the type of text is an analytical exposition text. In collecting the data, the researcher used observation checklist and reading comprehension achievement tests. The data were analyzed quantitatively to know the results of students' reading comprehension achievement and their participation after conducting the research. The action was implemented in two Cycles in order to achieve the criteria of success. There were three meetings in each Cycle, it means that there were 2 meetings for the actions and one meeting for reading comprehension achievement test.

In each meeting in Cycle 1, the result of the students' participation showed improvement. In the first meeting of Cycle 1, there were 13 active students or 30% of 43 students. In the second meeting of Cycle 1, there were 25 active students or 58% of 43 students. The average results of the students' participation in meeting 1 and meeting 2 of Cycle 1 were 44%. Therefore, it can be concluded that the students' active participation in Cycle 1 was not successful, with the target minimum percentage in this research that was 75%. The results of the reading comprehension achievement test in Cycle 1 showed

that there were 46.5% or 20 students of 43 students who achieved the target scores ≥ 75 and 53.48% or 23 students of 43 students who got scores ≤ 75 . The passing grade of English in MAN Bondowoso is 75.

The result indicated that the students' reading comprehension achievement test had not been achieved yet in the Cycle 1. It can be said that the actions were not successfully done in the Cycle 1.

Based on the results mentioned in Cycle 1, the researcher did the reflection to revise some weaknesses found in Cycle 1; that was why, Cycle 2 was necessary to be conducted. Based on the data in Cycle 2, it can be said that by implementing NHT technique could improve the students' reading comprehension achievement and participation. The average percentage of the students' participation in the first meeting and the second meeting of Cycle 2 improved from 44% in Cycle 1 up to 81.5% in Cycle 2. Therefore, the students' active participation in the teaching learning process of reading comprehension through NHT technique had achieved the target. Then, the results of students' reading comprehension achievement test also showed the improvement. There were 77% or 33 students of 43 students who achieved the target scores ≥ 75 and 23.25% or 10 students of 43 students who got score ≤ 75 . The results of the students' reading comprehension achievement test improved from 46.5% in Cycle 1 up to 77% in Cycle 2. The result indicated that the students' reading comprehension achievement test had been achieved in the Cycle 2. In another words, the actions were successfully done in the Cycle 2. It can be concluded that the research was successful.

Based on the results of the research, it can be concluded that the implementation of NHT technique could improve the XI *Agama* 6 students' achievement in reading comprehension of an analytical exposition text. In addition, students' participation in the teaching learning process was also successful. By regarding the results of the research, hopefully it is suggested for the English teacher to implement NHT technique to improve students' reading comprehension achievement and students' active participation in teaching learning process. This research could be used for future researchers who will implement NHT technique in his or her research. It also could be used as information and references to conduct a further research dealing with the implementation of NHT technique in teaching reading comprehension achievement to the students or other different skill, participants and school.

CHAPTER I: INTRODUCTION

This chapter presents the research background, research problems, research objectives, and the research contributions.

1.1 Research Background

Reading is an active process of obtaining meaning (Goodman, (1976). Then, reading is very beneficial for language acquisition because reading is an active process (Harmer, (2007). Besides, reading is one of the four basic skills that must be taught to the senior high school students because it is supposed that through reading skill students will be able to learn about the other skills more acceptable because all of the skills implicated reading activities (Martino et al., 2015). In addition, through reading the students not only get the information from the text but also can improve the students' English ability incidentally. If we talk about reading it is always related to reading comprehension. Besides, reading is comprehending (Brown, (2001). Reading comprehension as an important skill that must be developed in the teaching learning English because regarding everything that we talk or write is all about everything we have read (Martino et al., 2015). Understanding the opinions or messages that the author wants to deliver deliberately is the process of reading comprehension (Papatga and Ersoy, (2016). Therefore, learning reading is very important because through reading the students get more information from the text and also can improve the students' English ability. That is why teaching reading is very important because everything that we talk and write is all about everything we have read.

However, it is not an easy task to ask students to read the text in class because most of the students do not know about the meaning of words on the text and also most of them do not understand what the text they read about. In addition, the students should be able in understanding and implementing the reading technique in order to modify with the text and the students' reading purpose. If the student wants to find the unfamiliar vocabulary in dictionary, they should be able to read the text in scanning technique but if the student wants to find the general idea of the text, they should be able to read the text in skimming technique (Adhini, (2017). Understanding the text, it depends on how often we read the text and how we can use the reading technique when reading the text.

The problem about the students' difficulties in reading foreign language especially English, still happens continuously until now. English is the foreign language that taught in all schools as it is a required subject in Indonesian schools. However, most of the Indonesian students still have low achievement in reading comprehension.

Based on the preliminary study, the eleventh grade students of MAN Bondowoso also found a problem on the English subject. This information was collected from the preliminary study by interviewing the English teacher of MAN Bondowoso. The English teacher said that almost all of the eleventh *Agama* 6 students had low achievement in English especially in reading.

To overcome that problem, the researcher should find a way that could be an effective way to teach reading for the students. Implementing good reading activities in the classroom should be more interesting for the students (Harmer, 2007). Moreover, if the students felt interested in reading activities in the class and the teacher gave an appropriate reading activity to the students, it could motivate the students in reading the text and in doing reading activity in the class. Here, the researcher provided a technique that helped and motivated the eleventh *Agama* 6 students of MAN Bondowoso in learning English especially to stimulate them to read more and to give them more opportunities to find and to share the idea with other students. The technique is called as Number Heads Together (hereforth NHT) technique.

NHT technique is one of the techniques we can use in teaching reading. It was done by dividing the class into ten groups consisting of 4 or 5 students. Then, the achievement of the members of the group should be diverse it means that there were should consist of students who have high achievement and students who have low achievement. The purpose was to get students work together in teams so that all students could improve their reading achievement because by working together, the students could find or share the idea together with other friends.

The studies related to the issue of this present reserach were conducted in several countries. In Indonesia, Martino, et al., (2015), Carried out an experimental study about the effect of using Numbered Heads Together Technique on reading comprehension achievement of the eight grade students at SMP Islam Gumukmas. Based on the hypothesis verification result described that there was a significant effect of using Numbered Heads Together Technique on reading comprehension achievement of the eight grade students at SMP Islam Gumukmas, Jember in the 2014/2015 academic year.

Then, Maman and Rajab (2016) conducted a classroom action research study in Indonesia that intended to know the implementation of cooperative learning model 'Numbered Heads Together Technique' in improving students' ability in reading comprehension. The result was the improvement of competence on Cycle 1 was 44% that was classified as extremely good, 56% were classified as good, and no students was classified as low. Cycle 2, 84% were classified as extremely good, 16% were grouped as good, and no one was classified as low.

In the same year, a study related to improve reading comprehension skills through the SCRATCH program was conducted by Papatga and Ersoy (2016) in Turkey. The result of the analysis, it was found that the reading level of the eight students who had problems in reading comprehension showed up from the anxiety level to the instructional level in some forms. In addition, Adhini (2017) conducted an experimental research study in Indonesia that intended to prove the use of Numbered Heads Together Technique on students' reading ability in narrative text. The result could be described that Numbered Heads Together gave a significant effect on reading comprehension achievement.

Some of the previous studies that have been mentioned used classroom action research design and all those previous studies could be the researchers' gap in comparing the result between the previous studies and the present study. For the researchers' reference, the previous studies could be the sources in this present study. Therefore, in this present research, the researcher conducted a CAR design that focused on students' cooperation in group discussion and students' achievement in reading skill. The researcher used the eleventh grade of *Agama* 6 students as the participants and the researcher implemented NHT technique. Based on the researchers' perspective, implementing NHT technique in teaching reading with group discussion method could be easier to help, motivate and improve the students' reading achievement because by doing the discussion the students could be easier to find and share the idea or answer the question based on the questions that have given. Therefore, the researcher conducted a research by implementing NHT technique in her research to solve the students' problem found in the preliminary study. The researcher thought that this technique was very useful and very helpful to improve students' reading achievement.

Due to the reason mentioned, the researcher conducted a research entitled **"Improving Islamic Senior High School Students' Reading Comprehension Achievement Through The Implementation of Numbered Heads Together (NHT) Technique"**.

1.2 Research Problems

1. Can the implementation of Numbered Heads Together technique improve the eleventh grade at *Agama 6* students' reading comprehension achievement of MAN Bondowoso?
2. Can the implementation of Numbered Heads Together technique improve students' participation of the eleventh grade at *Agama 6* students of MAN Bondowoso during the teaching learning process?

1.3 Research Objectives

Due to the problem mentioned, the objectives of the research were as follows:

1. To improve the reading comprehension achievement of the eleventh *Agama 6* students of MAN Bondowoso by implementing Numbered Heads Together technique.
2. To improve students' participation of the eleventh *Agama 6* students of MAN Bondowoso by implementing Numbered Heads Together technique during the teaching learning process.

1.4 Research Contributions

A. Theoretical Contribution

The functions of NHT technique are to help, to motivate and to guide the students in learning English especially in receptive skill. Giving the students a chance to work in groups and discuss together can make the students easily find the answer of the the questions from the teacher.

B. Practical Contributions

1.4.1 For The Students

In this technique, the students will learn cooperatively with their friends where they can find the answer and solve the problem together. Therefore, from this technique it can be easier for the students to improve their reading comprehension achievement.

1.4.2 For The Teacher

This research will also be helpful in providing a guide for the teacher in improving the students' reading comprehension achievement in class especially in the teaching learning process.

C. Empirical Contribution

1.4.3 For The Further Research

This research can be very helpful for the further research who have similar focus and similar studies about the implementation of Numbered Heads Together technique in supporting their research especially in reading comprehension achievement to the students or other different skill, participants and school.



CHAPTER II. LITERATURE REVIEW

This chapter discusses some literatures review dealing with the theoretical framework, conceptual framework and the previous studies.

2.1 Theoretical Framework

Reading is an active process of obtaining meaning (Goodman, (1976). Then, reading is very beneficial for language acquisition because reading is an active process (Harmer, (2007). Besides, reading is comprehending (Brown, (2001). Reading comprehension as an important skill that must be developed in the teaching learning English because regarding everything that we talk or write is all about everything we have read (Martino et al., 2015). Understanding the opinions or messages that the author wants to deliver deliberately is the process of reading comprehension (Papatga and Ersoy, (2016). Reading is one of the language activities, and reading as the second receptive skill after listening (Maman and Rajab, (2016). Through reading skill the students will be able to learn about the other skills more acceptable because all of the skills implicated reading activities (Martino et al., 2015). In addition, through reading the students not only get the information from the text but also can improve the students' English ability incidentally. According to Herber (1970), reading comprehension is separated into three aspects. The first is literal comprehension include what the writer says. The second is inferential comprehension relates with what the writer means by what they said. The third is evaluative comprehension.

Here, Adhini (2017) says that reading skill is capacity of the readers in comprehending the meaning of the text. Then, the students should be able in understanding and implementing the reading technique in order to modify with the text and the students' reading purpose. If the student wants to find the unfamiliar vocabulary in dictionary, they should be able to read the text in scanning technique but if the student wants to find the general idea of the text, they should be able to read the text in skimming technique. If we talk about reading comprehension, it cannot be separated with the classroom activities. Concerning to classroom activities Villalobos (2003) states that classroom activities is important because it makes the teaching learning activity more effective and dynamic. In classroom activities, there should be the teaching learning process in the class. When teaching reading in the class, the teacher should think about

the element of good reading text and the characteristic of the text (Adhini, (2017). Additionally, teaching reading is not easy, the teacher should be smart in choosing the text and the characteristics of the text that appropriate for the students. Classroom activities can be a good way for the students in reading comprehension achievement.

There is a technique that can be used in receptive skill in the classroom and it is called NHT technique. NHT is a technique developed by Kagan in 2009. The purpose of NHT is to deliver the idea and divide the students into some groups in which each student will be numbered. Then they put their heads together to come up with their best answer. Kagan (2009) says that the students will be motivated and help their groups' success. Another expert explains that the aim of NHT technique is to include the learners in the teaching learning process (Trianto, 2009). Additionally, NHT technique is one of the CL strategies that is commonly used in the classroom because it uses simple step and ask the learner to work cooperatively, helps their teammates, and they have individual accountability.

Concerning to NHT technique, it is always related to the strategy of Cooperative Learning (hereforth CL) because this technique is one of the techniques of CL. CL is a group work activity in which learners can give and receive information to their teammate and the learners should be responsible with their answer. Then the learner is motivated to improve the learning of others (Olsen and Kagan 1992:8). Here, they state that CL is intended to motivate students' each others learning. According to Johnson and Johnson (1997), CL is a small group discussion which students work together to improve their own and each other learning.

There are five elements of CL. The first is positive interdependence, it means that all the members of the group who share familiar intention and working together is individually and collectively beneficial, and success depends on the participation of all the members. The second is group formation, it means that the students work cooperatively in a group. The third is individual accountability, it means that everyone in each group will be accountable for her or his performance and learning. The fourth is social skill, it means that the students use social skill both verbally and non-verbally to communicate and interact with each other through gestures, body language and personal appearance. The last are structuring and structures (Olsen and Kagan, 1992). Based on those definition about CL, the researcher can conclude that CL is a strategy that needs learners to work cooperatively in a small groups activity to find a common goal which is to improve each others' learning achievement.

2.2 Conceptual Review

2.2.1 Reading Achievement

Reading is an active process of obtaining meaning (Goodman, (1976). Then, reading is very beneficial for language acquisition because reading is an active process (Harmer, (2007). Besides, reading is comprehending (Brown, (2001). Reading comprehension as an important skill that must be developed in the teaching learning English because regarding everything that we talk or write is all about everything we have read (Martino et al., 2015). Understanding the opinions or messages that the author wants to deliver deliberately is the process of reading comprehension (Papatga and Ersoy, (2016). According to Herber (1970), reading comprehension is separated into three aspects. The first is literal comprehension include what the writer says. The second is inferential comprehension relates with what the writer means by what they said. The third is evaluative comprehension.

2.2.2 Numbered Heads Together (NHT) Technique

Kagan (2009) explains that NHT technique gives enough chance for teaching. He further explains that NHT technique is a type of CL structure where between student and student do an interaction as the learning process and implement the basic principles of CL. From those reasons, NHT technique gives some chances for students to improve their reading achievement that lead them to improve their reading comprehension achievement.

2.2.3 The Procedure of NHT Technique

There are six steps in implementing NHT technique. First, students number off. Second, teacher poses a problem and gives think time (example: “How are rainbows formed? Think about your best answer.”). Third, students individually write their answers. Fourth, students stand up and “put their heads together,” showing answers, discussing, and teaching each other. Fifth, students sit down when everyone knows the answer or has something to share. Sixth, teacher calls a number, students with that number answer continuously using: (AnswerBoard Share, Choral Practice, Finger Responses, Chalkboard Responses, Response Cards, Manipulatives) (Kagan, 2009).

