



**IMPROVING THE EIGHTH GRADE STUDENTS' LEARNING ENGAGEMENT BY
USING NUMBERED HEAD TOGETHER TECHNIQUE**

THESIS

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ENGLISH LANGUAGE PROGRAM

THE LANGUAGE AND ARTS DEPARTMENT FACULTY

OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2019



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

By:

Wulan Permata Sari

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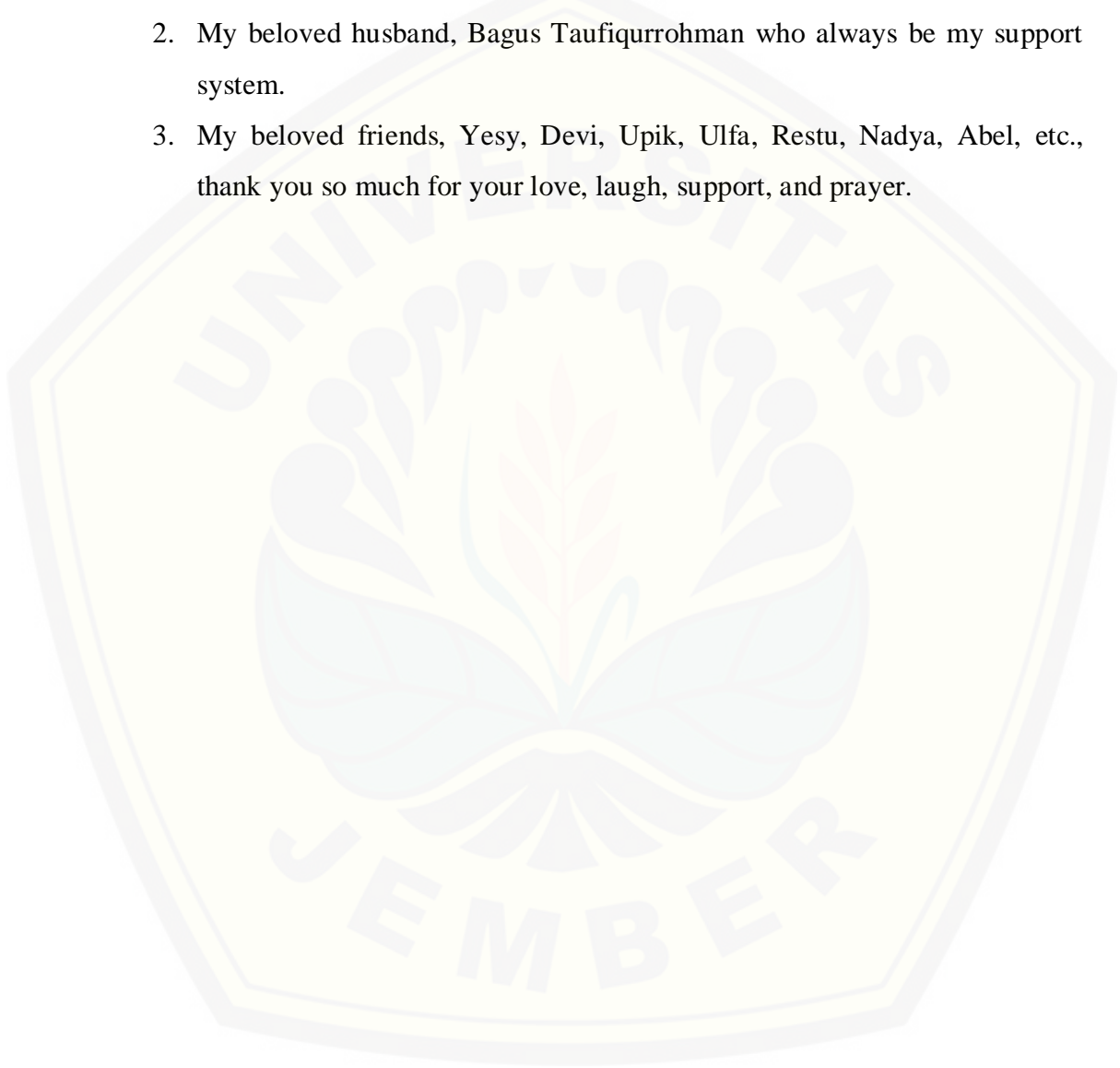
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2019

DEDICATION

The thesis is dedicated to:

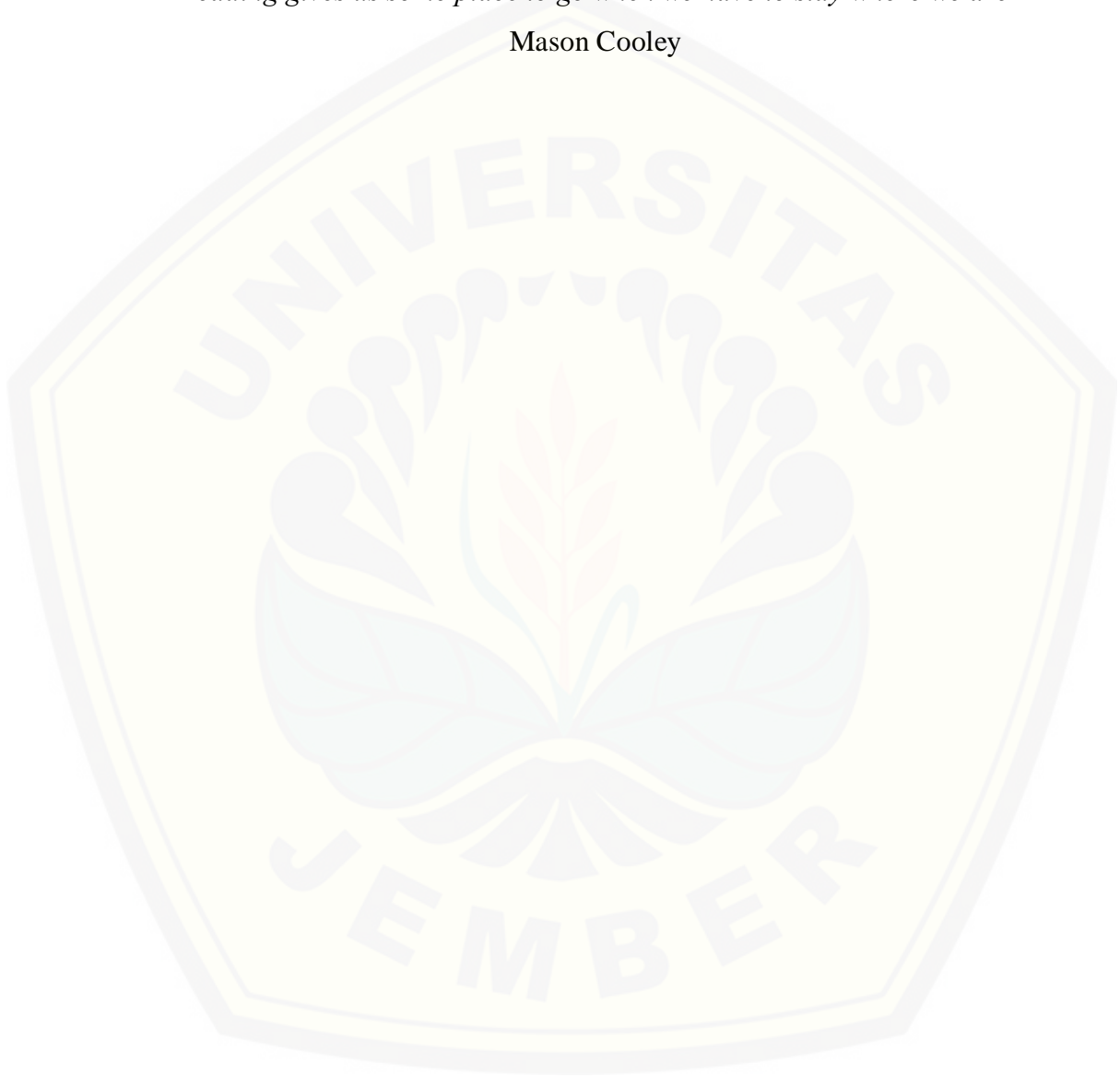
1. My beloved parents who always give me motivation, great affection, assistance and never ending love
2. My beloved husband, Bagus Taufiqurrohman who always be my support system.
3. My beloved friends, Yesy, Devi, Upik, Ulfa, Restu, Nadya, Abel, etc., thank you so much for your love, laugh, support, and prayer.



MOTTO

“Reading gives us some place to go when we have to stay where we are”

Mason Cooley



STATEMENT OF THESIS AUTHENCITY

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

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CONSULTANTS' APPROVAL

IMPROVING THE EIGHTH GRADE STUDENTS' LEARNING
ENGAGEMENT BY USING NUMBERED HEAD TOGETHER TECHNIQUE

THESIS

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully Welcomed and appreciated to make this thesis better.

Jember, 10 July 2019

The writer

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SUMMARY

Improving The Eighth Grade Students' Learning Engagement By Using Numbered Head Together Technique: Wulan Permata Sari, 140210401025; 85 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to improve the eighth grade students' learning engagement by using Numbered Head Together technique at SMP Negeri 9 Jember. Based on the preliminary study, there were 7 classes of the eighth-grade students. It was found that the most problematic case in the class was about the students' learning engagement in teaching and learning process. The teacher said that he taught the students by using lecturing technique and question and answer technique. Nevertheless, that technique seemed to be effective to be implemented during teaching and learning process because it made the students passive, unenthusiastic, and bored in learning English. From the interview, the teacher suggested the researcher to conduct a research on VIII B class because they lacked of participation and showed minimum engagement in the classroom. From 31 students, there were 38.7% students categorized as fully engaged (A), 25.9% students categorized as fairly engaged (B), 19.3% students categorized as slightly engaged (C), and 16.1% students categorized as disengaged (D). In short, the engagement in the VIII B was needed to be improved.

The data collection method used was observation in the form of checklist. The study was done in two cycles to improve of the research result. Each cycle covered two meetings of the action implementation. Besides, the observational checklist consisted of 4 indicators, they were 1). Good in social attitude. The sub indicators were come on time, responsible, and honest. 2). Follow the lesson well. The sub indicators were obedient to the teacher, paying attention to the teacher's explanation, and follow the teacher's instruction. 3). Active during teaching and learning process. The sub indicators were answering the teacher's question and giving opinion. 4). Cooperate with group members. The sub indicators were helping the other member when they got difficulty, comprehend reading text with

group members and discuss the answer with group members. The student was categorized as fully engaged (A) if s/he fulfilled 4 indicators, categorized as fairly engaged (B) if s/he fulfilled 3 indicators, categorized as slightly engaged (C) if s/he fulfilled 2 indicators, categorized as disengaged (D) if s/he fulfilled only 1 or none indicators.

Based on the observation results, the percentage of the students' learning engagement improved 28.2% from pre-Cycle (38.7%) to cycle 1 (66.95%). There was also improvement from the Cycle 1 (66.9%) to Cycle 2 (88.8%) and it increased 21.9%.

Based on the result above, it could be concluded that Numbered Head Together technique could improve the students' learning engagement well. NHT technique was able to gain the students' attention during teaching and learning process. It happened because it was interesting technique for students who were passive, unenthusiastic, and bored in learning English. It was proven by looking at the result from pre-Cycle to Cycle 1 and Cycle 2 was improved.

CHAPTER I. INTRODUCTION

This research focuses on the use of Numbered Head Together technique to improve the eighth-grade students' learning engagement of recount text. This chapter discusses some aspects dealing with the topic of the research. They consist of research background, research problem, research objective, and research contribution.

1.1 Research Background

English is one of the international languages spoken by many people around the world. Most of the people in the world use English to communicate with others, whether it is a first language, a second language or a foreign language. It is because nowadays, English becomes an international language. When we learn English, there are four skills that we need for complete communication, listening, speaking, reading, and writing. By learning those four skills, hopefully, the students are able to master English so they can use English to communicate well.

Related to those skills above, reading is one of the English skills that should be learned and mastered by junior high school students besides listening, speaking and writing. It is important because, by reading, the students can absorb the information or knowledge from what they have read. They are also able to get some information included in the text. By comprehending reading, they can get information within the text. According to Paul (2013:167), reading plays an important role in mastering language, because it can make the students learn about vocabulary knowledge, spelling, and writing. The more they read, the more they get the new vocabulary and get new ideas from the text.

Based on Government Regulation No. 19 year 2005 about National Education Standard, the learning process in the schools should be conducted interactively and enjoyably which can challenge and motivate the learners to participate actively and give enough space to them to be more creative and

independent learners. There are many determining factors in the successful teaching-learning process. One of them is the students' engagement. Engagement refers to the intensity of a person's behavior and emotional quality in the learning process. It is important to engage students in the teaching-learning process because it is related to students' behavior management. The engaged students will show positive emotions to get involved sustainably in the learning activities. When they are engaged in the teaching-learning process, the classroom disruptions and discipline issue in the class are also reducing. In the ideal situation, the teaching-learning process can run well. While the students who are not engaged will lose interest in classroom activities, respond poorly to teacher direction and classroom interaction. It means that engaging students in learning activities is important because it is related to the strategies to manage students' behaviors and to motivate them to learn.