Here, the researcher adapted the procedure of NHT technique that have been proposed by Kagan to be implemented in the researcher’s teaching learning process in the English classroom. It was because the researcher wanted the students to share and

explain about their idea that they have discussed one by one based on the number called in front of their friends. In order to know about the students' understanding of the text. There are six steps in implementing NHT technique in the classroom. First, students numbered off. Second, teacher posed five questions and gave think time to the students. Third, students wrote the answer individually. Fourth, students stood up and "put their heads together," showing their answers, discussing, and teaching each other. Fifth, after everyone knew about the answer or had something to share then students sat down. Sixth, teacher called a number, students with that number should stand up. Seventh, students answered the question one by one.

2.2.4 Analytical Exposition Text

For the material, the researcher used an analytical exposition text because in the revised 2013 curriculum, analytical exposition text is the material for the eleventh grade students. In addition, the researcher taught this material to the students with paying attention to characteristic of the text. The researcher thought that teaching reading by implementing NHT technique could help and motivate the students to comprehend the text because in this technique, students worked cooperatively. By working cooperatively, the students could discuss and share the idea with the other friends. It also could build the students' motivation in answering the questions. In NHT technique, the students found the idea or the answer together. If there was one student who got difficulties in finding or answering the idea or the answer of the questions, the other students of their group could help their friend to give the idea or answer. Aside from those reasons, the researcher thought that implementing NHT technique in teaching reading could increase students' motivation because when the students got many ideas from their friends and they did not stand up alone in front of their friends, it could boost their motivation in answering the questions. Group discussion had the biggest role in NHT technique as it could improve the students' reading comprehension achievement and participation. In group discussion, they could share the ideas or answer the questions to other friends, helped the students who found the difficulties in finding the idea or answer, built communication activities, motivate the students in answering the question and to comprehend the text. The researcher thought that NHT technique was the appropriate technique to improve the students' reading comprehension achievement and participation.

2.2.5 The Advantages and The Disadvantages of NHT Technique

However, NHT technique also has advantages and disadvantages that are reported as follows:

There are three advantages of NHT technique. They are 1). Positive interdependence (all the members of the group who share familiar intention and working together are individually and collectively beneficial, and success depends on the participation of all the members); 2). Individual accountability (everyone in each group will be accountable for her or his performance and learning); 3). Equal participation (each student in the group has an equal chance to share). Besides the advantages of NHT technique, there are four disadvantages of NHT technique. They are 1). Smart students tend to dominate and low students be an inferior passive attitude; 2). The discussion activity cannot runs well; 3). Some students will cite or copy the other groups' answer; and 4). The favourite numbers will be called repeatedly by the teacher (Verawaty, 2016).

2.3 Previous Studies

Some of the previous studies reviewed tend to use CL strategy. Three of the studies were related to NHT technique in teaching reading. All the previous studies could be the researchers' gap in comparing the result between the previous studies and the present study. For the researchers' reference the previous studies could be the sources in this present study. Chronologically, the findings of previous studies related to NHT technique in teaching reading are reported as follows:

In Indonesia, Martino, et al., (2015), carried out an experimental study about the effect of using Numbered Heads Together Technique on reading comprehension achievement of the eight grade students at SMP Islam Gumukmas. Based on the hypothesis verification result described that there was a significant effect of using Numbered Heads Together Technique on reading comprehension achievement of the eight grade students at SMP Islam Gumukmas, Jember in the 2014/2015 academic year.

Then, Maman and Rajab (2016) conducted a classroom action research study in Indonesia that intended to know the implementation of cooperative learning model 'Numbered Heads Together Technique' in improving students' ability in reading comprehension. The result was the improvement of competence on Cycle 1 was 44% that was classified as extremely good, 56% were classified as good, and no students was classified as low. Cycle 2, 84% were classified as extremely good, 16% were grouped as

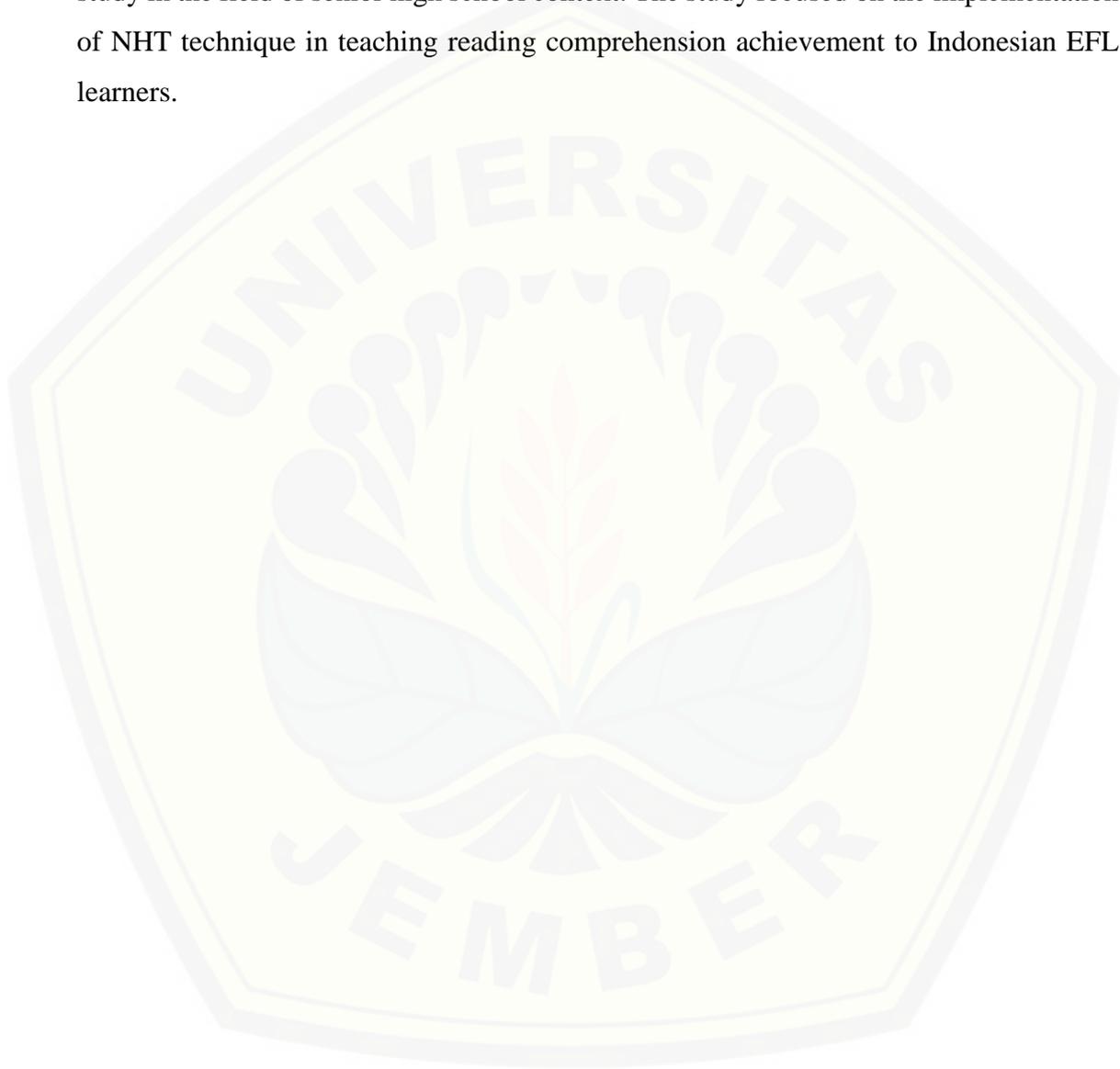
good, and no one was classified as low. In line with Maman and Rajab, Verawaty (2016) also conducted a classroom action research study in Indonesia that intended to know the implementation of cooperative learning model “Numbered Heads Together Technique” in improving students’ ability in English and students’ participation. The result of observation sheet showed that 67% (criteria of enough) in Cycle 1 and 98% (criteria= very good) in Cycle 2. The result showed improvement. In different year, Adhini (2017) conducted an experimental research study in Indonesia that intended to prove the use of Numbered Heads Together Technique on students’ reading ability in narrative text. The result could be described that Numbered Heads Together gave a significant effect on reading skill achievement.

In addition, a study related to improving reading comprehension skills through the SCRATCH program was conducted by Papatga and Ersoy (2016) in Turkey. The result of the analysis, it was found that the reading level of the eight students who had problems in reading comprehension showed up from the anxiety level to the instructional level in some forms. Gillies and Boyle (2009) conducted a study about teachers’ reflection on cooperative learning. The study was conducted in Australia and it used the descriptive research design with the data collected through interview. The issues identified included students socializing during group activities and not working, managing time effectively, and the preparation required. And Other issues that the teachers identified as being important for successful group work included the composition of the groups, the task the group was to undertake, the social skills training needed, and the assessment of the learning that occurred in the group.

In the next year, a study related to the use of cooperative learning was conducted by Duxbury and Tsai in Taiwan (2010). This study investigated the level of foreign language anxiety in the classroom, plus the correlation between foreign language anxiety and cooperative learning attitudes and practice among university students at one university in the United States and three universities in Southern Taiwan. The result from the research is no significant correlation was found between foreign language anxiety and cooperative learning at the United States University. Of the three Southern Taiwan colleges, results from only one school showed a significant correlation. This was the only school that had a Taiwanese teacher.

From the previous studies, we could see that the study of CL strategy had been mostly talked about and put into consideration to be done by most international journal. Out of the seven previous studies, three studies is related to NHT technique in teaching

reading. One study related to NHT technique in English ability and students' participation in the teaching learning process. Most of the findings of the study revealed that the use of CL including NHT technique was effective in teaching reading. Most of the previous studies reviewed used experimental and descriptive research design and were conducted in the field of school or university context. Those reasons could be the gap in conducting the present study as the researcher intended to conduct a CAR designed study in the field of senior high school context. The study focused on the implementation of NHT technique in teaching reading comprehension achievement to Indonesian EFL learners.



CHAPTER III. THE STUDY

This chapter presents the research method use in this research. They are research design, research context, research participants, action design, data collection method, data analysis method and reading scoring rubric.

3.1 Research Design

The aim of this research was to lead the researcher to know whether or not the reading comprehension achievement of the XI *Agama-6* students of MAN Bondowoso could improve if the researcher implements NHT technique in teaching the XI *Agama-6* students reading skill. Thus, the researcher chose CAR with Cycles because the researcher wanted to know the consistency of the students' reading comprehension achievement and participation. If in the first Cycle the students' reading comprehension achievement did not improve yet, the researcher did the treatment and the reading test again on the second Cycle.

The function of CAR is to solve a problem that is found in teaching learning process. Allwright and Bailey (1991: 2) mention that CAR is a research points on the classroom, and clearly tries to investigate what actually happens inside the classroom. Kemmis and McTaggart (1998) developed a concept of Action research. Here, the researcher implemented Kemmis and McTaggart's spiral model that comprising four phases: *Planning, Acting, Observing* and *Reflecting*. This present research conducted in Cycles that includes the four phases of each Cycle.

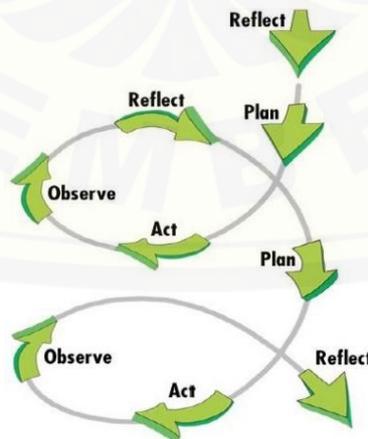


Figure 1.

Kemmis and McTaggart's Action Research Model (1986)

Based on the figure 1, the procedure of CAR were mentioned as follows:

1. Planning

There were some steps which were included in the *planning* phase. The first step was the researcher explained about NHT technique to the English teacher of MAN Bondowoso. The second was the researcher prepared the lesson to be taught that was appropriate with the curriculum used by MAN Bondowoso. For the material, the researcher used analytical exposition text. The materials were taken from three different sources. They were [https:// pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/](https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/), <https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/> and <https://freeenglishcourse.info/analytical-exposition-sample-in-learning-english/>. The researcher adapted the material because the examples of analytical exposition texts were not appropriate to the students. One of them was easy and the others were difficult to understand. The third was the researcher arranged the lesson plan based on the revised 2013 curriculum of MAN Bondowoso for each meeting. The fourth was the researcher prepared the research instruments.

2. Acting

In this research, the researcher's action was to teach the students reading skill by implementing NHT technique. The researcher implemented NHT technique in every meeting of each Cycle. For the material, the researcher chose analytical exposition text for the participants. The material adjusted with the revised 2013 curriculum of MAN Bondowoso. Then, the action was done by dividing the class into 10 groups consisting of 4 or 5 students. Later on, the researcher gave them short answer questions that included five questions of analytical exposition text with two different theme that discussed with all members of each group. Then, each member of each group answered or explained the answer of the questions in front of their friends based on the number called.

3. Observing

When the members of each group answered or explained their discussion in front of their friends, the researcher observed their answer whether it was correct or not. The researcher conducted this phase by herself.

4. Reflecting

In this phase, the researcher did some revises of the weaknesses found in Cycle 1. Then, those some revises applied in Cycle 2 by the researcher to the students. For all those phases above repeated in Cycle 2, if in the first Cycle the students' reading comprehension achievement and the students' participation did not improve yet.

3.2 Research Context

This research conducted at MAN Bondowoso. It is located at Jl. Khairil Anwar No. 278 Badean, Bondowoso. MAN Bondowoso uses the revised 2013 curriculum or usually known as K13. MAN Bondowoso implements single sex system both in academic or non academic activity. Here, single sex system means that all of the activities for male and female students are seperated. Based on the interview with the English teacher of MAN Bondowoso, there was a problem that they usually faced when they taught English. Almost all of the eleventh *Agama* 6 students had low achievement in English. The teacher added that the problem was faced not only by one or two students but also by all of the students in the class.

3.3 Research Participants

The researcher chose XI *Agama*-6 students' of MAN Bondowoso in the 2017/2018 academic year to be this present research participants. The class consists of 43 students and all of them are female students. When the researcher conducted the preliminary observation, the researcher chose the students of XI *Agama*-6 as the participants because the teacher suggested the researcher to chose XI *Agama*-6 because almost all of the XI *Agama*-6 students had low achievement in English especially in reading skill.

3.4 Action Design

For the material, the researcher used analytical exposition text because in the revised 2013 curriculum, analytical exposition text is the material for the eleventh grade students. The materials for Analytical Exposition Text were adapted from <https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/>, <https://www.importantindia.com/24012/importance-of-mobile-phones-in-ourdaily-life/>, <https://freeenglishcourse.info/analytical-exposition-sample-in-learning-english/>. Why the texts are adapted because one of them has incomplete generic structure while the other one is too long and too difficult for the students to understand.