There are two kinds of texts taught to the eighth grade student based on 2013 Curriculum, they are descriptive and recount text. The basic competence for reading in the first semester for the eighth-grade students of junior high school is to understand very short and simple texts in the form of descriptive text. Meanwhile, the basic competence in the second semester is to understand very short and simple texts in the form of recount text. Recount text is a text that telling the readers about one story, action, events, experiences or activity in the past. Therefore, this research focuses on recount text because recount text is taught to the second semester of eighth-grade student of junior high school.

Based on the preliminary study that has been done by interviewing the English teacher at SMPN 9 Jember, there were 7 classes of the eighth-grade students. It was found that the most problematic case in the class was about the students' learning engagement in teaching and learning process. The teacher said that he taught the students by using lecturing technique and question and answer technique. Nevertheless, that technique did not seem to be effective to be implemented during teaching and learning process because

it made the students passive, unenthusiastic, and bored in learning English. From the interview, the teacher suggested the researcher to conduct a research on VIII B class because they lacked of participation and showed minimum engagement in the classroom. The indicator of students' engagement from the English teacher were 1) Asking question. 2) Giving opinion. 3) Doing exercise. 4) Following the lesson well. 5) Answering the teacher's question. 38.7% of 31 students were categorized as fully engaged (A), 25.9% of the students belonged fairly engaged (B), 19.3% of students was categorized as slightly engaged (C), and 16.1% of the students was categorized as disengaged (D). In short, the engagement in the VIII B was needed to be improved.

To solve the problems, the researcher thought about a teaching technique in order to improve the students' learning engagement in learning English. One technique that may increase class participation among all students is Numbered Heads Together (NHT) technique. Kagan (1989:76) said that when teachers use NHT, lower performing students participate actively in class, and their higher-achieving peers continue to discuss academic content. It means that by using NHT technique, it could improve the students' learning engagement in the classroom. Thus, the researcher used cooperative learning model NHT technique to improve the eighth-grade students' learning engagement. Cooperative learning is a learning strategy that prioritizes collaboration between students in the group to achieve learning goals. The students are divided into small groups and directed to study the subject matter that has been determined. Hunter *et al*, (2016) state that Numbered Head Together technique is a cooperative learning strategy that incorporates a unique teacher-questioning component to actively involve students within an instructional activity. Meanwhile, Alfiani (2017) argued that this technique is one of the cooperative learning techniques developed by Kagan (1989) in which the students work in groups, put their heads together, discuss the problem or the question from the teacher together, then answer the teacher's question. This technique

provides opportunities for the students to share their ideas and consider the most appropriate answer. In addition, this technique also encourages students to increase their spirit of group work and it can give the same opportunities for each student to be actively engaged in the teaching and learning process

It is similar to the previous research conducted by Wora *et al.*, (2017). The research participants were the tenth grade students in the subject of Basic Vocational Competence in a vocational school. The experiment was divided into two stages of four activities each: planning, implementation, observation, and reflection. The comparative descriptive procedure was then used to analyze the data. Prior to the research implementation, the learning activity was relatively low in the pre-stage of the experiment. However, after the NHT approach, the percentage of active students increased in stage 1 and stage 2. The results obtained from observation showed that 10 (71.43%) out of 14 students were active during the learning activities, and the remaining 4 students (28.57%) were inactive during the process. In the second stage 25 (86.21%) out of 19 students showed activeness during the learning activities, while the remaining 4 (13.79%) students were still inactive. During the pre-stage, 34.48% of the students were active, the percentage rose to 71.43% in Stage 1 and to 86.21% in Stage 2. The result of the test also suggested a similar trend in student's achievement. It can be concluded that the application of NHT learning model improved engagement within the learning activity as well as the level of achievement.

Another previous research conducted by Maman and Rajab (2016), used a classroom action research design in two cycles. Data were collected using the test for the quantitative and non-test for the qualitative by employing observation, field note, student's workbook, student's reflection sheet, and test of learning outcomes. The competence in cycle I showed that 44% of students was categorized as extremely good, 56% were categorized as good, and no student was categorized as low. In Cycle II, 84% was classified as extremely good, 16% was grouped as good, and no one was

classified as low. It can be concluded that the implementation of learning models Number Head Together (NHT) improved the junior high school students competence in reading comprehension through action research. This research showed that the learning improvement on aspects of participation, creativity, responsibility, and attitude toward learning the English language which was indicated by good and very good category.

From the previous researches above, the difference between the previous study and this research was the research participants. The research participants in the previous researches were the tenth grade students in the subject of Basic Vocational Competence in a vocational school, while the research participants of this research were the eighth grade students. The next was most of the previous research did a research to improve the students' comprehension achievement, but in this research the researcher aimed the research to improve the students' learning engagement in teaching and learning process. Thus, the researcher conducted the research concerning with the problem above entitled "Improving the Eighth Grade Students' Learning Engagement by Using Numbered Head Together Technique".

1.2 Research Question

Based on the background above, the question is formulated as follow:

1. Can the use of Numbered Heads Together technique improve the eighth-grade students' learning engagement in teaching learning process?

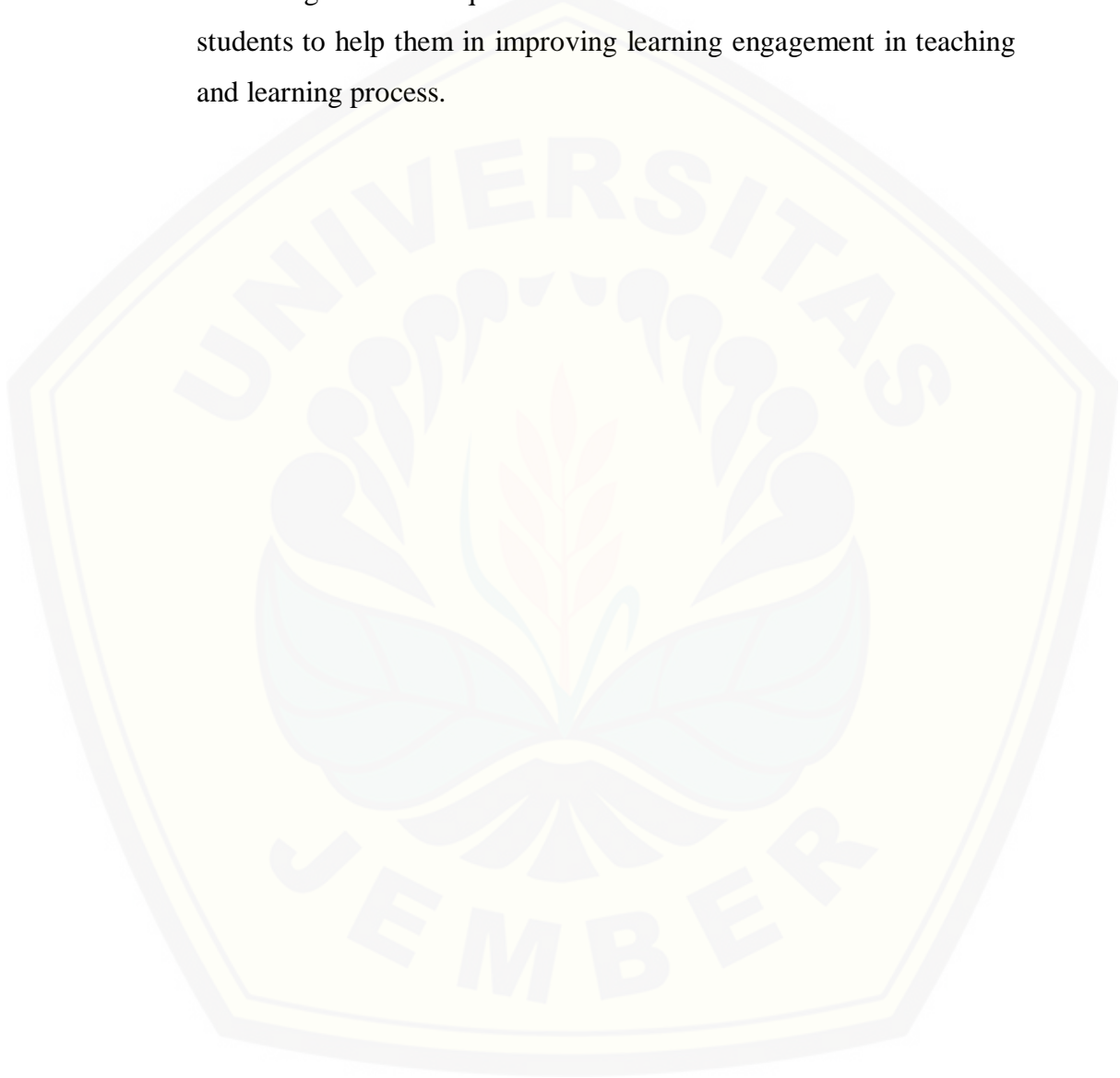
1.3 Research Contribution

- Empirical Contribution

The result of this research can help the future researcher who has the same interest dealing with the implementation of Numbered Head Together technique to improve the students' learning engagement in teaching and learning process.

- Practical Contribution

Hopefully, the result of this research will provide detailed information about the strength(s) and weakness(s) of Numbered Head Together technique as the consideration and feedback to the students to help them in improving learning engagement in teaching and learning process.



CHAPTER II. RELATED LITERATURE REVIEW

This chapter presents some theories related to the research question. They consist of theoretical framework, conceptual framework, and previous research review.

2.1 Theoretical Framework

2.1.1 Engagement in Teaching and Learning Process

Parn and Lincoln (2006:179), states that engagement is defined by a student's posture, thoughts, level of responsibility, participation, and test readiness. The main purpose of engagement is to help students maintain their curiosity for learning. In order to optimize their educational opportunities, students must desire to learn for the sake of quenching their own thirst for education, rather than for receiving an external reward or gratification. Finn and Pannozzo (2004) divided two types of engagement: academic engagement and social engagement. Academic engagement refers to learning behaviors. Learning behavior emphasizes the crucial link between the way in which children learn and their social knowledge and behavior. Meanwhile, social engagement refers to pro- and antisocial behavior. For the purposes of this research, the researcher was interested in students' academic engagement.

2.1.2 Approaches in Teaching and Learning Process

According to Richards and Rodgers (2001:159), approach is the level at which assumptions and beliefs about language learning are specified. Method is the level at which theory is put into practice and which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. It can be concluded that approach refers to the theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. Richards and Rodgers (2001:159) state that there are six approaches: Communicative Language Teaching (CLT), The Natural Approach, Cooperative Language Learning (CLL),

Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT), and the last are the post-methods era.

2.1.3 Cooperative Language Learning (CLL) in English Language Teaching

Cooperative learning is an old idea in education, which has experienced a substantial revival in educational research and practice in the past few years. The term refers to classroom techniques in which students work on learning activities in small groups and receive rewards or recognition based on their group's performance (Slavin, 1980:143). Besides, Kagan (1989:96), defines that cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. They are also responsible for their teammates' learning as well as their own. It means that cooperative learning is an activity of a group of students that have the same goal and work with their group member. According to Dotson (2001:79), cooperative learning is generally defined as a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal. Students encourage and support each other, assume responsibility for their own and each other's learning, and evaluate the group's progress

Meng (2010) explains that in common reading class, the teacher asks the students to read the whole passage, and then answer some questions or do some reading comprehension exercises. Then, the teacher explains the important words and phrases. The main task for the students is to read over and over again until they understand the passage thoroughly. In order to raise the efficiency of reading, the teacher can try cooperative learning.

Based on the explanation above, it can be concluded that cooperative learning is a collection of teaching strategies designed to educate students to collaborate and interact with their group members.

Kagan (1989:96) describe the following example of Cooperative Language Learning activities are as follows: 1) **Three –step interview**: a) Students are in pairs; one is interviewer and the other is interviewee. b) Students reverse roles. c) Each shares with team member what was learned during the two interviews. 2) **Roundtable**: There is one piece of paper and one pen of each team. a) One student makes a contribution and b) passes the paper and pen to the student of his or her left. c) Each student makes contributions in turn. If done orally, the structure is called Round Robin. 3) **Think-Pair-Share**: a) Teacher poses a question (usually a low consensus question). b) Students think of a response. c) Students discuss their responses with a partner. d) Students share their partner's response with the class. 4) **Solve-Pair-Share**: a) Teacher poses a problem (a low-consensus or high- consensus item that may be resolved with different strategies). b) Students work out solutions individually. c) Students explain how they solved the problem in Interview or Round Robin structures. 5) **Numbered Heads Together**: a) Students numbered off in teams. b) Teacher distributes the text c) Teacher asks a question d) Heads together – students put their heads together and make sure everyone knows and explains the answer e) Teacher calls a number and students with that number raise their hands to be called on, as in traditional classroom.

Thus based on the examples of cooperative learning above, the researcher chose Numbered Heads Together as a technique in teaching and learning process. The researcher chose this technique because she thought this technique was the most interesting and appropriate for the passive and unenthusiastic students.

2.1.4 Numbered Head Together Technique

The cooperative learning model Numbered Head Together is a learning model based on constructivist theory. NHT was developed by

Kagan (1989) that holds each student accountable for learning the materials. Numbered Heads Together gives the students chance to share ideas and discuss the best answer. Then, numbered head together can also improve students' motivation, and it can be used in all materials and all students' level. It means that Number Head Together technique can facilitate the students to share the idea with their friends to find the correct answer. This technique can also motivate the students to learn and to compete positively with their friends in the other groups. Then, Number Head Together can be implemented in any kind of material and any students' level. Students are placed in a group and each person is given a number from the teacher. The teacher distributes the text to the students and then gives the questions. The students put their head together with their group to find the answer, then the teacher calls a number to answer the question, by having students work in a group, this strategy ensures that each member knows the answer to the question given by the teacher. Because no one knows which number will be called by the teacher, so all the team members must be prepared. This learning model emphasizes on students to work with their group members in order to understand and be responsible for the results of their group's work so that they feel that they have to be actively involved in the learning process. Thus they will feel more motivated to improve student's learning outcomes. This is an excellent strategy for teaching-learning process in the classroom.

2.2 Conceptual Framework

2.2.1 Students' Learning Engagement

According to Parn and Lincoln (2006:139) students' engagement is the key to the purpose of the lesson, student learning. It means that students' engagement is that there is evidence, from the students, that they are listening to the lesson, thinking about the concepts being taught, and learning from their participation in class. Students who are

engaged are focused on the learning going on in the classroom. This focus is demonstrated by the student's attentive body language (good posture, eyes on the speaker, chair pushed in, and head up). The students are also prepared for the class by having their book and notebook, sharpened pencils, and completed homework. Not only the students prepare with the appropriate materials, but the students also make good use of the materials. The students are thinking about the materials, asking clarification questions, participating in group discussions, and providing examples of the concepts being taught. The students are positive and assertive, and take ownership for their own learning.

2.2.2 The Steps of Teaching Reading by Using Numbered Head Together Technique.

Richards and Rodgers (2001, 199) describe the procedure for using NHT technique as follows:

1. Numbering

The teacher divides the students into groups of 5 by lottery.

2. Reading

The teacher distributes a recount text to the students.

3. Questioning

The teacher distributes a question sheet or puts some questions or tasks on the board for the students to find the answers.

4. Heads Together

The groups are asked to put their heads together to find the answers to the questions and to make sure every member of the group knows the answer to each question

5. Answering

The teacher calls a number at random. Those with that number raise their hand and the teacher selects one of them to answer the question.

2.2.3 The Advantages and Disadvantages of Numbered Head Together Technique

Kagan (1989:69) describes that in this technique; the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one of the ways to ensure more equitable response opportunities by stop calling on students who raise their hands. Besides, it can give the same opportunities for each student to be actively engaged in the teaching and learning process. According to Purnomo (2012), the advantages of numbered head together techniques are as follows:

1. It can improve students' academic achievement and can be applied to almost all subject matters.
2. It can increase students' engagement.
3. It motivates the students to learn, they will be motivated because they are helped by their teammates. Being motivated, hopefully students will participate actively during the lesson.
4. It encourages peer tutoring from the students who know the answer to other team members who do not know the answer.

The disadvantages of Numbered Head Together technique, there is possibility that the low achiever students just cheat to the high achiever students without understanding the material well. To overcome those problems above, the researcher did some action: To overcome the student's cheating, the researcher checked each group when they had a discussion, so the researcher could monitor the students' activities during the discussion to make sure that there were no students cheating with the other groups.

2.3 Research Review

There were five previous studies dealing with my research. These previous studies were to build and support the theory in this research. The previous studies related to the issue of "Numbered Heads Together"

technique can be summarized as follows.

First, Purnomo (2012) conducted a classroom action research. The research participants were the students of SMA PGRI Mojokari. The students' average score in pre-test was 50.58; in the first quiz the average score was 60.44; the average score in the second quiz was 74.44; and the last quiz showed that students' average score was 76.23. The finding showed that NHT technique was successful in improving students' reading comprehension. The improvement could be seen from the increase in students' average reading scores. Besides, the finding also showed that NHT technique was effective in enhancing the students' participation.

The second, Wora *et al* (2017) conducted a classroom action research to improve the learning activity and achievement of a tenth grade class made up of 30 students in a vocational high school located in the city of Surakarta, Indonesia, by applying the Numbered Heads Together (NHT). This study was conducted in two cycles by following the procedures of the action research, planning, and acting, observing, and reflecting. The results obtained from observation showed that 10 (71.43%) out of 14 students were active during the learning activities, and the remaining 4 students (28.57%) were inactive during the process. Meanwhile, on the second stage 25 (86.21%) out of 19 students showed activeness during the learning activities, while the remaining 4 (13.79%) students were still inactive. During the pre-stage, 34.48% of the students were active, the percentage rising to 71.43% in Stage 1 and to 86.21% in Stage 2. The result of the test also suggested a similar trend in student's achievement. It can be concluded that the application of the NHT learning model improves engagement within the learning activity as well as the level of achievement.

The third, a research conducted by Maman and Rajab (2016). The research design used was a classroom action research in two cycles. Data were collected using test for the quantitative and non-test for the qualitative by employing observation, field note, student's workbook, student's

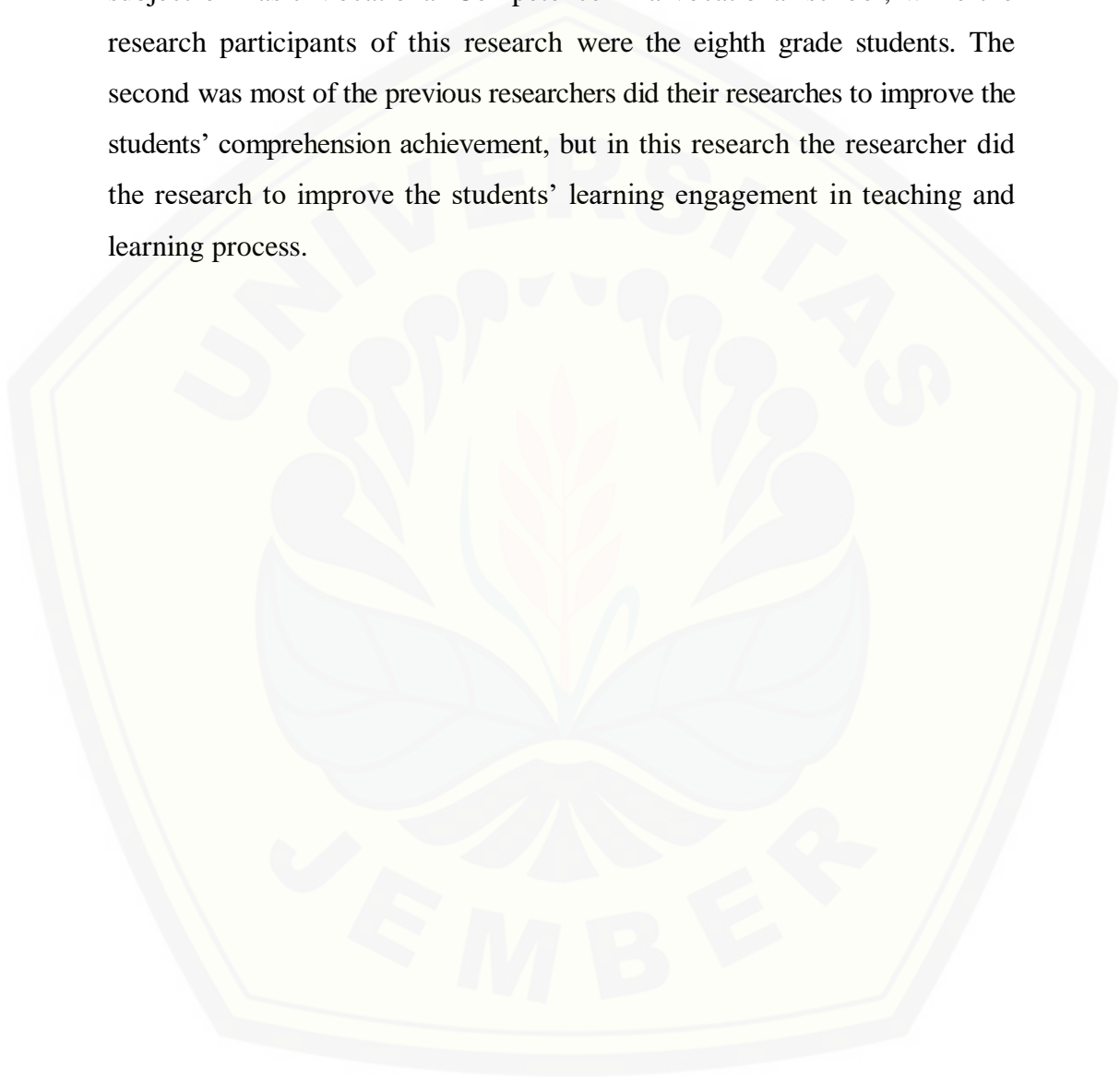
reflection sheet, and test of learning outcomes. The improvement of competence in cycle 1 was 44% that was categorized as extremely good, 56% were categorized as good, and no student was categorized as low. In Cycle 2, 84% were classified as extremely good, 16% were grouped as good, and no one was classified as low. It can be concluded that the implementation of learning models 'Number Head Together (NHT) improved the junior high school students' competence in reading comprehension through action research. This research showed that the learning improvement on aspects of participation, creativity, responsibility, and attitude toward learning the English language which was indicated by good and very good category.

The fourth, Rayanto (2017), the aim of his research was to find out whether Number Head Together as one of the cooperative learning strategy can improve the students' reading comprehension. The design of the research was Classroom Action Research (CAR) since this research was focused on the teaching and learning activities in the classroom. This research was conducted at the eighth grade of SMPN 1 Rejoso that consisted of 27 students for D class. The result of this research can be successful because there was a progress improvement from each cycles conducted. It was proven by the result of the test. In the cycle one 52% and cycle two 84% from all students got minimal standard score 76. Meanwhile, the criteria of success were 80%.

Based on the previous study above, it can help and inspire the researcher to use "Numbered Heads Together" technique to improve students' learning engagement. The previous studies above showed that "Numbered Heads Together" technique gave positive effect to the students' reading achievement and students' engagement. It is said so because all the result showed the great significance dealing with the implementation of this technique. The findings of the use of "Numbered Heads Together" technique were crucial to be discussed since the discussion was hoped to be

beneficial for teachers, educators, and policymakers.

There were some differences between the previous study above and the research conducted by the researcher. The first was about the research participants. The research participants were the tenth grade students in the subject of Basic Vocational Competence in a vocational school, while the research participants of this research were the eighth grade students. The second was most of the previous researchers did their researches to improve the students' comprehension achievement, but in this research the researcher did the research to improve the students' learning engagement in teaching and learning process.

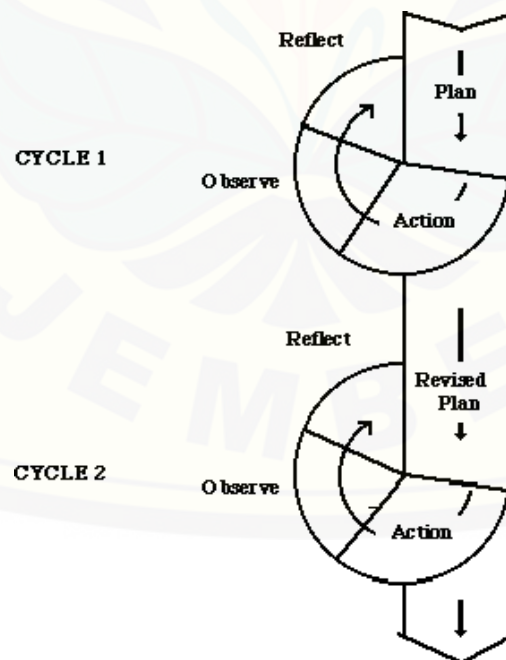


CHAPTER III. RESEARCH METHODOLOGY

This chapter presents the method applies in the classroom action research. It consists of research design, research context, research participants, data collection method, and data analysis method. Each point is presented in the following part.

3.1 Research Design

This research applied a classroom action research because the purpose of the researcher was to improve the eighth grade students' learning engagement by using Numbered Heads Together technique. According to Kemmis and McTaggart, (1988:19) action research is essentially a series of cycle of reflection, planning, and action. They developed a concept for action research in the form of a spiral model comprising four steps; planning, acting, observing and reflecting. The design of this research is illustrated in the following flow diagram.



(Kemmis & McTaggart, 1988:19)

Action research is all about what happens in the classrooms.

Basically it was an approach to improve the teaching practice. It was started with a problem in teaching practice. Based on the design of the research above, the procedures of this research were as follows:

- a. Doing preliminary study by interviewing the English teacher of SMPN 9 Jember to know the problem that the students face in reading.
- b. Planning the action by choosing the appropriate reading material by considering the theme based on the genre of the text that was taught to the eighth grade students based on Curriculum 2013, constructing lesson plan for cycle 1, and preparing the observation guide in each meeting.
- c. Implementing the action was done based on the English schedule of the eighth grade students of SMPN 9 Jember. In this action, the researcher taught reading recount text by using “Numbered Heads Together” technique to improve their learning engagement. Cycle 1 was done in two meetings. The first and the second meeting were used to do the action. In this step, the researcher did the activity collaboratively with the English teacher. The researcher did the teaching learning process while the English teacher checked the observation.
- d. Analyzing the results of students’ learning engagement in Cycle 1.
- e. Reflecting the result of the action. In this research the action was considered to be successful if 75% of students was categorized as fully engaged. The result of the reflection in cycle 1 was used as a guide to revise the problem that might appear in the lesson plans in cycle 1 and to determine the revision in cycle 2.