To improve the students' reading comprehension achievement in reading comprehension in analytical exposition text, this action research implemented NHT technique of cooperative learning. There were six steps in implementing NHT technique in the classroom. First, students numbered off. Second, teacher posed five questions in short answer questions and gave think time to the students. Third, students wrote the answer individually. Fourth, students stood up and "put their heads together," showing their answers, discussing, and teaching each other. Fifth, after everyone knew about the answer or had something to share then students sat down. Sixth, teacher called a number, students with that number should stand up. Seventh, students answer the question one by one based on the number called.

3.5 Data Collection Method

The researcher used quantitative data to collect the data. Observation checklist and reading comprehension achievement test to collect the quantitative data. Why the researcher used interview because the researcher wanted to collect the information first before conducted this research. Why the researcher used observation checklist and reading comprehension achievement test because the researcher wanted to know about the students' participation during the teaching learning process and the researcher wanted to assess the students' reading comprehension achievement and the students' reading comprehension achievement score.

A. Interview

Interview in this research was done in the preliminary study. It was conducted on Friday, March 24th 2017 with the English teacher of MAN Bondowoso as the interviewee. The data collected were used to support the background of the research. They were about the curriculum used in MAN Bondowoso, the main problem of the students in English lesson especially in reading, and other supporting data of the research participants. The type of interview was unstructured interview. It means that the questions was not prepared in a list. The researcher just asked the interviewee what the researcher needed about the information of the participants.

B. Observation Checklist

To know the students' active participation during teaching and learning process, the researcher observed the students by using observation checklist. This was to know which students that actively participated during the teaching

learning process. From observing the students' participation in the class, the students could be motivated in trying to be active students in the class. Additionally, the researcher provided the observation checklist. This observation checklist consisting of four indicators that could be done by the students. The four indicators of the observation checklist were mentioned as follows:

1. Working in group cooperatively.
2. Doing the exercises based on an Analytical Exposition Text by using NHT technique.
3. Sharing ideas with each other.
4. Asking the questions in the teaching learning process of an Analytical Exposition Text by using NHT technique.

C. Reading Comprehension Achievement Test

The researcher did the reading comprehension test in the end of each Cycle. This could be done to assess the students' reading comprehension achievement after implementing NHT technique in teaching learning activity. The test was done in the one meeting with a theme.

The researcher asked the students to answer the multiple choice questions that included questions of word comprehension, sentence comprehension, paragraph comprehension, and text comprehension in each test and true or false questions. The time allocation was 90 minutes in doing the test. The passing grade of the students is 75. After the students did the reading comprehension achievement test in the end of each Cycle, the researcher compared the students' reading comprehension achievement score in each Cycle.

D. Documentation

In documentation, here the researcher got some documents of the participants, such as Syllabus, the English teachers' Lesson Plan and the attendance list of the participants.

3.6 Data Analysis Method

The research data was analyzed by using quantitative data analysis method of Ali (1993:186). The students' reading comprehension achievement score was analyzed by using the following formula:

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

Note:

E = The percentage of the students who get 75 or more in the reading test.

n = The number of the students who get 75 or more in the reading skill.

N = The total number of the students in the class.

(Adopted from Ali, 1993: 186)

In finding the students' active participation during the teaching learning process, the researcher was analyzed the students' active participation by using the following formula:

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

Note:

E = The percentage of the students' active participation.

n = The total number of the students who are classified as active.

N = The total number of the students.

(Adapted from Ali, 1998:186)

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions. The research conclusions and suggestions are discussed in the following section.

5.1 Conclusion

Based on the results of data analysis and discussion, it could be said that teaching reading comprehension by implementing NHT technique could improve the students' reading comprehension achievement and the students' participation in the teaching and learning process of the XI *Agama* 6 students at MAN Bondowoso.

The improvement of the students' reading test could be found from the average score that increased from 69.76 in the Cycle 1 to 76.5 in the Cycle 2. In the Cycle 1, the percentage of the students got score ≥ 75 in the reading was 46.5% and in the Cycle 2, the percentage of the students got score ≥ 75 in the reading was 77%. The average improvement proved that the implementation of NHT technique could help the students to improve the students' score in reading comprehension achievement test.

Based on the result of observation, it was found that the implementation of NHT technique in the learning process could improve the students' active participation during the teaching learning process. The average percentage result in Cycle 1 of the students' active participation was 44% and 81.5% was the result of the students' active participation in Cycle 2 and it was more than the minimum standard that was 75%. The percentage result above showed that the students were actively participated in the teaching learning process of reading comprehension achievement.

5.2 Suggestions

By regarding the results of the implementation of NHT technique in teaching reading comprehension that could improve the students' reading comprehension achievement and the students' participation, there are some suggestions are proposed for the following people:

1. The XI *Agama* 6 grade students of MAN Bondowoso.

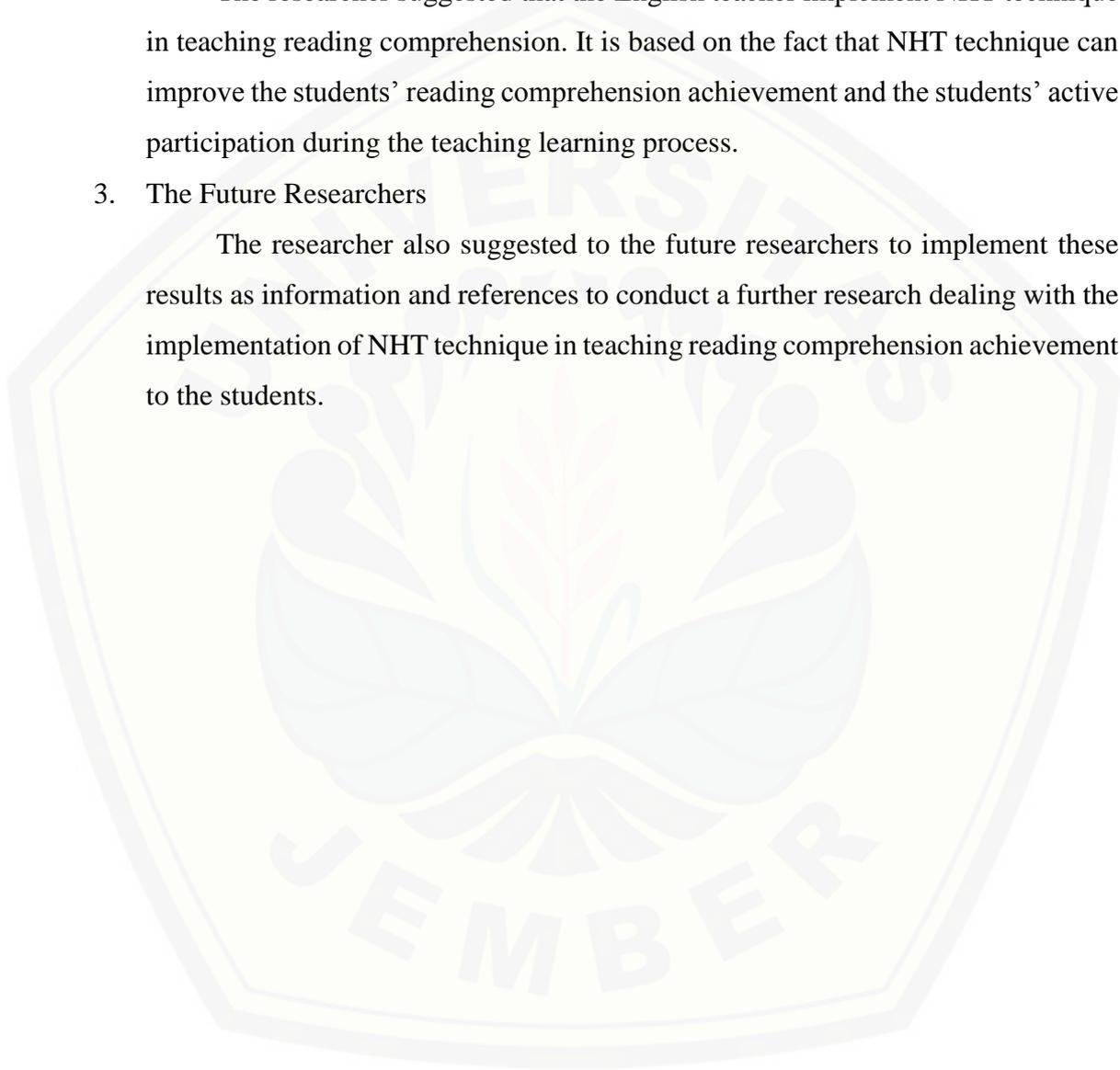
The students are suggested to work in group by implementing NHT technique, the purpose is to improve the students' reading comprehension achievement. Here, the students can also learn how to communicate and find the idea or the answer together with their group.

2. The English Teacher

The researcher suggested that the English teacher implement NHT technique in teaching reading comprehension. It is based on the fact that NHT technique can improve the students' reading comprehension achievement and the students' active participation during the teaching learning process.

3. The Future Researchers

The researcher also suggested to the future researchers to implement these results as information and references to conduct a further research dealing with the implementation of NHT technique in teaching reading comprehension achievement to the students.



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APPENDICES

RESEARCH MATRIX

APPENDIX A

Title	Problems	Variables	Indicators	Data Resources	Research Methods	Cycles	Action Hypothesis
<p>Improving Islamic Senior High School Students' Reading Comprehension Achievement Through The Implementation of Numbered Heads Together Technique</p>	<p>1. Can the implementation of Numbered Heads Together technique improve the eleventh grade at <i>Agama</i> 6 students' reading comprehension achievement of MAN Bondowoso?</p> <p>2. Can the implementation of Numbered Heads Together technique improve the participation of the eleventh grade at <i>Agama</i> 6 students of MAN Bondowoso during the teaching learning process?</p>	<p>1. Reading Comprehension Achievement</p> <p>2. Numbered Heads Together Technique</p>	<p>The steps of Numbered Heads Together activities</p> <p>The score of students' reading comprehension achievement.</p> <p>The students' participation during the teaching learning process.</p>	<p>1. Subjects: The eleventh grade at <i>Agama</i> 6 students of MAN Bondowoso</p> <p>2. Informants: The English teacher of MAN Bondowoso</p> <p>3. School Documents:</p> <ol style="list-style-type: none"> The names of the subjects Syllabus. Students' attendance list. 	<p>1. Research Design: Classroom Action Research with Cycle Model theory by Kemmis and McTaggart (1988;2000) Stages:</p> <ol style="list-style-type: none"> Planning Acting Observing Reflecting <p>1. Area Determination Method: Purposive</p> <p>2. Data Collection Methods:</p> <ol style="list-style-type: none"> Primary Data: <ol style="list-style-type: none"> Interviewing the English teacher about the students' English skill, especially in students' reading comprehension achievement Reading Teaching learning process by using Numbered Heads Together Technique Observation checklist Reading Comprehension Achievement test Documentation Secondary data: <ol style="list-style-type: none"> Observation Evaluation 	<p>1. Actions in the first Cycle: Teaching reading by implementing Numbered Heads Together Technique</p> <p>2. Actions in the second Cycle: if the result of the implementing Numbered Heads Together Technique does not succeed to be implemented in the class, will be continue on the next Cycle</p>	<p>The implementation of Numbered Heads Together Technique can improve the eleventh grade students' reading comprehension achievement of MAN Bondowoso</p>

				<p>3. Data Analysis Method: The primary data taken from the test in each Cycle will be quantitatively analyzed using the following formula: KKM: 75 Max score: 100</p> <p>The score of individual learning mastery=</p> $\frac{\sum \text{achieved score}}{\text{maximal score}} \times 100\%$ <p>The secondary data taken from classical learn calculated will be quantitatively analyzed using the following formula:</p> $\frac{\sum \text{students with score} \geq \text{KKM}(75)}{\sum \text{total student s' score siswa}} \times 100\%$ <p>The criterion is adapted from Arikunto (2012:272)</p>	
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APPENDIX B**INTERVIEW GUIDE**

Interviewee : Mustofa, S.Pd.

Interviewer : Lutfiatul Hasanah

Day/Date : Friday, March 24th 2017

Place : MAN BONDOWOSO

No.	Interview Questions	Teacher's Answer
1.	How long have you been a teacher at MAN Bondowoso?	I have been a teacher since July 1987.
2.	How many classes are you teaching?	I teach X Religion 1, Religion 2, Religion 3, Religion 4, Religion 5, and Religion 6.
3.	So, you are teaching six classes?	Yes, I teach six classes.
4.	What are the problems that you usually find when teaching?	There are many problems. The first is the subject I teach is English. The second is most of the students think English is a difficult subject. The third is MAN Bondowoso is not located in a big city and it is sometimes make me difficult to teach them.
5.	From six classes that you teach, which classes that you find difficult to teach?	Actually, all the classes are the same. However, X Religion 2 and Religion 6 are more difficult to teach than any other classes. It is not that they are difficult to teach. It is just when compared to other classes, they are a bit slower.
6.	From those two classes, which point that make you think that they are slower than any other classes?	In those two classes, I feel more difficult when I ask them to read the text. For other classes, they are easier when they read the text. Meanwhile, in Religion 2 and Religion 6, not all of them are good enough in reading a text. There are indeed

		some of them who are high achievers, and active in class, but some of them are rather difficult. Their ability to read is unequal.
7.	So, the problem they faced is in reading?	Yes, that is right. Actually this problem is also faced by every class, but I think, I should pay more attention to these two classes. Moreover, most of the students of these two classes lack of vocabularies. Probably, that is what makes them have low ability in reading.
8.	You said that the reading ability of the students of X Religion 2 and Religion 6 is not equal? Approximately, how many students who has low ability in reading?	I am not sure as to how many. For religion 2, out of 30 students it is more than half of the entire students. It is the same for Religion 6.
9.	In Religion 2, there are 30 students, how about Religion 6?	There are 43 students in Religion 6.
10.	How many percentage of each of the two classes who has low reading skills?	More than half, meaning that it is approximately almost all of the eleventh Religion students. Reading is indeed difficult.
11.	Yes sir, reading is considered as an obstacle for Indonesian students to learn English.	Yes, just like religion 2 and religion 6. We cannot blame them if their reading achievement is low because they are not used to read. Therefore, I am glad to hear if anyone would try to fix their problems. You want to do Classroom Action Research, right? I read on your letter that you do.
12.	Yes. Actually, I have two choices, Classroom Action Research or	Of course, no problem.