3.2 Research Context

The research was conducted at SMPN 9 Jember. This school was chosen based on some considerations. First, the headmaster and the English teacher gave permission to the researcher to conduct the classroom action research. The second was based on the interview with the eighth grade

English teacher, it was found that the most problematic case in the class was about the students' learning engagement in teaching and learning process. The teacher said that he taught the students by using lecturing technique and question and answer technique. Nevertheless, that technique did seem to be effective to be implemented during teaching and learning process because it made the students passive, unenthusiastic, and bored in learning English. The last was the researcher had taught in SMPN 9 Jember.

3.3 Research Participants

The participants of this research were the VIII B students of SMPN 9 Jember. The researcher observed the teaching and learning process and the result showed that they performed poor engagement in learning English because the teacher just taught the students by using lecturing and question-answer technique. It made the students passive, unenthusiastic, and bored in learning English. Based on the preliminary study, VIII B had the least learning engagement among the existing class. From 31 students, 38.7% of the students were categorized as fully engaged, 25.9% was categorized as fairly engaged, 19.3% students categorized as slightly engaged, and 16.1% students categorized as disengaged.

3.4 Data Collection Method

The method of collecting the research data were interview, observation, and documentation.

3.4.1 Interview

Interview in this research was done in preliminary study. The interview with English teacher was conducted on October 31st, 2018. From the interview, it was known that VIII B's students had poor learning. The researcher also asked the information about the VIII B's students learning engagement and the technique used by the English teacher in the teaching and learning process.

3.4.2 Observation

Observation was used as the data collection method to measure the students' learning engagement during teaching and learning process. In this research, the observation was conducted to monitor the students' learning engagement in teaching and learning process of reading by using Numbered Heads Together technique. The observation was based on observation checklist to check the students' learning engagement. The following table was a rubric for measuring the level of students' engagement indicators

Table 3.1 Rubric for Measuring the Level of Students' Engagement Indicators

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disengaged
1.										
2.										

The indicators observed were:

1. Good in social attitude
 - Come on time
 - Responsible
 - Honest
2. Follow the lesson well
 - Obedient to the teacher
 - Paying attention to the teacher's explanation
 - Follow the teacher's instruction
3. Active during teaching and learning process
 - Answer the teacher's question
 - Giving opinion

4. Cooperate with group members
 - Help the other member when they got difficulty
 - Comprehend reading text with group members
 - Discuss the answer with group members

Note:

- The student was categorized as fully engaged (A) if s/he fulfilled 4 indicators.
- The student was categorized as fairly engaged (B) if s/he fulfilled 3 indicators
- The student was categorized as slightly engaged (C) if s/he fulfilled 2 indicators
- The student was categorized as disengaged (D) if s/he fulfilled only 1 or none indicators

3.4.3 Documentation

The documents in this research was the syllabus in order to know the topic of teaching and learning process, the name of VIII B students and the previous data of students' learning engagement given by the English teacher.

3.5 Data Analysis Method

Data analysis method was used to analyze the data which was gathered during the teaching and learning process. There was a kind of data analysis method in this research, namely process evaluation analysis.

3.5.1 Process Evaluation Analysis

The process of evaluation was done by conducting the observation of the eighth grade students' learning engagement. The number of the students' learning engagement was analyzed by using the following formula:

- Fully engaged

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

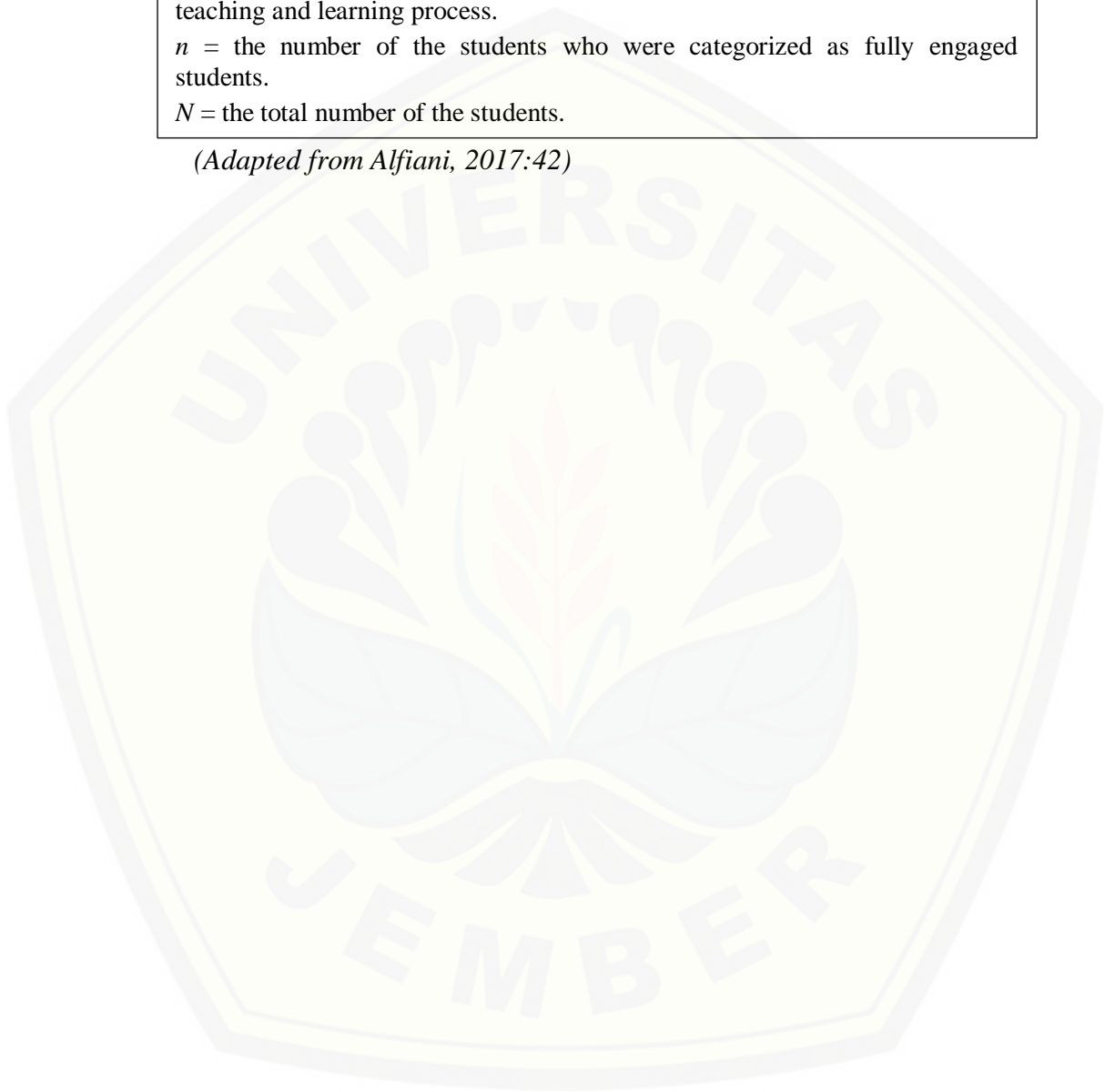
Note:

E = the percentage of the students who were categorized as fully engaged in teaching and learning process.

n = the number of the students who were categorized as fully engaged students.

N = the total number of the students.

(Adapted from Alfiani, 2017:42)



CHAPTER V. CONCLUSION AND SUGGESTION

This chapter deals with the research conclusion and suggestions. The suggestion, are proposed to the English teacher, the students, and as well as future researchers.

5.1 Conclusion

Based on the result of the data analysis and discussion, it can be concluded that the use of Numbered Head Together technique could improve the eighth grade students' learning engagement during teaching and learning process especially in reading comprehension class at SMPN 9 Jember. The result from the fact showed that the students' learning engagement by using NHT technique improved 21.9%. The average result of Cycle 1 showed 66.9% while Cycle 2 reached 88.8%.

5.2 Suggestions

Considering the result that NHT technique can improve the students' learning engagement, some suggestions are proposed to the English teacher and the future researchers. The English teacher is suggested to use NHT technique as an alternative teaching for reading to improve the students' learning engagement. It is because NHT technique could help the students to be an active, enthusiastic, fun, and interested in the teaching and learning process. In addition, the future researchers are recommended to conduct a similar research design dealing with NHT technique. It can be implemented in different school, or different level of students, or other genre of the text such as narrative, descriptive, etc.

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APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCE	RESEARCH METHODS	Hypothesis
Improving the Eighth Grade Students' Reading Comprehension Achievement By Using Numbered Head Together Technique.	1. Can the use of Numbered Head Together technique improve the eighth grade students' learning engagement in teaching learning process?	<p>1. Independent Variable The use of Numbered Head Together Technique in Reading comprehension of recount text.</p> <p>2. Dependent Variable a. The students' learning engagement in teaching learning process.</p>	<p>1. The procedure of Numbered Head Together technique are:</p> <ol style="list-style-type: none"> Students work in group of five. (lottery) The teacher distributes a number head. The teacher distributes the text. Receive a question sheet given by the teacher. Students discuss the answer with their group. Students answer the question based on the number called by the teacher. <p>2. The indicators learning engagement:</p> <ol style="list-style-type: none"> Use the number head based on the lottery they got Cooperate with group members Comprehend reading text in a groups Discuss the answer to the teacher's question Answer the teacher's question correctly 	<p>1. Research Subject: The eight grade students of SMPN 9 Jember</p> <p>2. Informant: The English teacher of the eight grade students of SMPN 9 Jember.</p> <p>3. Documents:</p> <ol style="list-style-type: none"> The names of the students. The previous data of students' learning engagement. 	<p>1. Research Design: Classroom Action Research The stages of each cycle are:</p> <ol style="list-style-type: none"> The planning of the action The implementation of the action. Classroom observation and evaluation Analysis and the reflection of the action <p>2. Area Determination Method : Purposive method</p> <p>3. Research Subject Determination Method: Purposive method</p> <p>4. Data Collection Methods:</p> <ul style="list-style-type: none"> Observation Interview Documentation <p>5. Data Analysis Method: The number of the students' learning engagement will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100 \%$ <p>Note: E = The percentage of the students who are categorized as fully engaged in teaching and learning process. n = The number of the students who categorized as fully engaged students. N = The total number of the students.</p> <p><i>(Adapted from Alfiani, 2017:42)</i></p>	1. The use of Numbered Head Together technique can improve the students' learning engagement in teaching and learning process on reading comprehension achievement.

APPENDIX 2

SUPPORTING DATA INSTRUMENT

a. Interview Guide

Data resources: The eighth grade English teacher of SMPN 9 Jember.

No.	The Researcher's Question	The Teacher's Answer
1.	What curriculum do you use in teaching English?	I use school based curriculum; curriculum 2013.
2.	How often do you teach English in a week?	I teach English twice a week for one class and I teach English 7 classes.
3.	What book do you use for teaching English?	I use When the English Rings the Bell book.
4.	Which class has the most difficulty in learning English?	VIII B had the least learning engagement among the existing class. From 31 students, there were 13% students categorized as fully engaged, 19% students categorized as fairly engaged, 32% students categorized as slightly engaged, and 36% students categorized as disengaged.
6.	Have you used technique in teaching and learning process? What technique do you usually use?	Yes, I have. I usually use lecturing technique and question and answer technique.
7.	Have you ever implemented Numbered Heads Together technique in teaching and learning process? Why?	No, I have not implemented a Numbered Heads Together technique in teaching and learning process, because I don't know how to apply the technique well.

b. Documentation Guide

Data Resources: School documents' the eighth grade English teacher of SMPN 9 Jember.

No.	The Supporting Data Required	Sources
1.	The name of research participants.	English teacher of the eighth grade students' of SMPN 9 Jember.
2.	The previous data of students' learning engagement.	School document.
3.	The syllabus	School Administration (TU).

APPENDIX 3

THE EIGHTH GRADE STUDENT'S LEARNING ENGAGEMENT SCORE

VIII A			VIII B			VIII C			VIII D		
No.	Initial Name	Score	No.	Initial Name	Score	No.	Initial Name	Score	No.	Initial Name	Score
1.	AA	A	1.	A	B	1.	AC	B	1.	AB	A
2.	ARH	A	2.	AAS	A	2.	ADO	A	2.	ASM	A
3.	ARJ	A	3.	ASKA	B	3.	AKM	B	3.	ATC	C
4.	ABR	C	4.	AFNR	A	4.	AMR	A	4.	BTR	D
5.	AF	A	5.	AF	A	5.	AR	D	5.	BZ	A
6.	ADP	D	6.	AFA	A	6.	ARS	C	6.	DA	B
7.	AS	B	7.	ABY	A	7.	AS	B	7.	DK	B
8.	AEP	B	8.	AFI	B	8.	BHP	A	8.	DHS	A
9.	APR	A	9.	ARF	C	9.	BT	B	9.	GH	A
10.	A	D	10.	BFR	A	10.	BL	B	10.	IHK	C
11.	AD	A	11.	CPD	D	11.	BNO	A	11.	IK	B
12.	ARA	A	12.	DAR	A	12.	CAP	B	12.	ILS	C
13.	ARW	C	13.	IAS	B	13.	CAT	A	13.	KET	A
14.	ARR	B	14.	MH	A	14.	CD	C	14.	LA	B
15.	ARWI	C	15.	MHAS	B	15.	CKL	B	15.	LIS	C
16.	APM	A	16.	MIE	C	16.	DA	A	16.	MAB	A
17.	ARM	B	17.	MAF	D	17.	DSE	A	17.	MAR	C
18.	AND	B	18.	MCAP	C	18.	FRM	B	18.	MB	D
19.	AP	B	19.	MIM	C	19.	FT	D	19.	MCA	A
20.	APR	A	20.	MI	B	20.	IF	B	20.	MK	B
21.	ADA	B	21.	MJI	D	21.	HIS	A	21.	MOT	A
22.	BJU	A	22.	MRA	C	22.	JPP	A	22.	MTZ	C
23.	BSA	C	23.	MRP	D	23.	LLU	B	23.	MVB	B
24.	BSP	B	24.	MW	C	24.	MAP	A	24.	NAS	C
25.	CS	A	25.	NTJJSP	D	25.	MAT	A	25.	RA	B
26.	DSP	B	26.	NAM	B	26.	MR	C	26.	RPP	A
27.	DAS	A	27.	RDP	A	27.	MYR	C	27.	SN	B
28.	DEP	C	28.	RATD	B	28.	NGMR	D	28.	TG	B
29.	DDK	B	29.	SJW	A	29.	RPT	B	29.	YD	A
30.	DF	A	30.	SW	A	30.	WD	A	30.	YKS	B
31.	DAV	B	31.	VA	A	31.	WSK	A			
32.	MDK	A									
TOTAL		A = 14 B = 11 C = 5 D = 2	TOTAL		A = 12 B = 8 C = 6 D = 5	TOTAL		A = 13 B = 11 C = 4 D = 3	TOTAL		A = 11 B = 10 C = 7 D = 2

THE EIGHTH GRADE STUDENT'S LEARNING ENGAGEMENT SCORE

VIII E			VIII F			VIII G		
No.	Initial Name	Score	No.	Initial Name	Score	No.	Initial Name	Score
1.	AAB	A	1.	AAS	A	1.	AA	B
2.	AC	A	2.	ABS	B	2.	ABG	A
3.	ADJ	B	3.	AKS	A	3.	ABL	B
4.	AF	B	4.	BS	B	4.	AG	B
5.	AFS	C	5.	BT	A	5.	AKM	A
6.	AKL	A	6.	CW	C	6.	AM	B
7.	AL	B	7.	DK	B	7.	BKA	C
8.	APS	A	8.	EFS	B	8.	BU	B
9.	ARS	B	9.	HA	A	9.	DHU	B
10.	BA	B	10.	HOS	B	10.	DL	A
11.	BSS	A	11.	IS	B	11.	FS	D
12.	BRAS	D	12.	IRK	C	12.	HS	A
13.	CHP	C	13.	MAL	A	13.	HLA	B
14.	CL	B	14.	MBE	B	14.	LLA	A
15.	DSM	B	15.	MDD	A	15.	LRS	C
16.	DT	B	16.	MDR	D	16.	LT	B
17.	EKW	D	17.	ME	B	17.	MA	C
18.	FAP	A	18.	MES	C	18.	MAAS	B
19.	FR	B	19.	MOB	A	19.	MES	D
20.	HJ	D	20.	MPR	B	20.	MD	A
21.	IL	A	21.	MM	C	21.	MRF	C
22.	LSM	B	22.	MMR	A	22.	MT	B
23.	LT	A	23.	NAR	A	23.	MST	A
24.	MAA	B	24.	NGM	B	24.	MYR	C
25.	MBD	B	25.	NR	A	25.	QND	C
26.	MES	A	26.	OS	B	26.	RP	A
27.	MP	A	27.	PL	A	27.	STI	A
28.	NDG	D	28.	PS	B	28.	URS	A
29.	YRM	C	29.	R	D	29.	UY	A
30.	ZGS	C	30.	RRT	B	30.	VAA	A
			31.	WY	B	31.	VU	A
TOTAL		A = 10 B = 12 C = 4 D = 4	TOTAL		A = 11 B = 14 C = 4 D = 2	TOTAL		A = 13 B = 10 C = 6 D = 2

APPENDIX 4

**LESSON PLAN
(CYCLE 1 MEETING 1 & 2)**

School	: SMPN 9 Jember
Subject	: English
Level/Semester	: VIII/2
Text Type	: Recount Text
Theme	: Holiday
Language Skill	: Reading
Time Allocation	: 2x40 minutes

A. CORE COMPETENCE

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
- KI 3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI 4. Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE		INDICATORS	
3.11	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1	Identifying the social function of recount text correctly.
		3.11.2	Identifying the generic structure of recount text correctly.
		3.11.3	Identifying the language feature of recount text correctly.
4.11	Teks <i>recount</i> .		
4.11.1	Menangkap makna secara kontekstual	4.11.1.1	Finding the difficult words of

	terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).	4.11.1.2	recount text. Identifying the specific information about recount text correctly.
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C. LEARNING OBJECTIVES

After teaching and learning process, students are able to:

1. Identifying the social function of recount text correctly.
2. Identifying the generic structure of recount text correctly.
3. Identifying the language feature of recount text correctly.
4. Finding the difficult words of recount text.
5. Identifying the specific information about recount text correctly.

D. LEARNING MATERIALS

Enclosed

E. TEACHING TECHNIQUE AND APPROACH

1. Approach : Scientific Approach
2. Technique : Numbered Heads Together Technique

F. MEDIA AND LEARNING RESOURCES

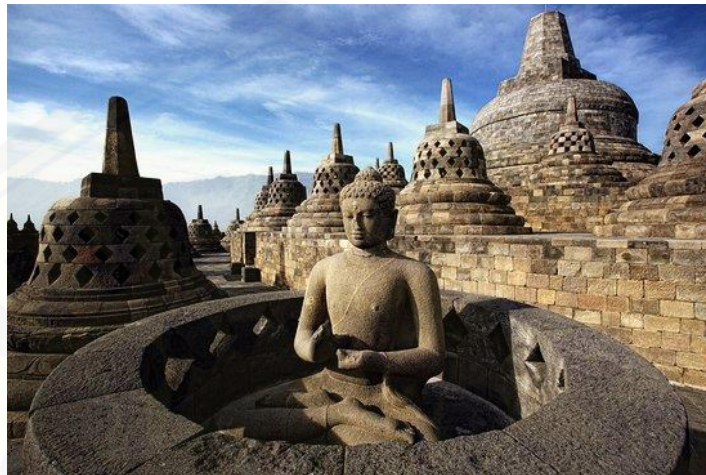
1. Media : Power point presentation, LCD viewer, whiteboard, board marker, numbered heads for students, picture, printed recount text, and students' worksheet.
2. Learning Sources : When English Rings the Bell book.

G. TEACHING AND LEARNING ACTIVITIES

Teacher's Activity	Students' Activity	Time Allocation
Set Induction		
1. Greeting the students.	1. Responding greeting.	10 minutes
2. Starting the lesson by praying.	2. Praying.	
3. Checking the students' attendance list.	3. Responding.	
4. Asking leading question related to the topic.	4. Answering the leading question.	
5. Showing the picture related on the topic.	5. Paying attention.	
6. Stating the learning	6. Paying attention.	

objectives.		
Main Activities		
Observing		
1. Explaining the definition, social function, language features, and generic structure of recount text.	1. Paying attention to the teacher's explanation about the definition, social function, language features, and generic structure of recount text.	10 minutes
2. Showing the model of recount text entitled "A Trip to Borobudur Temple."	2. Paying attention the model of recount text that is given by the teacher.	
Questioning		
1. Asking the students to read the model of recount text entitled "A Trip to Borobudur Temple".	1. Reading the model of recount text entitled "A Trip to Borobudur Temple".	10 minutes
2. Asking the students to find the unfamiliar word of recount text entitled "A Trip to Borobudur Temple".	2. Finding the unfamiliar word of recount text entitled "A Trip to Borobudur Temple".	
3. Asking the students to mention what are the definition, generic structure, the language features, and the social function of recount text entitled "A Trip to Borobudur Temple".	3. Mentioning what are the definition, generic structure, the language features, and the social function of recount text entitled "A Trip to Borobudur Temple".	
Experimenting		
1. Dividing the students into group by lottery consist of 5-6 students.	1. Make a group of 5-6.	20 minutes
2. Distributing the number heads to the students.	2. Receiving the number head given by the teacher.	
3. Giving some difficult words related to the text.	3. Understanding difficult word given by the	
4. Distributing the recount text entitled "Visiting		

<p>Way Kambas” and “Holiday in Lembah Pelangi Waterfall” for each group.</p> <p>5. Asking the students to read the text.</p> <p>6. Distributing a question sheet for each group.</p> <p>7. Asking the students to head together with their group to find the answer.</p>	<p>teacher.</p> <p>4. Receiving the recount text given by the teacher entitled “Visiting Way Kambas” and “Holiday in Lembah Pelangi Waterfall”.</p> <p>5. Reading the text.</p> <p>6. Receiving a question sheet given by the teacher.</p> <p>7. Discussing the right answer with their group members.</p>	
Associating		
<p>1. Calling a number randomly to answer the question.</p> <p>2. Asking the student to share their answer one by one based on the number called.</p>	<p>Answering the question based on the number called by the teacher.</p> <p>1. Answer the question one by one based on the numbered called by the teacher.</p>	10 minutes
Communicating		
<p>1. Discussing the answer with the students.</p>	<p>1. Checking their answer together with the teacher.</p>	10 minutes
Closure		
<p>1. Giving the students the chance to ask question.</p> <p>2. Guiding the students to make conclusion.</p> <p>3. Stating the conclusion.</p> <p>4. Parting the students.</p>	<p>1. Asking question.</p> <p>2. Drawing conclusion.</p> <p>3. Pay attention.</p> <p>4. Parting the teacher.</p>	10 minutes

ENCLOSURE FOR MEETING 1**APPENDIX A****1. Pre-Instructional Activity**

Giving a leading questions based on the picture:

- Do you know what picture it is?
- Have you ever been there?
- What do you think about this picture?
- Where do you usually go during holiday?
- Do you have a good or bad experience during the holiday?

2. Main Activity Materials**a. The Definition of Recount Text**

Recount text is a text telling the reader about one story, action, events, experiences or activity in the past.

b. Social Function of Recount Text

The social function of recount text is to entertain or inform the readers about past event.

c. The Generic Structure of Recount Text**- Orientation**

It gives the reader the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

- Events

A series of events, ordered in a chronological sequence.

- Re-orientation

A personal comment about the event or what happened in the end.

- d. The Language Features of Recount Text
- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
 - Using temporal sequence, e.g. On Saturday. On Monday. On Sunday.
 - Focus on the specific participant, e.g. I (the writer)
 - Using the conjunctions, such as: then. Before. After, etc.
 - Using action verb e.g. went, stayed.
- e. Model of Recount Text

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to **arrive** there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited for him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. My friends and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continued our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

Adopted from: <https://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>

Orientation

Events

Re-orientation

Unfamiliar Word:

- Arrive
- Vehicles
- Unique
- Prominent
- Building
- Tourist
- Statues
- Relief
- Scenery
- Greatest
- Legacies

QUESTION SHEET

Please read the text below very carefully!

Text 1**Visiting Way Kambas**

Yesterday my family and I went to Way Kambas national park to see the elephants and rhinos conserved there. Way Kambas National Park is a national park which is used as elephant and rhino sanctuary located in Labuhan Ratu District, East Lampung, Indonesia.

When we got there, we saw some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the Sumatran rhinoceros because visitors must have a special permit in advance to see them. Visitors or ordinary tourists cannot see the Sumatran rhino's natural breeding. In the afternoon we saw some animals which were being fed.

When we returned home we were tired but we were happy because we had so much fun in Way Kambas.

(Adopted from: <https://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>)

Answer questions number 1-12 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. When did the story happen?
 - a. Tomorrow
 - b. Yesterday
 - c. Last week
 - d. Next week

2. Where did the story happen?
 - a. Beach
 - b. National Park
 - c. Way Kambas National Park
 - d. Mountain

3. What is Way Kambas National Park?
 - a. Way Kambas National Park is a national park which is used as horse and rhino sanctuary
 - b. Way Kambas National Park is a national park which is used as elephant and rhino sanctuary
 - c. Way Kambas National Park is a national park which is used as tiger and rhino sanctuary
 - d. Way Kambas National Park is a national park which is used as elephant and bear sanctuary

4. Where is the location of Way Kambas National Park?
 - a. Labuhan Ratu District, South Lampung, Indonesia.
 - b. Labuhan Ratu District, West Lampung, Indonesia.