	Experimental research. But I think Classroom Action Research is easier.	
13.	Therefore, I try to find problems that might be faced by the students of MAN Bondowoso.	That was the problem that faced by the students. Do you want to do your research in one class or what?
14.	Yes sir. one class is enough. The class that encounters the problems.	As I have mentioned before, there are Religion 2 and Religion 6 class. Do you want to do your research in Religion 2 or Religion 6?
15.	May I observe those two classes first sir before I decide?	Okay, no problem. By the way, when will you do your research?
16.	I am not sure when I want to do my research. Now, I still try to collect the data. therefore, I decide to have an interview with you. When the students go up the next grade, will they be in the same class with the same classmates or will there be a change?	In our school system, there will be no any changes. Students will be stuck with the same friends for the whole three years.
17.	So, there will be no class changes?	Yes. Because we apply single sex system. In one class, there are only male students or female students. Therefore, class reorder is not needed.
18.	For class Religion 2 and Religion 6, are they male or female class?	They happen to be female classes. All the classes I teach are female classes.
19.	Alhamdulillah. I still have no idea about when I will do my reserach. Is it okay if I do my research when they are in the eleventh grade?	Nevermind. however, I may or may not teach the eleventh grade students. Indeed there is no randomization for the class and the students. The school however, will change the teacher who is in charge to teach for the class.
20.	Who are the teacher for the eleventh grade students?	I do not know yet. But who knows I will teach those two class again next year.

21.	Aamiin. Later, I will give you further information regarding my research here. May I have your phone number?	Okay, no problem.
22.	Well then. Thank you for taking your time.	You are welcome.



APPENDIX C

Lesson Plan

Meeting 1 (Cycle 1)

School	: MAN BONDOWOSO
Class/ Semester	: XI / 2
Lesson	: English
Material	: Analytical Exposition
Skill	: Reading
Theme/Topic	: Technology/Communication Tools
Time Allocation	: 2 x 45 minutes

A. Core Competence

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

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

B. Basic Competence

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indicator (s):

- A. Identifying the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.
- B. Analysing the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

4.4 Teks eksposisi analitis

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.

Indicator (s):

- A. Understanding the social function, generic structures and language features of an Analytical Exposition Text based on the issue.
- B. Understanding the content of an Analytical Exposition Text.
- C. Finding the topic of an Analytical Exposition Text based on the issue.

C. Learning Objectives

KI-3: After learning about the social function, the text structure, and the language features of *Analytical Exposition Text*, students are able to identify and analyze the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

KI-4: Students are able to form opinions about an actual issue in *Numbered Heads Together (NHT)* technique discussion, arrange the opinions into an *Analytical Exposition Text* and explain the *Analytical Exposition Text* orally after doing *Numbered Heads Together (NHT)* technique activities, and produce an oral *Analytical Exposition Text*.

D. Material

(Enclosed)

E. Learning Method

- a. Method : Small Group Discussion
 b. Technique : Numbered Heads Together Technique.

F. Media and Learning Sources

Media		Learning Sources
Whiteboard	Power Point	1. English syllabus of Bondowoso Islamic Senior High School for grade XI. 2. Internet a. https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/ b. https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/
Board marker	Laptop	
LCD projector	Camera	

G. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities	Time	Technique
1.	Set Induction: a. The teacher greets the students.	The students greet the teacher.		

	<ul style="list-style-type: none"> b. The teacher asks the leader of the class to lead the prayer reading. c. The teacher checks the attendance list. d. The teacher asks leading questions by displaying some pictures. e. The teacher states the learning objective. 	<p>The students pray together.</p> <p>The students answer leading questions given by the teacher.</p> <p>The students pay attention.</p>	5'	Question and answer
2.	<p>Main activities:</p> <ul style="list-style-type: none"> a. Teacher gives an example of Analytical Exposition text and explaining the generic structure, social function and language features of Analytical Exposition text. b. Dividing the students into ten groups consist of 4 or 5 students by counting from 1-5 and explains about the procedure of NHT technique. c. After the students understand well about the technique, teacher gives five questions to the students related to <i>Analytical Exposition Text</i>. 	<p>The students pay attention to the teacher explanation.</p> <p>The students make some groups of 4 or 5 students.</p> <p>The students examine the question posed by the teacher.</p>	80'	Group Discussion

	<p>d. The teacher gives <i>think time</i> for the students.</p> <p>e. The teacher directs the students to share the answer to the members of the group.</p> <p>f. The teacher asks the students to share the answer of the discussion one by one based on the number called.</p>	<p>Each student use the <i>think time</i> to find the answer regarding to the questions the teacher posed.</p> <p>The students put their heads together and make sure everyone knows and can answer the question.</p> <p>The students share the answer of the discussion one by one based on the number called.</p>		
3. Closure:	<p>a. The teacher asks the students what they have learned in today's meeting.</p> <p>b. The teacher directs the students to pray to God by saying Hamdallah.</p>	<p>The students conclude today's lesson.</p> <p>The students and the teacher say Hamdallah altogether.</p>	5'	Demonstration

H. Assessment

- a. Model : Small Group Discussion (NHT) technique and Individual Presentation.
- b. Instrument: Reading Comprehension assignment.

Jember, 25 April 2018

Mengetahui

Guru Pembimbing

Mahasiswa

Drs. H. Warai Efendi

Lutfiatul Hasanah

NIP. 196910291997031004

NIM. 140210401087

ATTACHMENT

1. Set Induction

Leading Questions

- Take a look at these pictures! (displaying pictures)
- What pictures are these?
- Now, think about what you can do with these devices?
- So gadgets have some benefits right?
- If you write those benefits of gadgets into a text, it is called analytical exposition text.



2. Main Activities

Material

Analytical Exposition

a. Social Function:

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

b. Generic Structure

- Thesis : Introducing the topic and indicating the writer's view about the topic.
 ex: in the writer's view, phone is important for our life.
- Argument 1 : Explaining the argument to support the writer's view.
- Argument 2 : Explaining the other arguments to support the writer's view more.
- Reiteration : Restating the writer's view about the topic using different sentences.

c. Language Features

- Focusing on generic human and non-human participants (ex: Phone)
- Using abstract nouns (ex: Technology, Internet, situation, etc)
- Using conjunctive adverbs (ex: Firstly, Secondly, Finally, moreover)
- Using causal conjunction (ex: because)
- Using Simple Present Tense (ex: Phone is one of electronic technology devices in our life)

d. Example**The Importance of Phone in our Daily Life**

Phone is one of electronic technology devices in our life. There are many beneficial and important functions that we can take from it. Some of the benefits of using phone are continual contact with friends and families, entertainment and information source, and safety ensurance.

Firstly, Information technology has improved the mobile phones to a great level. Today, with the help of internet, we are able to access various social media sites and apps that help us stay connected with our friends, family and the entire world. Mobile phones have made communication easier with quick placing of calls and SMS.

Secondly, Mobile phones come with FM radio, inbuilt games and various other apps that entertain us. Moreover, you can download apps of your choice like news apps, health apps, and music apps, etc. that will entertain and inform you. You can also watch videos and movies in your mobile phones.

Finally, one of the most important benefits of mobile phones is that they ensure safety. You can talk to your children and confirm that they have reached safely at their friend's place or other destination. At the time of emergencies or difficult situations, the mobile phone can be used quickly to get help.

Mobile phone is a very useful and important device. All we need to do is to use this device smartly and wisely. We should remember that it is mainly a device with purpose of communication, but that does not mean that we keep on wasting hours on chatting or through messaging.

We should also remember that spending too much time on mobile phones is dangerous because mobile phones emit harmful radiations leading to various diseases.

Adapted from <https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/>

3. Assessment**Group Work (Small Group Discussion)**

Read the following text carefully!

The Importance of Phone in our Daily Life

Phone is one of electronic technology devices in our life. There are many beneficial and important functions that we can take from it. Some of the benefits of using phone are continual contact with friends and families, entertainment and information source, and safety ensurance.

Firstly, Information technology has improved the mobile phones to a great level. Today, with the help of internet, we are able to access various social media sites and apps that help us stay connected with our friends, family and the entire world. Mobile phones have made communication easier with quick placing of calls and SMS.

Secondly, Mobile phones come with FM radio, inbuilt games and various other apps that entertain us. Moreover, you can download apps of your choice like news apps, health apps, and music apps, etc. that will entertain and inform you. You can also watch videos and movies in your mobile phones.

Finally, one of the most important benefits of mobile phones is that they ensure safety. You can talk to your children and confirm that they have reached safely at their friend's place or other destination. At the time of emergencies or difficult situations, the mobile phone can be used quickly to get help.

Mobile phone is a very useful and important device. All we need to do is to use this device smartly and wisely. We should remember that it is mainly a device with purpose of communication, but that does not mean that we keep on wasting hours on chatting or through messaging.

We should also remember that spending too much time on mobile phones is dangerous because mobile phones emit harmful radiations leading to various diseases.

Students will work in group of 4 or 5 students to answer the questions about:

1. What is the topic of the text?
2. The text gives us information about.....
3. "*We should remember that it is mainly a device with purpose of communication.*" What does the underlined word refer to?
4. What is the main idea of paragraph 3?
5. What is the purpose of the text?

Answer Key:

1. Communication Tool.
2. The importance of Phone.
3. Mobile Phone.
4. Mobile Phone has many application.
5. To inform the reader about the importance of Phone.

APPENDIX D

Lesson Plan

Meeting 2 (Cycle 1)

School	: MAN BONDOWOSO
Class/ Semester	: XI / 2
Lesson	: English
Material	: Analytical Exposition
Skill	: Reading
Theme/Topic	: Knowledge/ Vegetables
Time Allocation	: 2 x 45 minutes

A. Core Competence

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

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

B. Basic Competence

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indicator (s):

- A. Identifying the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.
- B. Analyzing the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

4.4 Teks eksposisi analitis

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.

Indicator (s):

- A. Understanding the social function, generic structures and language features of an *Analytical Exposition Text* based on the issue.
- B. Understanding the content of an *Analytical Exposition Text*.
- C. Finding the topic of an *Analytical Exposition Text* based on the issue.

C. Learning Objectives

KI-3: After learning about the social function, the text structure, and the language features of *Analytical Exposition Text*, students are able to identify and analyze the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

KI-4: Students are able to form opinions about an actual issue in *Numbered Heads Together (NHT)* technique discussion, arrange the opinions into an *Analytical Exposition Text* and explain the *Analytical Exposition Text* orally after doing *Numbered Heads Together (NHT)* technique activities, and produce an oral *Analytical Exposition Text*.

D. Material

(Enclosed)

E. Learning Method

- a. Method : Small Group Discussion
- b. Technique : Numbered Heads Together Technique

F. Media and Learning Sources

Media		Learning Sources
Whiteboard	Power Point	3. English syllabus of Bondowoso Islamic Senior High School for grade XI. 4. Internet
Board marker	Laptop	a. https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/ b. https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/
LCD projector	Camera	

G. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities	Time	Technique
1.	Set Induction: a. The teacher greets the students. b. The teacher asks the leader of the class to lead the prayer reading.	The students greet the teacher. The students pray together.	5'	Question and answer

	<p>c. The teacher checks the attendance list.</p> <p>d. The teacher states the learning objective.</p>	The students pay attention.		
2.	<p>Main activities:</p> <p>a. Teacher gives an example of Analytical Exposition text and explaining the generic structure, social function and language features of Analytical Exposition text.</p> <p>b. Dividing the students into ten groups consist of 4 or 5 students by counting from 1-5 and explains about the procedure of NHT technique.</p> <p>c. After the students understand well about the technique, teacher gives five questions to the students related to <i>Analytical Exposition Text</i>.</p> <p>d. The teacher gives <i>think time</i> for the students.</p> <p>e. The teacher directs the students to share the answer to the members of the group.</p>	<p>The students pay attention to the teacher explanation.</p> <p>The students make some groups of 4 or 5 students.</p> <p>The students examine the question posed by the teacher.</p> <p>Each student use the <i>think time</i> to find the answer regarding to the questions the teacher posed.</p> <p>The students put their heads together and make sure everyone knows and can answer the question.</p>	80'	Group Discussion

	f. The teacher asks the students to share the answer of the discussion one by one based on the number called.	The students share the answer of the discussion one by one based on the number called.		
3.	Closure: a. The teacher asks the students what they have learned in today's meeting. b. The teacher directs the students to pray to God by saying Hamdallah.	The students conclude today's lesson. The students and the teacher say Hamdallah altogether.	5'	Demonstration

H. Assessment

- a. Model : Small Group Discussion (NHT) technique and Individual Presentation.
- b. Instrument: Reading assignment.

Jember, 25 April 2018

Mengetahui

Guru Pembimbing

Mahasiswa

Drs. H. Warai Efendi

Lutfiatul Hasanah

NIP. 196910291997031004

NIM. 140210401087

ATTACHMENT

1. Main Activities

A. Example

The Benefit of Vegetables

There are some benefits of vegetables that we need to know. Vegetables prevent unwanted signs of aging and keep skin young and supple thanks to phytonutrients, vitamin C and high water content. Choose brightly colored red and orange vegetables and you'll get an added boost of beta carotene, which can give you a healthy glow as it protects skin from sun damage. Similarly, lycopene, found in red vegetables such as tomatoes, also has been shown to act as a natural sunscreen.

Meanwhile, nutrients like magnesium and vitamin C are quickly depleted during stressful times. Luckily, many vegetables contain these very nutrients, as well as tension-reducing omega-3 fatty acids and B vitamins that fight anxiety and depression.

Some vegetables also have these same nutrients in addition to bone-building vitamin K, magnesium, potassium and prebiotic fiber. Eat strong-spined, dark leafy greens like collard greens, turnip greens, kale, spinach (cooked for more calcium!), broccoli and green peas for calcium and vitamin K. Mushrooms contain vitamin D while asparagus, chard, kale, artichokes, onions, garlic and leeks are full of prebiotic fiber. Vegetables have many advantages for us.

Adapted from <https://freeenglishcourse.info/analytical-exposition-sample-in-learning-english/>

2. Assessment

Group Work (Small Group Discussion)

Read the following text carefully!

The Benefit of Vegetables

There are some benefits of vegetables that we need to know. Vegetables prevent unwanted signs of aging and keep skin young and supple thanks to phytonutrients, vitamin C and high water content. Choose brightly colored red and orange vegetables and you'll get an added boost of beta carotene, which can give you a healthy glow as it protects skin from sun damage. Similarly, lycopene, found in red vegetables such as tomatoes, also has been shown to act as a natural sunscreen.

Meanwhile, nutrients like magnesium and vitamin C are quickly depleted during stressful times. Luckily, many vegetables contain these very nutrients, as well as tension-reducing omega-3 fatty acids and B vitamins that fight anxiety and depression.

Some vegetables also have these same nutrients in addition to bone-building vitamin K, magnesium, potassium and prebiotic fiber. Eat strong-spined, dark leafy greens like collard greens, turnip greens, kale, spinach (cooked for more calcium!), broccoli and green peas for calcium and vitamin K. Mushrooms contain vitamin D while asparagus, chard, kale, artichokes, onions, garlic and leeks are full of prebiotic fiber. Vegetables have many advantages for us.