- c. Labuhan Ratu District, East Lampung, Indonesia.
- d. Labuhan Bajo District, East Lampung, Indonesia.
5. What does the first paragraph tell us about?
- a. The first paragraph tells us about the background about Way Kambas.
- b. The first paragraph tells us about the writer's experience while visiting Way Kambas.
- c. The first paragraph tells us about the writer's opinion about Way Kambas.
- d. The first paragraph tells us about the writer's activity while visiting Way Kambas.
6. What does the second paragraph tell us about?
- a. The writer and her family's experience while visiting Way Kambas.
- b. The writer's activity while visiting a beach
- c. The writer's family activity while visiting Way Kambas
- d. The writer and her family's activity while visiting Way Kambas.
7. "entertaining performances". (the first sentence of the second paragraph)
What is the synonym of the underlined word above?
- a. Amuse
- b. Fresh
- c. Bored
- d. Bad
8. "In the afternoon we saw some animals which were being fed." (the last sentence of the second paragraph)
What does the underlined word refer to?
- a. The writer's family
- b. The writer
- c. The writer and her family
- d. The writer's friend
9. "When we returned home we were tired." (the first sentence of the last paragraph)
What is the antonym of the underlined word above?
- a. Happy
- b. Sad
- c. Spirit
- d. Bore
10. "We were happy because we had so much fun in Way Kambas." (the first sentence of the last paragraph)
What is the antonym of the underlined word above?
- a. Sad
- b. Tired
- c. Enthusiastic
- d. Spirit

11. What does the text tells us about?
- a. The text tells us about the writer's friend's experience while visiting Way Kambas
 - b. The text tells us about the writer's and his family's experience while visiting Way Kambas
 - c. The text tells us about the writer's activity while visiting Way Kambas
 - d. The text tells us about the writer's opinion about Way Kambas
12. What is the purpose of the text?
- a. The purpose of the text is to invite the readers to Way Kambas
 - b. The purpose of the text is to inform and entertain the reader about the writer's experience while visiting Way Kambas
 - c. The purpose of the text is to inform the readers about Way Kambas
 - d. The purpose of the text is to retell the writer's experience while visiting Way Kambas

Please read the text below very carefully!

Text 2

Holiday in Lembah Pelangi Waterfall

Last holiday, my friend and I, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung Province, Indonesia. It was the first time for me to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around three hours trip riding a motorcycle from Bandarlampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It is quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

(Adopted from: <https://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>)

Answer questions number 13-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2

13. Where was the location of Lembah Pelangi Waterfall?
- a. Jakarta
 - b. Lampung

- c. Yogyakarta
d. Surabaya
14. How long was the travel?
a. Three hours
b. Two hours
c. One hour
d. Four hours
15. Which statement is TRUE according to the text?
a. The air was so cold
b. The air was not fresh
c. The air was so fresh
d. The writer was not amazed by the beautiful scenery
16. What does the second paragraph tell us about?
a. The second paragraph tells us about the writer's opinion about holiday
b. The second paragraph tells us about background information about their holiday
c. The second paragraph tells us about the writer's activity while visting Lembah Pelangi Waterfall
d. The second paragraph tells us about the writer's activity during holiday
17. "*When we arrived there*" (the second sentence of the second paragraph)
What does the underlined word refer to?
a. The writer's family
b. The writer
c. The writer's friend
d. The writer and his friend
18. What did they do to reach the waterfall location?
a. They should go on foot after having around three hour trip riding a motorcycle
b. They should ride a motorcycle
c. They should climb
d. They should ride a horse
19. What does the last paragraph tell us about?
a. The last paragraph tells us about the writer's experience while holiday
b. The last paragraph tells us about the writer's comment about his holiday
c. The last paragraph tells us about the writer's activity during holiday
d. The last paragraph tells us about the writer's information about Lembah Pelangi Waterfall
20. What does the text tell us about?
a. The text tells us about the writer's past experience
b. The text tells us about the writer's opinion about his experience
c. The text tells us about the writer's comment about his experience
d. The text tells us about the writer's habit while holiday

UNFAMILIAR WORD

- Conserved : Pelestarian
- Sanctuary : Cagar alam
- Entertaining : Menyenangkan
- Rhinoceros : Badak
- Permit : Izin
- Ordinary : Biasa
- Breeding : Pembiakan
- Being fed : Sedang diberi makan
- Amazed : Kagum
- Bear : Menahan
- Immediately : Segera
- Quite windy : Berangin
- Falling : Terjatuh
- Peaceful : Damai
- Getting : Menjadi
- Unforgettable : Tidak terlupakan

Key Answer

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

Distribution of the test items

No.	Kind of Comprehension	Number of Items	Total
1.	Word Comprehension	7,8,9,10,17	5
2.	Sentence Comprehension	1,2,3,4,13,18	6
3.	Paragraph Comprehension	5,6,16,19,20	5
4.	Text Comprehension	11,12,14,15	4
			20

APPENDIX B**EVALUATION SHEET**

The process of evaluation was conducted during the teaching and learning process. The observation checklist of the students' learning engagement was as follows:

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disengaged
1.										
2.										

The indicators observed are:

1. Good in social attitude
2. Follow the lesson well
3. Active during teaching and learning process
4. Cooperate with group members

Note:

- The student is categorized as fully engaged if s/he fulfills 4 indicators.
- The student is categorized as fairly engaged if s/he fulfills 3 indicators
- The student is categorized as slightly engaged if s/he fulfills 2 indicators
- The student is categorized as disengaged if s/he fulfill only 1 or none indicators

Collaborator

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Researcher

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ENCLOSURE FOR MEETING 2**APPENDIX A****1. Pre-Instructional Activity**

Giving leading questions based on the picture:

- Do you know what picture it is?
- Have you ever been there?
- What do you think about this picture?

2. Main Activity Materials**a. The Definition of Recount Text**

Recount text is a text telling the reader about one story, action, events, experiences or activity in the past.

b. Social Function of Recount Text

The social function of recount text is to entertain or inform the readers about past event.

c. The Generic Structure of Recount Text**- Orientation**

It gives the reader the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

- Events

A series of events, ordered in a chronological sequence.

- Re-orientation

A personal comment about the event or what happened in the end.

d. The Language Features of Recount Text

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

- Using temporal sequence, e.g. On Saturday. On Monday. On Sunday.
- Focus on the specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then. Before. After, etc.
- Using action verb e.g. went, stayed.

e. Model of Recount Text

Merapi Mountain

Two days ago I went to the Merapi Mountain. It was the first time I **climbed** the mountain. I did it with some of my friends. We started climbing at 8 p.m. It was so dark and we only used **flashlight** to get the way. I felt no **worry** because all of my friends were professional **climber**. I just **followed** their instruction.

We climbed **slowly** and enjoyed the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who **reached** that top before us. We waited for the **sunrise** by cooking some food and making some hot drink to get back our energy. We **sang** some songs together, shared stories and got **acquainted** with people there. After seeing the sun raise, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only **spent** a few energy and time even we had to be more careful to do this process.

However, it was great experience i had ever done so far.

Adopted from: <https://gudangpelajaran.com/contoh-recount-text/>

Orientation

Events

Re-orientation

Orientation

Events

Re-orientation

Unfamiliar Words:

- | | |
|--------------|-------------------|
| - Climbed | : Mendaki |
| - Flashlight | : Lampu senter |
| - Worry | : Khawatir |
| - Climber | : Pendaki |
| - Followed | : Mengikuti |
| - Slowly | : Pelan-pelan |
| - Reached | : Menggapai |
| - Sunrises | : Matahari terbit |
| - Sang | : Bernyanyi |
| - Acquainted | : Berkenalan |
| - Spent | : Menghabiskan |

QUESTION SHEET

Please read the text below very carefully!

Text 1**A Trip to Tanjung Setia Beach**

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, located around 234 kilometers from Bandar Lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who were used to spending time there went back to their country. After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that nobody was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

Adopted from: <https://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>

Answer questions number 1-11 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. Where did they spend their holiday?
 - a. Tanjung Setia beach
 - b. Lampung beach
 - c. Papuma beach
 - d. Parang Tritis beach

2. What does the first paragraph tell us about?
 - a. The first paragraph tells us about the writer's activity in Tanjung Setia Beach
 - b. The first paragraph tells us about the information of Tanjung Setia Beach
 - c. The first paragraph tells us about the writer's comment about his holiday
 - d. The first paragraph tells us about the writer's holiday

3. What happened when they arrived at the beach?
 - a. They bought some hot chips at the takeaway store nearby
 - b. They rode their bikes down the beach for a while
 - c. They were swimming in the beach

- d. They were surprised to see the beautiful view of the beach
4. “Which was really cold and windy” (the second sentence of the second paragraph).
What is the antonym of the underlined word?
- a. Hot
b. Freeze
c. Rain
d. Beautiful
5. Why did there were not many people there?
- a. Because it was too cold there during that time
b. Because it was too windy there during that time
c. Because it was too hot there during that time
d. Because it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country
6. What did the writer do after swimming in the beach?
- a. They rode their bikes down the beach for a while
b. They were surprised to see the beautiful view of the beach
c. They bought some hot chips at the takeaway store nearby
d. They were visited Labuan Jukung beach
7. “When we arrived at the beach...” (the first sentence of the second paragraph)
What does the underlined word refer to?
- a. The writer
b. The writer’s wife
c. The writer and his wife
d. The writer and his family
8. “We bought some hot chips at the take way store nearby...” (the fourth sentence of the second paragraph)
What does the antonym of the underlined word?
- a. Close
b. Far
c. High
d. Tall
9. Which statement is TRUE according to the text?
- a. They were visited Labuan Jukung beach at the third day
b. After arrived at that beach, they bought some hot chips at the takeway sore nearby
c. After bought some hot chips at the takeaway store nearby, they rode their bikes down the beach for a while, on the hard, damp part of the sand
d. The location of Tanjung Setia beach around 243 from Bandar Lampung
10. What does the last paragraph tell us about?
- a. Tell us about the writer’s holiday
b. Tell us about the writer’s activity during holiday
c. Tell us about the writer’s comment or opinion about that beach

- d. Tell us about the writer's family
11. What does the text tell us about?
- The text tell us about the writer's past experience while visiting Tanjung Setia Beach
 - The text tell us about the writer's past event
 - The text tell us about the writer's activity while visiting Tanjung Setia Beach
 - The text tell us about the writer's comment about Tanjung Setia Beach

Please read the text below very carefully!

Text 2

My Vacation with My Beloved People

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered sruit, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.

Adopted from: <https://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>

Answer questions number 12-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

12. "We felt so tired..." (the tenth sentence of the second paragraph)
What is the synonym of the underlined word?
- Happy
 - Sad
 - Powerful
 - Exhausted
13. "Next, three of us created a very big sand castle" (the eleventh sentence of the second paragraph)
What is the antonym of the underlined word?

- a. Small
 - b. Large
 - c. Tall
 - d. Thin
14. What does the second paragraph tell us about?
- a. The second paragraph tell us about the writer's information about vacation
 - b. The second paragraph tell us about the writer's comment about vacation
 - c. The second paragraph tell us about the writer's experience while vacation
 - d. The second paragraph tell us about the writer's activity in sequence while vacation
15. How did they go to Mutun beach?
- a. By bus
 - b. By train
 - c. By motorcycle
 - d. By car
16. What did they do after eating the foods that they had brought?
- a. They created a very big sand castle, while their parents were enjoying the beautiful scenery there
 - b. They are sang together
 - c. They are swam for more than one hour
 - d. They are bought tickets in the entrance gate
17. Which statement is TRUE according to the text?
- a. The writer ordered Sriut, Javanese Traditional food as a dinner
 - b. On the way home, they stopped at a restaurant to have dinner
 - c. They were so bored
 - d. They arrived at home at 8 o'clock
18. What does the last paragraph tell us about?
- a. The last paragraph tell us about the writer's information about vacation
 - b. The last paragraph tell us about the information about food
 - c. The last paragraph tell us about the last activity during vacation
 - d. The last paragraph tell us about the writer's family
19. What does the text tell us about?
- a. The text tell us about the writer's past experienced while vacation.
 - b. The text tell us about the writer's comment about their vacation
 - c. The text tell us about the writer's activity while vacation
 - d. The text tell us about the writer's family activity
20. What is the purpose of the text?
- a. The purpose of the text is to inform the readers about Mutun Beach
 - b. The purpose of the text is to retell the readers about the writer's experience
 - c. The purpose of the text is to explain the readers how to go Mutun Beach
 - d. The purpose of the text is to reveal the readers about Mutun Beach

Unfamiliar Words

- Windy : Berangin
- Realized : Menyadari
- Thought : Berpikir
- Almost : Hampir
- Bought : Membeli
- Nearby : Dekat
- Rode : Mengendarai
- Brave : Berani
- Exhausted : Capek
- Brought : Membawa
- Beverages : Minuman

Key Answer

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

Distribution test items

No.	Kind of Comprehension	Number of Items	Total
1.	Word Comprehension	4,7,8,12,13	5
2.	Sentence Comprehension	1,3,5,6,15,16	6
3.	Paragraph Comprehension	2,10,14,18	4
4.	Text Comprehension	9,11,17,19,20	5
			20

APPENDIX B**EVALUATION SHEET**

The process of evaluation was conducted during the teaching and learning process. The observation checklist of the students' learning engagement was as follows:

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disengaged
1.										
2.										

The indicators observed are:

1. Good in social attitude
2. Follow the lesson well
3. Active during teaching and learning process
4. Cooperate with group members

Note:

- The student is categorized as fully engaged if s/he fulfills 5 indicators.
- The student is categorized as fairly engaged if s/he fulfills 3-4 indicators
- The student is categorized as slightly engaged if s/he fulfills 2 indicators
- The student is categorized as disengaged if s/he fulfill only 1 or none indicators

Collaborator

Jember, 6 April 2019

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APPENDIX 5

THE RESULT OF STUDENTS' ENGAGEMENT INDICATORS (C1M1)

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disengaged
1.	A	√	√	√	√	4	√			
2.	AAS	√	√	√	√	4	√			
3.	ASKA	√	-	√	√	3		√		
4.	AFNR	√	√	√	√	4	√			
5.	AF	√	√	√	√	4	√			
6.	AFA	√	√	√	√	4	√			
7.	ABY	√	√	√	√	4	√			
8.	AFI	√	√	√	√	4	√			
9.	ARF	-	√	√	√	3		√		
10.	BFR	√	√	√	√	4	√			
11.	CPD	√	√	√	√	4	√			
12.	DAR	√	√	√	√	4	√			
13.	IAS	√	√	√	√	4	√			
14.	MH	-	√	√	√	3		√		
15.	MHAS	√	√	√	√	4	√			
16.	MIE	√	√	-	√	3		√		
17.	MAF	√	-	√	-	2			√	
18.	MCAP	√	-	√	-	2			√	
19.	MIM	√	-	-	√	2			√	
20.	MI	√	√	√	√	4	√			
21.	MJI	√	-	-	-	1				√
22.	MRA	√	-	-	-	1				√
23.	MRP	√	√	√	-	3		√		
24.	MW	√	-	√	-	2			√	
25.	NTJJSP	√	-	-	-	1				√
26.	NAM	√	√	√	√	4	√			
27.	RDP	√	√	√	√	4	√			
28.	RATD	√	√	√	√	4	√			
29.	SJW	√	-	√	√	3		√		
30.	SW	√	√	√	√	4	√			
31.	VA	√	√	√	√	4	√			
TOTAL		29	22	26	24		18	6	4	3
AVERAGE		93.5%	70.9%	83.8%	77.4%		58.0%	19.3%	13.0%	9.7%

The indicators observed were:

1. Good in social attitude
2. Follow the lesson well
3. Active during teaching and learning process
4. Cooperate with group members

APPENDIX 6

THE RESULT OF STUDENTS' ENGAGEMENT INDICATORS (C1M2)

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disenga ged
1.	A	√	√	√	√		√			
2.	AAS	√	√	√	√		√			
3.	ASKA	√	√	√	√		√			
4.	AFNR	-	-	-	-	-	-	-	-	-
5.	AF	√	√	√	√		√			
6.	AFA	√	√	√	√		√			
7.	ABY	√	√	√	√		√			
8.	AFI	√	√	√	√		√			
9.	ARF	√	√	√	√		√			
10.	BFR	√	√	√	√		√			
11.	CPD	√	√	√	√		√			
12.	DAR	√	√	√	√		√			
13.	IAS	√	√	√	√		√			
14.	MH	√	√	√	√		√			
15.	MHAS	√	√	√	√		√			
16.	MIE	-	√	√	√			√		
17.	MAF	√	√	√	√			√		
18.	MCAP	-	-	-	-	-	-	-	-	-
19.	MIM	√	√	√	√			√		
20.	MI	√	√	√	√		√			
21.	MJI	-	-	√	-				√	
22.	MRA	√	-	-	-					√
23.	MRP	√	√	√	√		√			
24.	MW	√	-	-	√				√	
25.	NTJJSP	√	-	-	-					√
26.	NAM	√	√	√	√		√			
27.	RDP	√	√	√	√		√			
28.	RATD	√	√	√	√		√			
29.	SJW	√	√	√	√		√			
30.	SW	√	√	√	√		√			
31.	VA	√	√	√	√		√			
TOTAL		27	25	26	26		22	3	2	2
AVERAGE		93.1%	86.2%	89.6%	89.6%		75.9%	10.3%	6.9%	6.9%

The indicators observed were:

1. Good in social attitude
2. Follow the lesson well
3. Active during teaching and learning process
4. Cooperate with group members

APPENDIX 7

**LESSON PLAN
(CYCLE 2 MEETING 1 & 2)**

School	: SMPN 9 Jember
Subject	: English
Level/Semester	: VIII/2
Text Type	: Recount Text
Theme	: Holiday
Language Skill	: Reading
Time Allocation	: 2x40 minutes

A. CORE COMPETENCE

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara dan kawasan regional.
- KI 3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya dengan wawasan kemanusiaan, kebangsaan dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI 4. Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE		INDICATORS	
3.11	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.11.1	Identifying the social function of recount text correctly.
		3.11.2	Identifying the generic structure of recount text correctly.
		3.11.3	Identifying the language feature of recount text correctly.
4.11	Teks <i>recount</i> .		
4.11.1	Menangkap makna secara kontekstual	4.11.1.1	Finding the difficult words of

	terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).	4.11.1.2	recount text. Identifying the specific information about recount text correctly.
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C. LEARNING OBJECTIVES

After teaching and learning process, students are able to:

1. Identifying the social function of recount text correctly.
2. Identifying the generic structure of recount text correctly.
3. Identifying the language feature of recount text correctly.
4. Finding the difficult words of recount text.
5. Identifying the specific information about recount text correctly.

D. LEARNING MATERIALS

Enclosed

E. TEACHING TECHNIQUE AND APPROACH

1. Approach : Scientific Approach
2. Technique : Numbered Heads Together Technique

F. MEDIA AND LEARNING RESOURCES

1. Media : Power point presentation, LCD viewer, whiteboard, board marker, numbered heads for students, picture, printed recount text, and students' worksheet.
2. Learning Sources : When English Rings the Bell book.

G. TEACHING AND LEARNING ACTIVITIES

Teacher's Activity	Students' Activity	Time Allocation
Set Induction		
1. Greeting the students.	1. Responding greeting.	10 minutes
2. Starting the lesson by praying.	2. Praying.	
3. Checking the students' attendance list.	3. Responding.	
4. Asking leading question related to the topic.	4. Answering the leading question.	
5. Showing the picture related on the topic.	5. Paying attention.	
6. Stating the learning	6. Paying attention.	

objectives.		
Main Activities		
Observing		
1. Explaining the definition, social function, language features, and generic structure of recount text.	1. Paying attention to the teacher's explanation about the definition, social function, language features, and generic structure of recount text.	10 minutes
2. Showing the model of recount text entitled "My Holiday with My Family at Pangandaran Beach".	2. Paying attention the model of recount text that is given by the teacher.	
Questioning		
1. Asking the students to read the model of recount text entitled "My Holiday with My Family at Pangandaran Beach".	1. Reading the model of recount text entitled "My Holiday with My Family at Pangandaran Beach".	10 minutes
2. Asking the students to find the difficult word of recount text entitled "My Holiday with My Family at Pangandaran Beach".	2. Finding the difficult word of recount text entitled "My Holiday with My Family at Pangandaran Beach".	
3. Asking the students to mention what are the definition, generic structure, the language features, and the social function of recount text entitled "My Holiday with My Family at Pangandaran Beach".	3. Mentioning what are the definition, generic structure, the language features, and the social function of recount text entitled "My Holiday with My Family at Pangandaran Beach".	
Experimenting		
1. Dividing the students into group by lottery consist of 5-6 students.	1. Make a group of 5-6.	20 minutes
2. Distributing the number heads to the students.	2. Receiving the number	

<ol style="list-style-type: none"> 3. Giving some difficult words related to the text. 4. Distributing the recount text entitled “My Holiday in Grandma’s House” and “My Holiday” for each group. 5. Asking the students to read the text. 6. Distributing a question sheet for each group. 7. Asking the students to head together with their group to find the answer. 	<p>head given by the teacher.</p> <ol style="list-style-type: none"> 3. Understanding difficult word given by the teacher. 4. Receiving the recount text given by the teacher entitled “My Holiday in Grandma’s House” and “My Holiday”. 5. Reading the text. 6. Receiving a question sheet given by the teacher. 7. Discussing the right answer with their group members. 	
Associating		
<ol style="list-style-type: none"> 1. Calling a number randomly to answer the question. 2. Asking the student to share their answer one by one based on the number called. 	<ol style="list-style-type: none"> 1. Answering the question based on the number called by the teacher. 2. Answer the question one by one based on the numbered called by the teacher. 	10 minutes
Communicating		
<ol style="list-style-type: none"> 1. Discussing the answer with the students. 	<ol style="list-style-type: none"> 1. Checking their answer together with the teacher. 	10 minutes
Closure		
<ol style="list-style-type: none"> 1. Giving the students the chance to ask question. 2. Guiding the students to make conclusion. 3. Stating the conclusion. 4. Parting the students. 	<ol style="list-style-type: none"> 1. Asking question. 2. Drawing conclusion. 3. Pay attention. 4. Parting the teacher. 	10 minutes

ENCLOSURE FOR MEETING 1**APPENDIX A****1. Pre-Instructional Activity**

Giving leading questions based on the picture:

- Do you know what picture it is?
- Have you ever been there?
- What do you think about this picture?

2. Main Activity Materials**a. The Definition of Recount Text**

Recount text is a text telling the reader about one story, action, events, experiences or activity in the past.

b. Social Function of Recount Text

The social function of recount text is to entertain or inform the readers about past event.

c. The Generic Structure of Recount Text**- Orientation**

It gives the reader the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

- Events

A series of events, ordered in a chronological sequence.

- Re-orientation

A personal comment about the event or what happened in the end.

d. The Language Features of Recount Text

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

- Using temporal sequence, e.g. On Saturday. On Monday. On Sunday.
- Focus on the specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then. Before. After, etc.
- Using action verb e.g. went, stayed.

e. Model of Recount Text

My Holiday with My Family at Pangandaran Beach

Last month was New Year holiday. My family and I went to Pangandaran beach for a vacation. We took a tourism bus to go there. We left at 07.00 o'clock in the morning. The trip took about four hours and we arrived at around 11.00 am.

As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some **seagulls flew** around **hunting** for fish. The waves there were **suitable** for swimming, but I didn't swim because I couldn't swim and only play with the water on **shallow** part. We also didn't miss our **opportunity** here taking some pictures with the background of **scenic** Pangandaran beach.

Before we went home, I looked for some beautiful souvenir at the nearby shop there. **Eventually**, we went home at about 05.00 pm. It was a **memorable** experience for me with my family.

Adopted from: <https://www.contohtext.com/2018/07/contoh-recount-text-tentang-liburan-pantai-keluarga.html>

Orientation

Events

Re-orientation

Unfamiliar Words:

- Seagulls
- Flew
- Hunting
- Opportunity
- Scenic
- Eventually

QUESTION SHEET

Please read the text below very carefully!

Text 1

My Holiday in Grandma's House

The last holiday I went to my grandma's home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables.

At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before lunch and continued until afternoon. In the night, I didn't want anything except sleeping. I was really tired but it was fun. I couldn't wake up in the morning until my grandma knocked at my door. She laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to the farm again, my grandma had prepared for breakfast. After eating I followed my grandpa going to the next field. We would do daily treatment for the 1 month age spinach. We had to give them enough water and checked if there were any caterpillars and grasshoppers.

At the third day, I had to back home. I was sad to leave my grandma and grandpa. But, that's fine because the next holiday I would go there and see them again.

Adopted from: <https://gudangpelajaran.com/contoh-recount-text/>

Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. How long did the writer spend her time in her grandmother's house?
 - a. One day
 - b. Two days
 - c. Three days
 - d. Four days
2. What did she do in her grandmother's house?
 - a. Playing at the farm
 - b. Cooking some food
 - c. Planting some fruit and vegetables
 - d. Helping her grandpa planted vegetables
3. "So far away from the city.." (the second sentence of the first paragraph)
What does the antonym of the underlined word?
 - a. Close
 - b. Long
 - c. Happy
 - d. Large

4. What does the second paragraph tell us about?
 - a. The second paragraph tell us about the writer's activity in sequence
 - b. The second paragraph tell us about the writer's information
 - c. The second paragraph tell us about the writer's grandma
 - d. The second paragraph tell us about the writer's comment about holiday

5. "I was really tired, but it was fun." (the seventh sentence of the second paragraph)
What is the synonym of the underlined word?
 - a. Happy
 - b. Powerful
 - c. Exhausted
 - d. Sad

6. "She laughed at me because..." (The ninth sentence of the second paragraph)
What does the underlined word refer to?
 - a. The writer's grandpa
 - b. The writer's mom
 - c. The writer's grandma
 - d. The writer's dad

7. What did the writer do after breakfast on the second day?
 - a. She learned plant a spinach
 - b. She follow her grandpa going to the next field
 - c. She follow her grandpa going to the next field
 - d. She went back home

8. "We had to give them enough water..." (the thirteen sentence of the second paragraph)
What does the underlined word refer to?
 - a. Spinach
 - b. Caterpillars
 - c. Grasshoppers
 - d. Vegetables

9. What does the last paragraph tell us about?
 - a. The last paragraph tell us about the writer's activity during holiday
 - b. The last paragraph tell us about the writer's grandma
 - c. The last paragraph tell us about the writer's information about holiday
 - d. The last paragraph tell us about the writer's comment about her holiday

10. What does the text tell us about?
 - a. The text tell us about the writer's grandma house
 - b. The text tell us about the writer's past experience in her grandma's house

- c. The text tell us about the writer's habit during holiday
- d. The text tell us about the writer's comment about her holiday

Please read the text below very carefully!