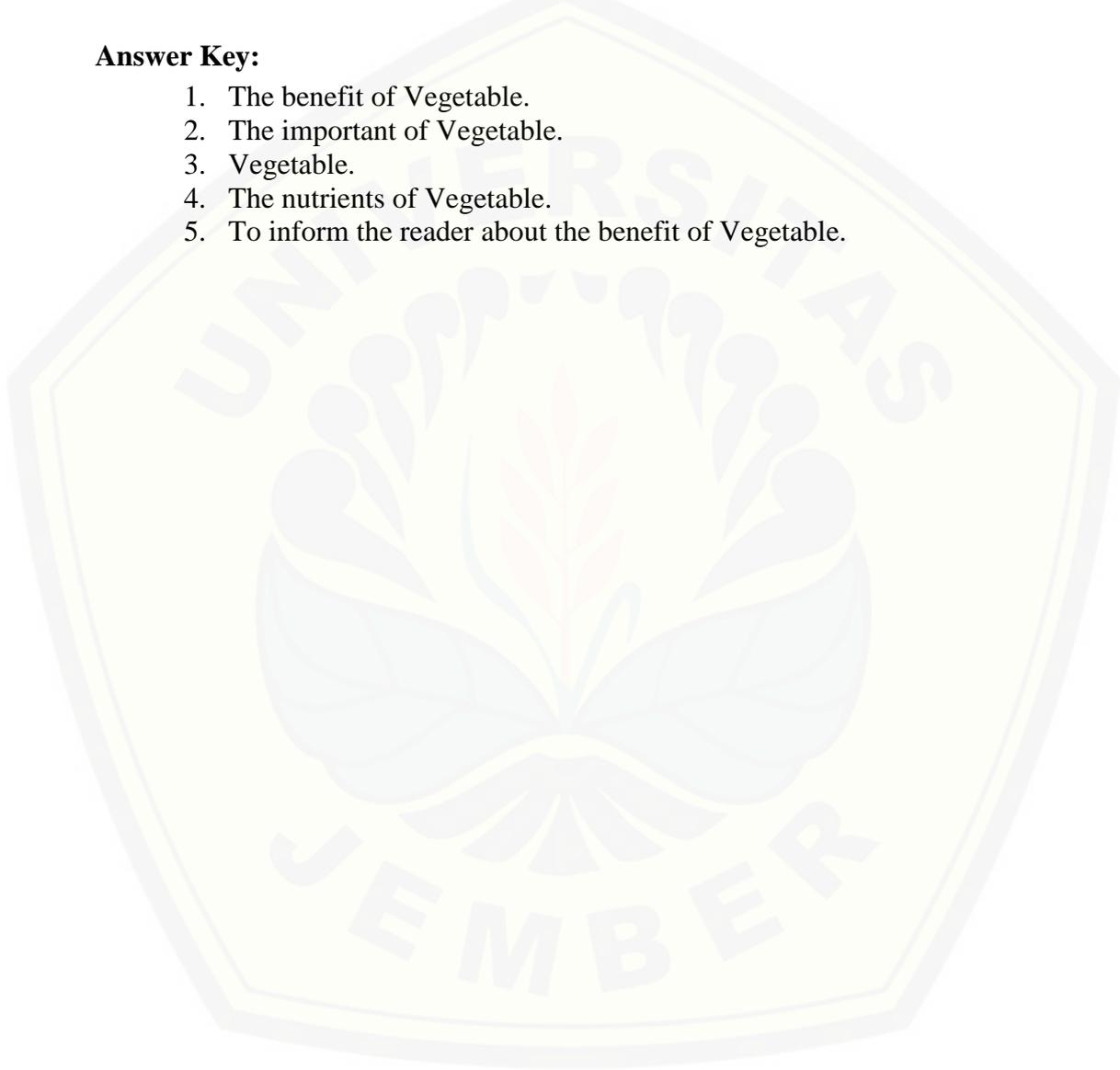
Adapted from <https://freeenglishcourse.info/analytical-exposition-sample-in-learning-english/>

Students will work in group of 4 or 5 students to answer the questions about:

1. What is the topic of the text?
2. The text gives us information about.....
3. “*Can give you a healthy glow as it protects skin from sun damage.*” What does the underlined word refer to?
4. What is the main idea of paragraph 2?
5. What is the purpose of the text?

Answer Key:

1. The benefit of Vegetable.
2. The important of Vegetable.
3. Vegetable.
4. The nutrients of Vegetable.
5. To inform the reader about the benefit of Vegetable.



Appendix E**Reading Comprehension Achievement Test (Cycle 1)****Time allocation: 90 minutes**

Name	:
Class	:
Students' Number	:

Read the following text carefully and answer the questions based on the text by crossing A, B, C, D or E on the answer sheet provided!

Questions for numbers 1-10

Nowadays students always bring their mobile phones everywhere and anytime including to school. Somehow, mobile phones are helpful sometimes, but it also can bring bad effects for their studying at school.

Firstly, mobile phones will make students not focus on their studying at school. If students bring their mobile phones, it will be no doubt if they will play their mobile phones in studying time. For example, a student plays a game in his mobile phone while studying time. He is ignoring the teacher and his obligation to study at school.

Secondly, mobile phones will make students dependent. As we know that mobile phones are completed with so many things such as calculator, dictionary, and browser. It makes the students will depend on their mobile phones, for example a student needs to answer a mathematic question. To make it easy, he uses his calculator in mobile phones. This thing will make him become dependent student because he depends his accounting skill on mobile phones calculator.

Thirdly, mobile phones will make students become unsocial. When students have had their mobile phones on their hands, they will not be able to be distracted including their own friends. They will only focus on their own mobile phones without socializing with friends. Of course, it will bring bad social effect for them.

Fourthly, mobile phones will make the students forget about time. When students use their mobile phone in playing a game, texting or browsing something, sometimes it makes them forget that how long they have been used their mobile phone. Sometimes, it makes them forget to eat, forget to learn and many others that actually they should do.

Mobile phones sometimes useful and helpful for the students but the bad effects that they bring is many more. Finally, I personally conclude that mobile phones should be prohibited for students at school.

1. What is the appropriate title of the text?
 - A. The mobile phones should be allowed for students in school.
 - B. The mobile phone should be permitted for students in school.
 - C. The mobile phone should be admitted for students in school.
 - D. The mobile phone should be banned for students in school.
 - E. The mobile phone should be approved for students in school.

2. What is the main idea of the second paragraph?
 - A. The effect of mobile phone on the students' focus in reading.
 - B. The effect of mobile phone on the students' focus in doing the task.
 - C. The effect of mobile phone on the students' focus in studying at school.
 - D. The effect of mobile phone on the students' focus in understanding the material.
 - E. The effect of mobile phone on the students' focus in daily learning.
3. What is the main idea of the third paragraph?
 - A. Mobile Phone makes students dependent.
 - B. Mobile phone makes students independent.
 - C. Mobile phone makes students unsocial.
 - D. Mobile phone makes the students careless.
 - E. Mobile phone makes the students individually.
4. Which paragraph tell us about students will forget time when they use their phone?
 - A. Paragraph 1.
 - B. Paragraph 2.
 - C. Paragraph 3.
 - D. Paragraph 4.
 - E. Paragraph 5.
5. "It makes the students depend on their mobile phones." (Paragraph 3 line 2). What does the underlined word refer to?
 - A. Calculator, Dictionary, Browser.
 - B. Application.
 - C. Game.
 - D. Browser.
 - E. Mobile Phone.
6. "*Mobile phones should be prohibited for students at school.*" (Paragraph 6 line 2). The underlined word has closest meaning to.....
 - A. Forbidden.
 - B. Permitted.
 - C. Allowed.
 - D. Admitted.
 - E. Approved.
7. What is NOT-TRUE about Mobile Phone?
 - A. Mobile Phone is not appropriate device for the students.
 - B. Mobile Phone gives bad impact for the students.
 - C. Mobile Phone makes students not focus in studying.
 - D. Mobile Phone is an appropriate device for the students.
 - E. Mobile Phone makes students relay on everything they do.
8. Mobile Phone are completed with.....
 - A. Calculator, Dictionary, and Browser.
 - B. Dictionary, Google, and Calculator.
 - C. Application, Browser, and Dictionary.
 - D. Whatsapp, Google and Browser.
 - E. Map, Dictionary and Calculator.
9. Students will only focus on their own mobile phone without.....
 - A. Communicating with friends.
 - B. Socializing with friends.
 - C. Talking with friends.
 - D. Sharing with friends.

- E. Discussing with friends.
10. What does the text mainly tell us about?
- A. The effect of Mobile Phone to students at school.
 B. The weakness of Mobile Phone to students at school.
 C. The function of Mobile Phone to students at school.
 D. The use of Mobile Phone to students at school.
 E. The strength of Mobile Phone to students at school.

Read the following text carefully!

Questions for numbers 11-20

The Power of Music in Our Life

Do you agree that music is important in our life? Yes I do, music has certain role completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere.

Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we were sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we were happy, we'd choose songs with happy tunes too.

Song can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favorite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jackson's Heal the World. It can arouse humanism of a lot people in this world.

Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.

- | | | |
|---|---|---|
| 11. Music is important in our life. | T | F |
| 12. Music is a way to express conditions. | T | F |
| 13. We would go for music that is overjoyed when we were sad. | T | F |
| 14. Choosing happy tunes, when we were feel happy. | T | F |
| 15. Listening song, could help to memorize the last experience. | T | F |
| 16. A favourite song will narrow our memory of last experience. | T | F |
| 17. Alzheimer people would remember details about song. | T | F |
| 18. Music can split people for a cause and changes the world. | T | F |
| 19. A Song which has good lyric can stimulate the peoples' feeling. | T | F |
| 20. Music gives a bad impact for people. | T | F |

Answer Key

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

Notes:

TC : Text Comprehension.

T : True.

PC : Paragraph Comprehension.

F : False.

SC : Sentence Comprehension.

WC : Word Comprehension.

The Distribution of the Task Items

No.	Kinds of Comprehension	Numbers of Items	Total Number
1.	Text Comprehension	1, 7, 10	3
2.	Paragraph Comprehension	2, 3, 4	3
3.	Sentence Comprehension	8, 9	2
4.	Word Comprehension	5, 6	2
5.	True	1, 4, 5, 7, 9	5
6.	False	2, 3, 6, 8, 10	5

APPENDIX F

Lesson Plan

Meeting 1 (Cycle 2)

School	: MAN BONDOWOSO
Class/ Semester	: XI / 2
Lesson	: English
Material	: Analytical Exposition
Skill	: Reading
Theme/Topic	: Technology/Electronic Device
Time Allocation	: 2 x 45 minutes

A. Core Competence

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

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

B. Basic Competence

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indicator (s):

- A. Identifying the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.
- B. Analyzing the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

4.4 Teks eksposisi analitis

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.

Indicator (s):

- A. Understanding the social function, generic structures and language features of an Analytical Exposition Text based on the issue.
- B. Understanding the content of an Analytical Exposition Text.
- C. Finding the topic of an Analytical Exposition Text based on the issue.

C. Learning Objectives

KI-3: After learning about the social function, the text structure, and the language features of *Analytical Exposition Text*, students are able to identify and analyze the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

KI-4: Students are able to form opinions about an actual issue in *Numbered Heads Together (NHT)* technique discussion, arrange the opinions into an *Analytical Exposition Text* and explain the *Analytical Exposition Text* orally after doing *Numbered Heads Together (NHT)* technique activities, and produce an oral *Analytical Exposition Text*.

D. Material

(Enclosed)

E. Learning Method

- a. Method : Small Group Discussion
- b. Technique : Numbered Heads Together Technique.

F. Media and Learning Sources

Media		Learning Sources
Whiteboard	Power Point	1. English syllabus of Bondowoso Islamic Senior High School for grade XI. 2. Internet a. https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/ b. https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/
Board marker	Laptop	
LCD projector	Camera	

G. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities	Time	Technique
1.	Set Induction: A. The teacher greets the students.	The students greet the teacher.	5'	Question and answer

	<p>B. The teacher asks the leader of the class to lead the prayer reading.</p> <p>C. The teacher checks the attendance list.</p> <p>D. The teacher states the learning objective.</p>	<p>The students pray together.</p> <p>The students pay attention.</p>		
2.	<p>Main activities:</p> <p>A. Teacher gives an example of Analytical Exposition text and explaining the generic structure, social function and language features of Analytical Exposition text.</p> <p>B. Dividing the students into ten groups consist of 4 or 5 students by counting from 1-5 and explains about the procedure of NHT technique.</p> <p>C. After the students understand well about the technique, teacher gives five questions to the students related to <i>Analytical Exposition Text</i>.</p> <p>D. The teacher gives <i>think time</i> for the students.</p>	<p>The students pay attention to the teacher explanation.</p> <p>The students make some groups of 4 or 5 students.</p> <p>The students examine the question posed by the teacher.</p> <p>Each student use the <i>think time</i> to find the answer regarding to</p>	80'	Group Discussion

	<p>E. The teacher directs the students to share the answer to the members of the group.</p> <p>F. The teacher asks the students to share the answer of the discussion one by one based on the number called.</p>	<p>the questions the teacher posed.</p> <p>The students put their heads together and make sure everyone knows and can answer the question.</p> <p>The students share the answer of the discussion one by one based on the number called.</p>		
3.	<p>Closure:</p> <p>A. The teacher asks the students what they have learned in today's meeting.</p> <p>B. The teacher directs the students to pray to God by saying Hamdallah.</p>	<p>The students conclude today's lesson.</p> <p>The students and the teacher say Hamdallah altogether.</p>	5'	Demonstration

H. Assessment

- a. Model : Small Group Discussion (NHT) technique and Individual Presentation.
- b. Instrument: Reading assignment.

Jember, 25 April 2018

Mengetahui

Guru Pembimbing

Mahasiswa

Drs. H. Warai Efendi

NIP. 196910291997031004

Lutfiatul Hasanah

NIM. 140210401087

ATTACHMENT**1. Main Activities****A. Example****Design of Electronic Device need Improvement**

Internet access and e-commerce remains inequitable. Most of designs prevent disabled and older people to participate in the electronic age. The barriers include the physical design of facilities, the cost of internet access and the design of interactive voice-response systems. The Human rights and Equal Opportunity Commission's report on electronic commerce said that technology's great potential for increasing access was not being realized.

The design of 'advanced' ATMs had made them harder for blind people to use, compared with earlier models. Machines that once had buttons now relied on screen displays, for instance. The commission also suggested that students with disabilities needed particular attention when educational material was provided in electronic form. We emphasized that the designs of electronic facilities need improvement.

Adapted from <https://freeenglishcourse.info/12-contoh-analytical-exposition-terbaik-bahasa-inggris/>

2. Assessment**Group Work (Small Group Discussion)****Read the following text carefully!****Design of Electronic Device need Improvement**

Internet access and e-commerce remains inequitable. Most of designs prevent disabled and older people to participate in the electronic age. The barriers include the physical design of facilities, the cost of internet access and the design of interactive voice-response systems. The Human rights and Equal Opportunity Commission's report on electronic commerce said that technology's great potential for increasing access was not being realized.

The design of 'advanced' ATMs had made them harder for blind people to use, compared with earlier models. Machines that once had buttons now relied on screen displays, for instance. The commission also suggested that students with disabilities needed particular attention when educational material was provided in electronic form. We emphasized that the designs of electronic facilities need improvement.

Adapted from <https://freeenglishcourse.info/12-contoh-analytical-exposition-terbaik-bahasa-inggris/>

Students will work in group of 4 or 5 students to answer the questions about:

1. What is the topic of the text?
2. The text gives us information about.....
3. Why should the improvement of electronic devices' design needed?
4. What is the main idea of paragraph 2?
5. What is the purpose of the text?

Answer Key:

1. Electronic Device.
2. The importance to improve the electronic devices' design.
3. To make every people easier when they use the electronic devices.
4. The electronic design for disabilities students.
5. To inform the reader about the electronic devices' design that need improvement.



APPENDIX G

Lesson Plan

Meeting 2 (Cycle 2)

School	: MAN BONDOWOSO
Class/ Semester	: XI / 2
Lesson	: English
Material	: Analytical Exposition
Skill	: Reading
Theme/Topic	: Knowledge/Library
Time Allocation	: 2 x 45 minutes

A. Core Competence

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

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

B. Basic Competence

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.

Indicator (s):

- A. Identifying the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.
- B. Analyzing the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

4.4 Teks eksposisi analitis

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual.

Indicator (s):

- A. Understanding the social function, generic structures and language features of an Analytical Exposition Text based on the issue.
- B. Understanding the content of an Analytical Exposition Text.
- C. Finding the topic of an Analytical Exposition Text based on the issue.

C. Learning Objectives

KI-3: After learning about the social function, the text structure, and the language features of *Analytical Exposition Text*, students are able to identify and analyze the social function, the text structure, and the language features of an *Analytical Exposition Text* based on the context of use.

KI-4: Students are able to form opinions about an actual issue in *Numbered Heads Together (NHT)* technique discussion, arrange the opinions into an *Analytical Exposition Text* and explain the *Analytical Exposition Text* orally after doing *Numbered Heads Together (NHT)* technique activities, and produce an oral *Analytical Exposition Text*.

D. Material

(Enclosed)

E. Learning Method

- a. Method : Small Group Discussion
- b. Technique : Numbered Heads Together Technique.

F. Media and Learning Sources

Media		Learning Sources
Whiteboard	Power Point	5. English syllabus of Bondowoso Islamic Senior High School for grade XI.
Board marker	Laptop	6. Internet c. https://pakpuguh.wordpress.com/2011/08/12/1-analytical-exposition-text/
LCD projector	Camera	d. https://www.importantindia.com/24012/importance-of-mobile-phones-in-our-daily-life/

G. Teaching and Learning Activities

No.	Teacher's Activities	Students' Activities	Time	Technique
1.	Set Induction: a. The teacher greets the students. b. The teacher asks the leader of the class to lead the prayer reading.	The students greet the teacher. The students pray together.	5'	Question and answer

	<p>c. The teacher checks the attendance list.</p> <p>d. The teacher states the learning objective.</p>	The students pay attention.		
2.	<p>Main activities:</p> <p>a. Teacher gives an example of Analytical Exposition text and explaining the generic structure, social function and language features of Analytical Exposition text.</p> <p>b. Dividing the students into ten groups consist of 4 or 5 students by counting from 1-5 and explains about the procedure of NHT technique.</p> <p>c. After the students understand well about the technique, teacher gives five questions to the students related to <i>Analytical Exposition Text</i>.</p> <p>d. The teacher gives <i>think time</i> for the students.</p> <p>e. The teacher directs the students to share the answer to the members of the group.</p>	<p>The students pay attention to the teacher explanation.</p> <p>The students make some groups of 4 or 5 students.</p> <p>The students examine the question posed by the teacher.</p> <p>Each student use the <i>think time</i> to find the answer regarding to the questions the teacher posed.</p> <p>The students put their heads together and make sure everyone knows and can answer the question.</p>	80'	Group Discussion

	<i>f.</i> The teacher asks the students to share the answer of the discussion one by one based on the number called.	The students share the answer of the discussion one by one based on the number called.		
3.	Closure: a. The teacher asks the students what they have learned in today's meeting. b. The teacher directs the students to pray to God by saying Hamdallah.	The students conclude today's lesson. The students and the teacher say Hamdallah altogether.	5'	Demonstration

H. Assessment

- a. Model : Small Group Discussion (NHT) technique and Individual Presentation.
- b. Instrument: Reading assignment.

Jember, 25 April 2018

Mengetahui

Guru Pembimbing

Mahasiswa

Drs. H. Warai Efendi

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ATTACHMENT**1. Main Activities****A. Example****The Importance of Library**

I personally believe that libraries are among humanity's most important institutions for several reasons.

Firstly, most of humanity's collective knowledge is stored in libraries. Secondly, libraries protect and preserve this knowledge. They also classify or group the materials into logical and easily available divisions.

Furthermore, libraries make the materials available to everyone and even provide librarians to help us find what we need.

Finally, libraries are our link to the past and our gift to the future.

From the facts above, I conclude that libraries are important institutions for humanity.

Adapted from <http://britishcourse.com/example-of-analytical-exposition-text-the-importance-of-library.php>

2. Assessment**Group Work (Small Group Discussion)****Read the following text carefully!****The Importance of Library**

I personally believe that libraries are among humanity's most important institutions for several reasons.

Firstly, most of humanity's collective knowledge is stored in libraries. Secondly, libraries protect and preserve this knowledge. They also classify or group the materials into logical and easily available divisions.

Furthermore, libraries make the materials available to everyone and even provide librarians to help us find what we need.

Finally, libraries are our link to the past and our gift to the future.

From the facts above, I conclude that libraries are important institutions for humanity.

Adapted from <http://britishcourse.com/example-of-analytical-exposition-text-the-importance-of-library.php>

Students will work in group of 4 or 5 students to answer the questions about:

1. What is the topic of the text?
2. The text gives us information about.....
3. Why is library important?
4. What is the main idea of paragraph 2?
5. What is the purpose of the text?

Answer Key:

1. The importance of Library.
2. The importance of Library.
3. Because libraries are our link to the past and our gift to the future.
4. Stored in libraries.
5. To inform the reader about the importance of Library.

APPENDIX H

Reading Comprehension Achievement Test (Cycle 2)

Time allocation: 90 minutes

Name	:
Class	:
Students' Number	:

Read the following text carefully and answer the questions based on the text by crossing A, B, C, D or E on the answer sheet provided!

Questions for number 1-10

Social media Web sites, such as Facebook, Twitter, Instagram, and many others have become nearly inescapable facets of modern life, particularly for teenagers. Social media is becoming more than just a part of their world, it's becoming their world. Teens are spending more and more time online, usually on a social media platform like Facebook or Twitter. Most teens now have smart phones where they are on social media networks all throughout the day. They are constantly texting, tweeting, and posting pictures via Snapchat and Instagram. However, hyper-connected to social media could be bad for them.

Today teens don't know how to disconnect. Social media has allowed them to take their life online from the time they wake up till they back to sleep via their smart phone. One reason this "always connected" activity is harmful is because of the alarming trend of cyberbullying. Bullying has now moved from not only being in the school and on the bus, but online. What does this mean? If a teen is getting bullied, they cannot get away from it! The people bullying them simply continue their bullying via social media.

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7, and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

Another impact social media has had on teens is teens being more comfortable online doing things that they should be more sensitive to doing. A separate study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys – an average of twice a week.

Social media such as Facebook, Twitter, Instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, too much exposure of social media can also be bad especially for teenagers. As it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers' health both mentally and emotionally.

1. What is the appropriate title of the text?
 - A. Social media are bad for teenagers.
 - B. Social media are important for teenagers.
 - C. Social media are good for teenagers.
 - D. Social media are useful for teenagers.
 - E. Social media are appropriate for teenagers.

2. What is the main idea of the first paragraph?
 - A. Social media is becoming the teenagers' world.
 - B. Social media is becoming the teenagers' community.
 - C. Social media is becoming the teenagers' tools.
 - D. Social media is becoming the teenagers' application.
 - E. Social media is becoming the teenagers' media.
3. "It's becoming their world." (Paragraph 1 line 3). What does the underlined word refer to?
 - A. Teenagers.
 - B. Social media.
 - C. Facebook.
 - D. Twitter.
 - E. Instagram.
4. What is the impact of "hyper connected" to social media?
 - A. Hyper connected to social media could be good for teenagers.
 - B. Hyper connected to social media could be bad for teenagers.
 - C. Hyper connected to social media could be easy for teenagers.
 - D. Hyper connected to social media could be dangerous for teenagers.
 - E. Hyper connected to social media could be harmful for teenagers.
5. "*Social media has allowed them to take their life online.*" (Paragraph 2 line 1). What does the underlined word refer to?
 - A. Social media and email.
 - B. Teenagers.
 - C. Hyper connected and always connected.
 - D. Snapchat and Instagram.
 - E. Facebook and twitter.
6. What does the text mainly tell us about?
 - A. The importance of social media for teenager.
 - B. The advantages of social media for teenager.
 - C. The bad impact of social media for teenager.
 - D. The benefit of social media for teenager.
 - E. The function of social media for teenager.
7. Which paragraph tell us about bullying?
 - A. Paragraph 1.
 - B. Paragraph 2.
 - C. Paragraph 3.
 - D. Paragraph 4.
 - E. Paragraph 2 and 5.
8. What did the National Citizen Service find?
 - A. The National Citizen Service found that Teenager prefer to talk with their friends, rather than their parents.
 - B. The National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried.
 - C. The National Citizen Service found that, most of the teenager prefer to use social media all the time.
 - D. The National Citizen Service found that, rather than talking to their friends, girls seek comfort on social media when they are worried.
 - E. The National Citizen Service found that, girls prefer to interact with their friends via social media.

9. A new study has found that teenagers who engage with social media during the night could be.....
- Giving teenager good sleep in the night.
 - Sending teenager bad impact when they sleep.
 - Damaging their sleep and increasing their risk of anxiety and depression.
 - Damaging their sleep and decreasing their risk of anxiety and depression.
 - Damaging their sleep and enhancing their risk of anxiety and depression.
10. What is another impact of social media for teenager?
- Teenagers are more comfortable online doing things that they should be more sensitive to doing.
 - Teenagers are more uncomfortable online doing things that they should be more sensitive to doing.
 - Teenagers are more comfortable online doing things that they should be more interesting to doing.
 - Teenagers are more comfortable offline doing things that they should be more respecting to doing.
 - Teenagers are more uncomfortable offline doing things that they should be more uninteresting to doing.

Questions for numbers 11-20

Why We Have to Learn English

Language is the mean of communication. Mostly, groups of society have their own languages and some of them appear to be the top global languages. As one of the top global languages, English takes the place as the most global spoken language; distributing a pivotal role in communication, scientific and technical knowledge, economic, social, politics development, and job requirement.

Firstly, everyone recognizes English as an international language. It is not only spoken by one or two countries but also by most countries in the world. English is used by many people all over the world both in writing and speaking. English can be either the first or second language in some countries. In some countries like England, US, Australia, and Ireland; English is used as the first language while some countries like Denmark, Malaysia, Norway, and Singapore use English as the second language.

Beside its importance in communication, English is also used as a key to open the doors leading to scientific and technical knowledge. No wonder we can easily find manual guides and instructions of many technology devices all in English. This marks that the significance of English in science and technology will bring about an influence on economic, social, and political development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favourable than the ones who do not.

The aforementioned facts will raise the awareness that we, at least need to comprehend the knowledge of English. Additionally, they prove that we need to learn English if the greeting of global era is what we dream of.

Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.

- | | | |
|--|---|---|
| 11. Mostly, group of society does not have their own language. | T | F |
| 12. English is one of the top global languages. | T | F |
| 13. English is spoken by most countries in the world. | T | F |
| 14. In writing or speaking, only few people is used English. | T | F |
| 15. In England, US, Australia, and Ireland English as the second language. | T | F |

16. English is used as the first language in Denmark, Malaysia, and Norway. T F
17. English is a key to open the doors in scientific and technical knowledge. T F
18. We can barely find technology devices which use English. T F
19. In technology and science, English brings an influence on economic. T F
20. Most top requirements in filling job opportunities is being able to speak in English. T F



Answer Key

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

Notes:

TC : Text Comprehension. T : True.

PC : Paragraph Comprehension. F : False.

SC : Sentence Comprehension.

WC : Word Comprehension.

The Distribution of the Task Items

No.	Kinds of Comprehension	Numbers of Items	Total Number
1.	Text Comprehension	1, 4, 6	3
2.	Paragraph Comprehension	2, 7	2
3.	Sentence Comprehension	8, 9, 10	3
4.	Word Comprehension	3, 5	2
5.	True	2, 3, 7, 9, 10	5
6.	False	1, 4, 5, 6, 8	5

APPENDIX I

The Result of Observation Checklist in Cycle 1

No.	Names (Initials)	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	A.E.A	√	-	√	√	√		-	√	√	√	√	
2.	A.N.D.C	-	-	√	√		√	√	√	-	√	√	
3.	A.S	√	-	-	-		√	-	-	√	-		√
4.	B.W	√	-	√	√	√		√	√	√	√	√	
5.	C.A.A	-	-	-	√		√	√	√	-	-		√
6.	D.R.J	√	√	-	√	√		√	-	√	√	√	
7.	D.N.O	-	√	-	√		√	√	-	√	-		√
8.	D.N	√	√	-	-		√	-	√	-	√		√
9.	D.S	√	-	-	-		√	√	√	-	-		√
10.	D.Z	-	-	-	√		√	√	√	-	√	√	
11.	E.R	√		√	-		√	-	√	√	-		√
12.	F.M	√	-	-	-		√	√	√	√	-	√	
13.	F.H	√	√	√	-	√		√	√	-	√	√	
14.	F.A.L	√	-	√	-		√	√	√	√	-	√	
15.	F.N.J	-	√	√	-		√	√	-	√	-		√
16.	I.A.K.P	√	-	√	-		√	√	-	√	-		√
17.	K.A	-	√	-	-		√	√	-	-	√		√
18.	L.B	√	√	-	-		√	-	√	√	√	√	
19.	L.S.W	√	-	-	√		√	√	-	√	√	√	
20.	L.T	-	√	√	√	√		√	√	√	√	√	
21.	L.T.J	√	-	-	√		√	√	√	-	√		√
22.	M.Y.H	-	-	-	√		√	√	-	√	√	√	
23.	M.T.A	√	√	√	√	√		√	√	√	-	√	
24.	N.T.A	-	√	-	√		√	√	√	-	-		√
25.	N.K	√	√	-	-		√	√	√	√	-	√	
26.	N.H.M.P	√	√	√	-	√		-	√	√	√	√	
27.	N.M	-	√	-	-		√	√	-	-	√		√
28.	N.I	√	-	√	-		√	√	-	√	√	√	
29.	O.A.F	-	√	√	-		√	-	√	√	√	√	
30.	R.A.S	√	√	-	√	√		√	-	√	√	√	
31.	R.D.A	√	√	√	-	√		√	√	√	√	√	
32.	S.A	-	-	√	√		√	√	√	-	-		√
33.	S.M	-	√	-	√		√	√	-	√	√	√	
34.	S.N.H	√	-	-	√		√	-	√	-	√		√
35.	S.R.M	√	-	√	√	√		√	√	√	-	√	
36.	S.S	-	√	√	-		√	-	-	-	√		√
37.	S	√	-	-	√		√	√	√	√	√	√	
38.	W.H	-	-	√	√		√	√	-	-	√		√
39.	W.N.A	-	√	√	√	√		√	√	√	-	√	
40.	Y.N.A	√	-	√	√	√		-	√	√	√	√	
41.	Y.D.I	√	√	-	-		√	√	-	√	-		√
42.	Z.R.M	-	√	√	√	√		√	√	-	-		√
43.	P.I.P	-	-	√	-		√	√	√	-	√	√	
Total		Meeting 1				13ss	30ss	Meeting 2				25ss	18ss

Note: A: Active Students

P: Passive Students

ss: Students

APPENDIX J

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

No.	Names	Standard Minimum Score	Score	Achieved	Did not achieve
1.	A.E.A	75	75	√	
2.	A.N.D.C	75	65		√
3.	A.S	75	75	√	
4.	B.W	75	70		√
5.	C.A.A	75	75	√	
6.	D.R.J	75	65		√
7.	D.N.O	75	70		√
8.	D.N	75	65		√
9.	D.S	75	65		√
10.	D.Z	75	75	√	
11.	E.R	75	75	√	
12.	F.M	75	75	√	
13.	F.H	75	75	√	
14.	F.A.L	75	75	√	
15.	F.N.J	75	65		√
16.	I.A.K.P	75	70		√
17.	K.A	75	70		√
18.	L.B	75	75	√	
19.	L.S.W	75	70		√
20.	L.T	75	70	√	
21.	L.T.J	75	80	√	
22.	M.Y.H	75	75	√	
23.	M.T.A	75	75		√
24.	N.T.A	75	75		√
25.	N.K	75	75	√	
26.	N.H.M.P	75	80	√	
27.	N.M	75	65		√
28.	N.I	75	65		√
29.	O.A.F	75	70		√
30.	R.A.S	75	70		√
31.	R.D.A	75	75	√	
32.	S.A	75	70		√
33.	S.M	75	75	√	
34.	S.N.H	75	80	√	
35.	S.R.M	75	65		√
36.	S.S	75	65		√
37.	S	75	65		√
38.	W.H	75	70		√
39.	W.N.A	75	75	√	
40.	Y.N.A	75	75	√	
41.	Y.D.I	75	75	√	
42.	Z.R.M	75	70		√
43.	P.I.P	75	70		√
			3000	20	23

APPENDIX K

The Result of Observation Checklist in Cycle 2

No.	Names (Initials)	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1.	A.E.A	√	√	√	√	√		-	√	√	√	√	
2.	A.N.D.C	√	-	√	√	√		√	√	-	√	√	
3.	A.S	√	-	√	√	√		-	√	√	√	√	
4.	B.W	√	-	√	√	√		√	√	√	√	√	
5.	C.A.A	-	-	-	√		√	√	√	-	√	√	
6.	D.R.J	√	√	-	√	√		√	-	√	√	√	
7.	D.N.O	-	√	√	√	√		√	-	√	√	√	
8.	D.N	√	√	√	-	√		-	√	√	√	√	
9.	D.S	√	-	√	√	√		√	√	√	-	√	
10.	D.Z	-	-	-	√		√	√	-	√	√	√	
11.	E.R	√		√	√	√		-	√	√	-		√
12.	F.M	√	-	√	√	√		√	√	√	-	√	
13.	F.H	√	√	√	-	√		√	√	-	√	√	
14.	F.A.L	√	√	√	-	√		√	√	√	-	√	
15.	F.N.J	-	√	√	-		√	-	√	√	√	√	
16.	I.A.K.P	√	√	√	-	√		√	-	√	-		√
17.	K.A	-	√	√	√	√		√	-	√	√	√	
18.	L.B	√	√	√	-	√		-	√	√	√	√	
19.	L.S.W	√	-	√	√	√		√	-	√	√	√	
20.	L.T	-	√	√	√	√		√	√	√	√	√	
21.	L.T.J	√	-	√	√	√		√	√	-	√		√
22.	M.Y.H	-	√	√	√	√		√	-	√	√	√	
23.	M.T.A	√	√	√	√	√		√	√	√	-	√	
24.	N.T.A	-	√	√	√	√		√	√	-	-		√
25.	N.K	√	√	√	-	√		√	√	√	-	√	
26.	N.H.M.P	√	√	√	-	√		-	√	√	√	√	
27.	N.M	-	√	-	-		√	√	-	-	√		√
28.	N.I	√	-	√	√	√		√	-	√	√	√	
29.	O.A.F	-	√	√	-		√	-	√	√	√	√	
30.	R.A.S	√	√	-	√	√		√	-	√	√	√	
31.	R.D.A	√	√	√	-	√		√	√	√	√	√	
32.	S.A	-	-	√	√		√	√	-	√	√	√	
33.	S.M	-	√	√	√	√		√	-	√	√	√	
34.	S.N.H	√	-	√	√	√		-	√	√	√	√	
35.	S.R.M	√	-	√	√	√		√	√	√	-	√	
36.	S.S	-	√	√	-		√	-	-	-	√		√
37.	S	√	-	√	√	√		√	√	√	√	√	
38.	W.H	-	-	√	√		√	√	-	-	√		√
39.	W.N.A	-	√	√	√	√		√	√	√	-	√	
40.	Y.N.A	√	-	√	√	√		-	√	√	√	√	
41.	Y.D.I	√	√	-	√	√		√	√	√	-	√	
42.	Z.R.M	-	√	√	√	√		√	√	√	-	√	
43.	P.I.P	-	-	√	-		√	√	√	-	√	√	
Total		Meeting 1				34ss	9ss	Meeting 2				36ss	7ss

Note: A: Active Students

P: Passive Students

ss: Students

APPENDIX L

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

No.	Names	Standard Minimum Score	Score	Achieved	Did not achieve
1.	A.E.A	75	80	√	
2.	A.N.D.C	75	75	√	
3.	A.S	75	75	√	
4.	B.W	75	70		√
5.	C.A.A	75	80	√	
6.	D.R.J	75	75	√	
7.	D.N.O	75	80	√	
8.	D.N	75	75	√	
9.	D.S	75	85	√	
10.	D.Z	75	80	√	
11.	E.R	75	70		√
12.	F.M	75	75	√	
13.	F.H	75	70		√
14.	F.A.L	75	75	√	
15.	F.N.J	75	75	√	
16.	I.A.K.P	75	65		√
17.	K.A	75	90	√	
18.	L.B	75	85	√	
19.	L.S.W	75	75	√	
20.	L.T	75	75	√	
21.	L.T.J	75	80	√	
22.	M.Y.H	75	75	√	
23.	M.T.A	75	75	√	
24.	N.T.A	75	75	√	
25.	N.K	75	85	√	
26.	N.H.M.P	75	80	√	
27.	N.M	75	70		√
28.	N.I	75	70		√
29.	O.A.F	75	75	√	
30.	R.A.S	75	75	√	
31.	R.D.A	75	70		√
32.	S.A	75	80	√	
33.	S.M	75	75	√	
34.	S.N.H	75	85	√	
35.	S.R.M	75	75	√	
36.	S.S	75	70		√
37.	S	75	70		√
38.	W.H	75	90	√	
39.	W.N.A	75	90	√	
40.	Y.N.A	75	75	√	
41.	Y.D.I	75	70		√
42.	Z.R.M	75	75	√	
43.	P.I.P	75	75	√	
			3290	33	10

APPENDIX M

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

A. The Highest Score in Cycle 1

Reading Comprehension Achievement Test (Cycle 1)
Time allocation: 90 minutes

80

Name : *Lumdatul Jannah*
Class : *XI Agama 6*
Students' Number : *21*

Read the following text carefully and answer the questions based on the text by crossing A, B, C, D or E on the answer sheet provided!

Questions for numbers 1-10

Nowadays students always bring their mobile phones everywhere and anytime including to school. Somehow, mobile phones are helpful sometimes, but it also can bring bad effects for their studying at school.

Firstly, mobile phones will make students not focus on their studying at school. If students bring their mobile phones, it will be no doubt if they will play their mobile phones in studying time. For example, a student plays a game in his mobile phone while studying time. He is ignoring the teacher and his obligation to study at school.

Secondly, mobile phones will make students dependent. As we know that mobile phones are completed with so many things such as calculator, dictionary, and browser. It makes the students will depend on their mobile phones, for example a student needs to answer a mathematic question. To make it easy, he uses his calculator in mobile phones. This thing will make him become dependent student because he depends his accounting skill on mobile phones calculator.

Thirdly, mobile phones will make students become unsocial. When students have had their mobile phones on their hands, they will not be able to be distracted including their own friends. They will only focus on their own mobile phones without socializing with friends. Of course, it will bring bad social effect for them.

Fourthly, mobile phones will make the students forget about time. When students use their mobile phone in playing a game, texting or browsing something, sometimes it makes them forget that how long they have been used their mobile phone. Sometimes, it makes them forget to eat, forget to learn and many others that actually they should do.

Mobile phones sometimes useful and helpful for the students but the bad effects that they bring is many more. Finally, I personally conclude that mobile phones should be prohibited for students at school.

1. What is the appropriate title of the text?
A. The mobile phones should be allowed for students in school.
B. The mobile phone should be permitted for students in school.
C. The mobile phone should be admitted for students in school.
 D. The mobile phone should be banned for students in school.
E. The mobile phone should be approved for students in school.

2. What is the main idea of the second paragraph?
A. The effect of mobile phone on the students' focus in reading.
B. The effect of mobile phone on the students' focus in doing the task.
 C. The effect of mobile phone on the students' focus in studying at school.
D. The effect of mobile phone on the students' focus in understanding the material.
E. The effect of mobile phone on the students' focus in daily learning.

3. What is the main idea of the third paragraph?
A. Mobile Phone makes students dependent.
B. Mobile phone makes students independent.
 C. Mobile phone makes students unsocial.
D. Mobile phone makes the students careless.
E. Mobile phone makes the students individually.

4. Which paragraph tell us about students will forget time when they use their phone?
A. Paragraph 1.
B. Paragraph 2.
C. Paragraph 3.
D. Paragraph 4.
 E. Paragraph 5.

5. "It makes the students depend on their mobile phones." (Paragraph 3 line 2).
What does the underlined word refer to?
 A. Calculator, Dictionary, Browser.
B. Application.
C. Game.
D. Browser.
E. Mobile Phone.

6. "Mobile phones should be prohibited for students at school." (Paragraph 6 line 2).
The underlined word has closest meaning to
 A. Forbidden.
B. Permitted.
C. Allowed.
D. Admitted.
E. Approved.

7. What is NOT-TRUE about Mobile Phone?
 A. Mobile Phone is not appropriate device for the students.
B. Mobile Phone gives bad impact for the students.
C. Mobile Phone makes students not focus in studying.
D. Mobile Phone is an appropriate device for the students.
E. Mobile Phone makes students rely on everything they do.

8. Mobile Phone are completed with
 A. Calculator, Dictionary, and Browser.
B. Dictionary, Google, and Calculator.
C. Application, Browser, and Dictionary.
D. Whatsapp, Google and Browser.
E. Map, Dictionary and Calculator.

9. Students will only focus on their own mobile phone without.....

- A. Communicating with friends.
- B. Socializing with friends.
- C. Talking with friends.
- D. Sharing with friends.
- E. Discussing with friends.

10. What does the text mainly tell us about?

- A. The effect of Mobile Phone to students at school.
- B. The weakness of Mobile Phone to students at school.
- C. The function of Mobile Phone to students at school.
- D. The use of Mobile Phone to students at school.
- E. The strength of Mobile Phone to students at school.

Read the following text carefully!

Questions for numbers 11-20

The Power of Music in Our Life

Do you agree that music is important in our life? Yes I do, music has certain role completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere.

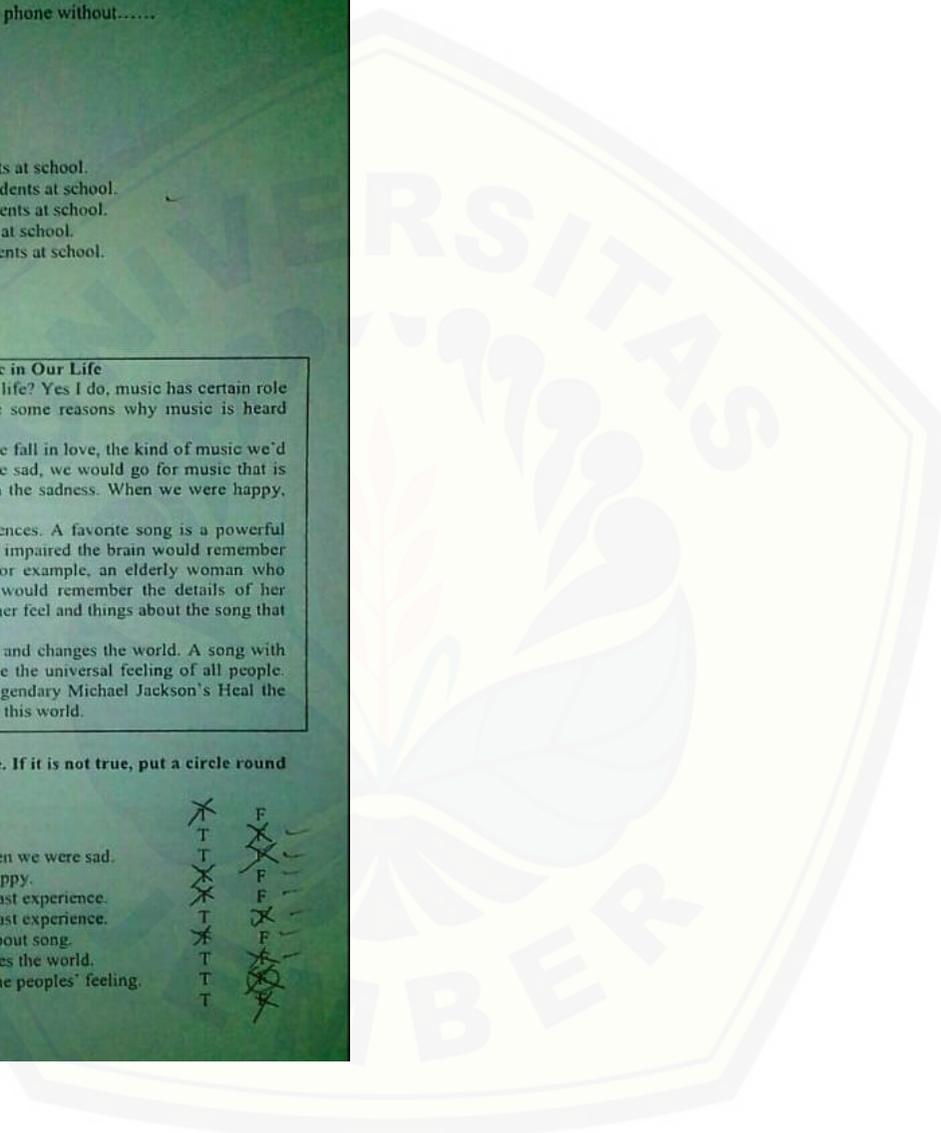
Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we were sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we were happy, we'd choose songs with happy tunes too.

Song can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favorite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jackson's Heal the World. It can arouse humanism of a lot people in this world.

Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.

11. Music is important in our life.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F
12. Music is a way to express conditions.	<input type="checkbox"/> T	<input checked="" type="checkbox"/> F
13. We would go for music that is overjoyed when we were sad.	<input type="checkbox"/> T	<input checked="" type="checkbox"/> F
14. Choosing happy tunes, when we were feel happy.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F
15. Listening song, could help to memorize the last experience.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F
16. A favorite song will narrow our memory of last experience.	<input type="checkbox"/> T	<input checked="" type="checkbox"/> F
17. Alzheimer people would remember details about song	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F
18. Music can split people for a cause and changes the world.	<input type="checkbox"/> T	<input checked="" type="checkbox"/> F
19. A Song which has good lyric can stimulate the peoples' feeling.	<input type="checkbox"/> T	<input checked="" type="checkbox"/> F
20. Music gives a bad impact for people.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F



B. The Lowest Score in Cycle 1

Reading Comprehension Achievement Test (Cycle 1)
Time allocation: 90 minutes

65

Name	: Anggi Nur Diana C
Class	: XI Agama 6
Students' Number	: 2

Read the following text carefully and answer the questions based on the text by crossing A, B, C, D or E on the answer sheet provided!

Questions for numbers 1-10

Nowadays students always bring their mobile phones everywhere and anytime including to school. Somehow, mobile phones are helpful sometimes, but it also can bring bad effects for their studying at school.

Firstly, mobile phones will make students not focus on their studying at school. If students bring their mobile phones, it will be no doubt if they will play their mobile phones in studying time. For example, a student plays a game in his mobile phone while studying time. He is ignoring the teacher and his obligation to study at school.

Secondly, mobile phones will make students dependent. As we know that mobile phones are completed with so many things such as calculator, dictionary, and browser. It makes the students will depend on their mobile phones, for example a student needs to answer a mathematic question. To make it easy, he uses his calculator in mobile phones. This thing will make him become dependent student because he depends his accounting skill on mobile phones calculator.

Thirdly, mobile phones will make students become unsocial. When students have had their mobile phones on their hands, they will not be able to be distracted including their own friends. They will only focus on their own mobile phones without socializing with friends. Of course, it will bring bad social effect for them.

Fourthly, mobile phones will make the students forget about time. When students use their mobile phone in playing a game, texting or browsing something, sometimes it makes them forget that how long they have been used their mobile phone. Sometimes, it makes them forget to eat, forget to learn and many others that actually they should do.

Mobile phones sometimes useful and helpful for the students but the bad effects that they bring is many more. Finally, I personally conclude that mobile phones should be prohibited for students at school.

1. What is the appropriate title of the text?

- A. The mobile phones should be allowed for students in school.
- B. The mobile phone should be permitted for students in school.
- C. The mobile phone should be admitted for students in school.
- D. The mobile phone should be banned for students in school.
- E. The mobile phone should be approved for students in school.

APPENDIX N

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

A. The Highest Score in Cycle 2

Reading Comprehension Achievement Test (Cycle 2)
Time allocation: 90 minutes

90

Name : *Kanyaku Azizah*
Class : *XI Agama 6*
Students' Number : *17*

Read the following text carefully and answer the questions based on the text by crossing A, B, C, D or E on the answer sheet provided!

Questions for number 1-10

Social media Web sites, such as Facebook, Twitter, Instagram, and many others have become nearly inescapable facets of modern life, particularly for teenagers. Social media is becoming more than just a part of their world, it's becoming their world. Teens are spending more and more time online, usually on a social media platform like Facebook or Twitter. Most teens now have smart phones where they are on social media networks all throughout the day. They are constantly texting, tweeting, and posting pictures via Snapchat and Instagram. However, hyper-connected to social media could be bad for them.

Today teens don't know how to disconnect. Social media has allowed them to take their life online from the time they wake up till they back to sleep via their smart phone. One reason this "always connected" activity is harmful is because of the alarming trend of cyberbullying. Bullying has now moved from not only being in the school and on the bus, but online. What does this mean? If a teen is getting bullied, they cannot get away from it! The people bullying them simply continue their bullying via social media.

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7, and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

Another impact social media has had on teens is teens being more comfortable online doing things that they should be more sensitive to doing. A separate study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys – an average of twice a week.

Social media such as Facebook, Twitter, Instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, too much exposure of social media can also be bad especially for teenagers. As it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers' health both mentally and emotionally.

- What is the appropriate title of the text?
 A. Social media are bad for teenagers.
 B. Social media are important for teenagers.
 C. Social media are good for teenagers.
 D. Social media are useful for teenagers.
 E. Social media are appropriate for teenagers.

- What is the main idea of the first paragraph?
 A. Social media is becoming the teenagers' world.
 B. Social media is becoming the teenagers' community.
 C. Social media is becoming the teenagers' tools.
 D. Social media is becoming the teenagers' application.
 E. Social media is becoming the teenagers' media.
- "It's becoming their world." (Paragraph 1 line 3). What does the underlined word refer to?
 A. Teenagers.
 B. Social media.
 C. Facebook.
 D. Twitter.
 E. Instagram.
- What is the impact of "hyper connected" to social media?
 A. Hyper connected to social media could be good for teenagers.
 B. Hyper connected to social media could be bad for teenagers.
 C. Hyper connected to social media could be easy for teenagers.
 D. Hyper connected to social media could be dangerous for teenagers.
 E. Hyper connected to social media could be harmful for teenagers.
- "Social media has allowed them to take their life online." (Paragraph 2 line 1). What does the underlined word refer to?
 A. Social media and email.
 B. Teenagers.
 C. Hyper connected and always connected.
 D. Snapchat and Instagram.
 E. Facebook and twitter.
- What does the text mainly tell us about?
 A. The importance of social media for teenager.
 B. The advantages of social media for teenager.
 C. The bad impact of social media for teenager.
 D. The benefit of social media for teenager.
 E. The function of social media for teenager.
- Which paragraph tell us about bullying?
 A. Paragraph 1.
 B. Paragraph 2.
 C. Paragraph 3.
 D. Paragraph 4.
 E. Paragraph 2 and 5.
- What did the National Citizen Service found?
 A. The National Citizen Service found that Teenager prefer to talk with their friends, rather than their parents.
 B. The National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried.
 C. The National Citizen Service found that, most of the teenager prefer to use social media all the time.
 D. The National Citizen Service found that, rather than talking to their friends, girls seek comfort on social media when they are worried.
 E. The National Citizen Service found that, girls prefer to interact with their friends via social media.

9. A new study has found that teenagers who engage with social media during the night could be.....

- Giving teenager good sleep in the night.
- Sending teenager bad impact when they sleep.
- Damaging their sleep and increasing their risk of anxiety and depression.
- Damaging their sleep and decreasing their risk of anxiety and depression.
- Damaging their sleep and enhancing their risk of anxiety and depression.

10. What is another impact of social media for teenager?

- Teenagers are more comfortable online doing things that they should be more sensitive to doing.
- Teenagers are more uncomfortable online doing things that they should be more sensitive to doing.
- Teenagers are more comfortable online doing things that they should be more interesting to doing.
- Teenagers are more comfortable offline doing things that they should be more respecting to doing.
- Teenagers are more uncomfortable offline doing things that they should be more uninteresting to doing.

Questions for numbers 11-20

Why We Have to Learn English

Language is the mean of communication. Mostly, groups of society have their own languages and some of them appear to be the top global languages. As one of the top global languages, English takes the place as the most global spoken language; distributing a pivotal role in communication, scientific and technical knowledge, economic, social, politics development, and job requirement.

Firstly, everyone recognizes English as an international language. It is not only spoken by one or two countries but also by most countries in the world. English is used by many people all over the world both in writing and speaking. English can be either the first or second language in some countries. In some countries like England, US, Australia, and Ireland, English is used as the first language while some countries like Denmark, Malaysia, Norway, and Singapore use English as the second language.

Beside its importance in communication, English is also used as a key to open the doors leading to scientific and technical knowledge. No wonder we can easily find manual guides and instructions of many technology devices all in English. This marks that the significance of English in science and technology will bring about an influence on economic, social, and political development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than the ones who do not.

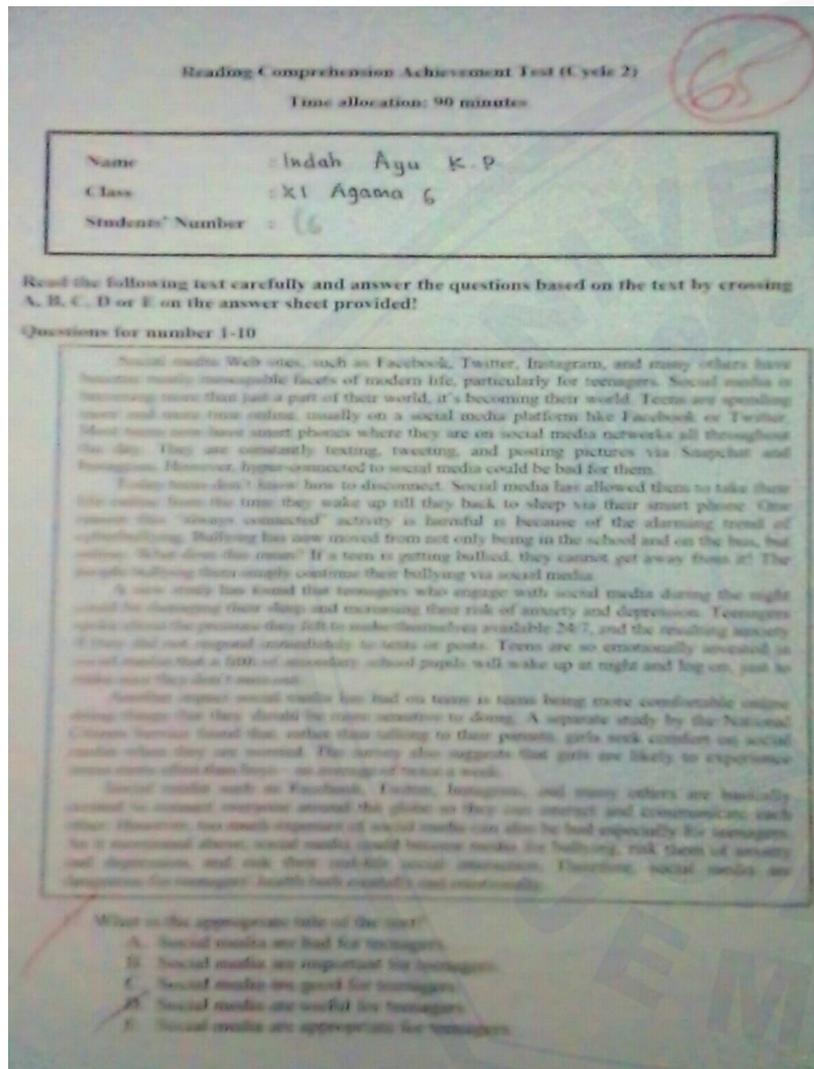
The aforementioned facts will raise the awareness that we, at least need to comprehend the knowledge of English. Additionally, they prove that we need to learn English if the greeting of global era is what we dream of.

Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F.

- Mostly, group of society does not have their own language. T F
- English is one of the top global languages. T F
- English is spoken by most countries in the world. T F
- In writing or speaking, only few people is used English. T F

- In England, US, Australia, and Ireland English as the second language. T F
- English is used as the first language in Denmark, Malaysia, and Norway. T F
- English is a key to open the doors in scientific and technical knowledge. T F
- We can barely find technology devices which use English. T F
- In technology and science, English brings an influence on economic. T F
- Most top requirements in filling job opportunities is being able to speak in English. F T

B. The Lowest Score in Cycle 2



APPENDIX O

**Research Permission Letter from the Vice Dean 1 of the Faculty of Teacher
Training and Education**

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331-334 988, Faks: 0331-334 988
Laman: www.fkip.unej.ac.id

24 NOV 2017

Nomor : 7820 /UN25.1.5./LT/2017
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Yth. Kepala MAN Bondowoso
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember dibawah ini,

Nama : Lutfiatul Hasanah
NIM : 140210401087
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di MAN Bondowo dengan judul penelitian "Improving Islamic Senior High School Students' Speaking Achievement through the Implementation of *Numbered Heads Together Technique*".

Sehubungan hal tersebut, diharapkan pihak sekolah berkenan memberikan Izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami. Atas izin dan kerjasamanya kami sampaikan terimakasih.

a.n. Dekan
Dekan I,

Dr. Suratno, M.Si.
NIP. 19670625 199203 1 003



APPENDIX P

**Statement Letter of Accomplishing the Research from the Principal of MAN
Bondowoso**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BONDOWOSO
MADRASAH ALIYAH NEGERI BONDOWOSO
Jalan Khairil Anwar No. 278 Kel. Badean Kec. Bondowoso Kab. Bondowoso
Telephon 0332-421032; Faximile 0332-421032
Email : manbondowoso278@gmail.com

SURAT KETERANGAN
Nomor : B- //22 /Ma 13.06.01/PP.00.6/07/2018

Yang bertanda tangan di bawah ini,

Nama	: Ibrahim, S.Ag.,M.Pd.I.
NIP	: 196806212000031001
Jabatan	: Kepala Madrasah

Dengan ini menerangkan bahwa

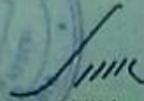
Nama	: Lutfiatul Hasanah
NIM	: 140210401087
Universitas	: Universitas Jember
Fakultas	: FKIP
Program studi	: Pendidikan Bahasa Inggris

Yang bersangkutan telah selesai melaksanakan penelitian di lembaga kami dari tanggal 30 April – 11 Mei 2018, Dengan Judul "Improving Islamic Senior High School Students' Reading Comprehension Achievement trough the Implementation of Numbered Heads Together (NHT) Technique"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya..

Bondowoso, 27 Juli 2018
Kepala,




IBRAHIM