Text 2

My Holiday

At last year holiday I didn't go anywhere. I just stayed at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home.

What I needed was river sand, cement, and some tools. I choose the middle space of my yard. After that, I made the design. Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferred to choose the nature landscape as the model. I did it alone, day and night. I was so happy to do that. After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed. Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison. Finally, I bought 5 koi fish and keep them at my new fishpond.

It was a nice thing to spend the holiday at home.

Adopted from: <https://gudangpelajaran.com/contoh-recount-text/>

Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. What does the first paragraph tell us about?
- a. Tell us about why the writer didn't go anywhere during holiday
 - b. Tell us about the writer's hobby
 - c. Tell us about the writer's opinion
 - d. Tell us about the writer's experience
12. "it was a small beautiful fishpond.." (the seventh sentence of the second paragraph)
What does the antonym of the underlined word?
- a. Bad
 - b. Sad
 - c. Nice
 - d. Awesome
13. What were the things needed by the writer to make a small fishpond?)
- a. River sand and some tools
 - b. River sand, cement, and some tools
 - c. Beach sand, cement, and some tools

- d. Spoon, river sand, cement, and some tools
14. What does the second paragraph tell us about?
- a. Tell us about the writer's activity
 - b. Tell us about the writer's opinion about their holiday
 - c. Tell us about the writer's family
 - d. Tell us about the writer's experience
15. How long did it take for the writer to finish the fishpond?
- a. Two months
 - b. Two weeks
 - c. Two days
 - d. Two years
16. What did the writer do before putting some koi fish on fishpond?)
- a. Fill the sand on fishpond
 - b. Fill the cement on fishpond
 - c. Fill the water on fishpond
 - d. Fill the water and sand on fishpond
17. "It was a nice thing..." (the first sentence of the last paragraph)
What does the underlined word refer to?
- a. Playing with a fish
 - b. Making a small fishpond
 - c. Making a food
 - d. Buying some fish
18. What statement is TRUE according to the text?
- a. He need a river sand, cement, and some tools to make a small fishpond
 - b. He choose the bedroom as a place to make a fishpond
 - c. He put some rabbit at the fishpond
 - d. He bought 3 koi fish
19. What does the text tell us about?
- a. The text tell us about the writer's holiday
 - b. The text tell us about the writer's hobby
 - c. The text tell us about the writer's activity
 - d. The text tell us about the writer's habit
20. What is the purpose of the text?
- a. The purpose of the text is to amuse the readers about fishpond
 - b. The purpose of the text is to inform the readers about how to make a fishpond
 - c. The purpose of the text is to inform and entertain the readers about the writer's past experience
 - d. The purpose of the text is to inform the readers about small fishpond

Unfamiliar Words:

- Close : Dekat
- Spent : Menghabiskan
- Planted : Menanam
- Learned : Mempelajari
- Plant : Tanaman
- Spinach : Bayam
- Seeding : Penyemaian
- Plantation : Perkebunan
- Tiring : Melelahkan
- Caterpillars : Ulat
- Grasshoppers : Belalang
- Fishpond : Kolam ikan
- Cement : Semen
- Poison : Racun

Key Answer

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

Distribution of the test items

No.	Kind of Comprehension	Number of Items	Total
1.	Word Comprehension	3,5,6,8,12,17	6
2.	Sentence Comprehension	2,7,13,15,16	5
3.	Paragraph Comprehension	4,9,11,14	4
4.	Text Comprehension	1,10,18,19,20	5
			20

APPENDIX B**EVALUATION SHEET**

The process of evaluation was conducted during the teaching and learning process. The observation checklist of the students' learning engagement was as follows:

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disengaged
1.										
2.										

The indicators observed are:

1. Good in social attitude
2. Follow the lesson well
3. Active during teaching and learning process
4. Cooperate with group members

Note:

- The student is categorized as fully engaged if s/he fulfills 4 indicators.
- The student is categorized as fairly engaged if s/he fulfills 3 indicators
- The student is categorized as slightly engaged if s/he fulfills 2 indicators
- The student is categorized as disengaged if s/he fulfill only 1 or none indicators

Collaborator

Jember, 9 April 2019

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ENCLOSURE FOR MEETING 2**APPENDIX A****1. Pre-Instructional Activity**

Giving leading questions based on the picture:

- Do you know what picture it is?
- Have you ever been there?
- What do you think about this picture?

2. Main Activity Materials**a. The Definition of Recount Text**

Recount text is a text telling the reader about one story, action, events, experiences or activity in the past.

b. Social Function of Recount Text

The social function of recount text is to entertain or inform the readers about past event.

c. The Generic Structure of Recount Text**- Orientation**

It gives the reader the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

- Events

A series of events, ordered in a chronological sequence.

- Re-orientation

A personal comment about the event or what happened in the end.

d. The Language Features of Recount Text

- Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

- Using temporal sequence, e.g. On Saturday. On Monday. On Sunday.
- Focus on the specific participant, e.g. I (the writer)
- Using the conjunctions, such as: then. Before. After, etc.
- Using action verb e.g. went, stayed.

e. Model of Recount Text

My Holiday in Pacitan Beach

The last holiday, I went to the city of Pacitan with some of my friends. We would stay some night at the **unknown** beach because we would like to try the experience of being into the **wild**. We had prepared everything.

We went there by motorcycle. That **vehicle** was easier for us to pass any kind of road to go to some of the unknown beach along the **south** side of Pacitan city. We rode slowly and sometimes stopped for several minutes to enjoy the **landscape**. Finally, we arrived at Pacitan. We **continued** to go to the south just to find any beach. What we wanted to find was a beach with no **tourist** there and we found it. It was a beautiful beach with nobody else except us. We **built** our **tents** and prepared small **branch** for making small fire because we need it to cook. I loved this beach because I got not only a beautiful place but also a great beach for fishing. I did fishing and got a lot of fishes. We **roasted** those fishes at the fire we've made.

We stayed at that beach for two nights. We had to get back home because we ran out of food. We loved that journey and we would back at the beach next holiday.

Adopted from: <https://gudangpelajaran.com/contoh-recount-text/>

Orientation

Events

Re-orientation

Unfamiliar Words:

- Unknown : Tidak diketahui
- Wild : Liar
- Vehicle : Sepeda Motor
- South : Selatan
- Landscape : Pemandangan
- Continued : Melanjutkan
- Tourist : Pengunjung
- Built : Membangun
- Tent : Tenda
- Branch : Ranting
- Roasted : Memanggang

QUESTION SHEET

Please read the text below very carefully!

Text 1

My Holiday in Lawa Cave

Last week we went to our parents' house at Trenggalek. We went there by the train started from Yogyakarta and stopped at Tulungagung station. There is no train station at Trenggalek. Therefore after arriving at Tulungagung we continued our vacation by bus to go to Trenggalek. We were so happy because we did not visit there yet for a long time. We stayed there for three days and we had a plan to go to some tourism place.

The most interesting thing from our vacation that time was at the second day we visited Lawa cave. Lawa is Javanese terms which means cave of bat and that is true that the cave is the home for thousand bats. We went there with the whole family so that the trip was so fun. My grandma was 80 and she was so excited and still powerful to go inside the cave. We could find a river in that cave and the water was so cold. To go deeper inside the cave we needed light so we rented a lamp and hire a guide for our safety. After 4 hours explored the cave, we felt tired and we went out. At the outside of the cave then we searched for the local restaurant and had a nice lunch.

That was so very interesting family holiday we had done together.

Adopted from: <https://gudangpelajaran.com/contoh-recount-text/>

Answer questions number 1-11 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. What is meant by Lawa?
 - a. Lawa is Javanese terms which means cave bat and that is true that the cave is the home for thousand bats
 - b. Lawa is Javanese terms which means cave bat and that is true that the cave is the home for thousand grasshoppers
 - c. Lawa is Javanese terms which means cave bird and that is true that the cave is the home for thousand bird
 - d. Lawa is Javanese terms which means cave butterfly and that is true that the cave is the home for thousand butterfly

2. "We continued our vacation by bus..." (the third sentence of the first paragraph) What does the synonym of the underlined word?

- a. Beautiful
b. Holiday
c. Traveling
d. Train
3. What does the first paragraph tell us about?
a. The first paragraph tell us about the information about the writer's vacation
b. The first paragraph tell us about the writer's activity in sequence
c. The first paragraph tell us about the writer's planning
d. The first paragraph tell us about writer's family
4. "she was so excited and still powerful to go inside the cave". (the fourth sentence of the second paragraph)
What does the underlined word refer to?
a. The writer
b. The writer's grandma
c. The writer's mom
d. The writer's sister
5. "We went there with the whole family.." (the third sentence of the second paragraph)
What does the underlined word refer to?
a. Yogyakarta
b. Tuluangung
c. Lawa cave
d. Trenggalek
6. "She was so excited and still powerful.." (the fourth sentence of the second paragraph)
What does the synonym of the underlined word?
a. Spirit
b. Strong
c. Sad
d. Old
7. How long did they explore the cave?
a. One hour
b. Two hours
c. Three hours
d. Four hours
8. What did they do after going out of the cave?
a. They searched for the local restaurant and had a nice lunch
b. They decided for go home
c. They searched for the bathroom
d. They searched for the local guide
9. What statement is TRUE according to the text?
a. The writer went to Lawa Cave during holiday
b. The writer went to Lawa Cave by Plane
c. The writer went to Lawa Cave with his wife
d. The writer was so disappoint with his holiday

10. What does the last paragraph tell us about?
 - a. The last paragraph tell us about the writer's activity
 - b. The last paragraph tell us about the writer's family
 - c. The last paragraph tell us about the writer's comment about his holiday
 - d. The last paragraph tell us about Lawa Cave

11. What does the text tell us about?
 - a. The text tell us about the writer's holiday planning
 - b. The text tell us about the writer's experience during holiday in Lawa Cave
 - c. The text tell us about the writer's family
 - d. The text tell us about Lawa Cave

Please read the text below very carefully!

Text 2

My Holiday in Jatim Park II

What I love most in school is holiday time. I spent my last holiday time visiting my uncle's home at Malang. I stayed there for 5 days and during that day I visited some tourism places. The most favourite place for me when I was at Malang was Jatim Park II. I loved it because I am an animal lover.

The place is located at Jl. Oro-Oro Ombo no 9, Batu, East Java. It took 20 minutes from my uncle's home by riding motor cycle. The ticket to enjoy the whole part of the park which are animal museum, secret zoo and eco green park is only 90.000 rupiahs. That's not too expensive for the pleasure I got. At first I entered the eco green park because this area is closed at 4 p.m. The next was animal museum which has a huge dinosaur's replica and the last was secret zoo, the most pleasurable place for me. Unfortunately, the time was over before I could see the whole part of secret zoo. Therefore, the next day I went there again for one area only, that was the secret zoo. I could enjoy any kinds of animals around the world which I never seen some of them before.

It was a very nice school holiday that I spent at Malang and Batu city
Adopted from: <https://gudangpelajaran.com/contoh-recount-text/>

Answer questions number 12-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

12. Where was the writer's favorite place?
 - a. Eco Green Park
 - b. Animal museum
 - c. Jatim Park II
 - d. Jatim Park I

13. "What I love most in school.." (the first sentence of the first paragraph)
What does the antonym of the underlined word?

- a. Happy
b. Hate
c. Disappoint
d. Cry
14. “That’s not too expensive for...” (the fourth sentence of the second paragraph)
What does the antonym of the underlined word?
a. Sad
b. Happy
c. Cheap
d. Love
15. What does the second paragraph tell us about?
a. The second paragraph tell us about the writer’s activity in sequence
b. The second paragraph tell us about the writer’s comment about her holiday
c. The second paragraph tell us about the writer’s comment about Jatim Park II
d. The second paragraph tell us about the writer’s holiday
16. How was the order of the places that the writer visits?
a. Eco green, secret zoo, and the last was animal museum
b. Eco green, animal museum, and the last was secret zoo
c. Animal museum, eco green, and the last was secret zoo
d. Secret zoo, eco green, and the last was animal museum
17. Which place contained a huge dinosaur’s replica?
a. Animal museum
b. Secret zoo
c. Eco green
d. Jatim Park II
18. Why did the writer couldn’t see the whole part of secret zoo?
a. Because the day was getting dark
b. Because the writer did not have any money
c. Because the time was over
d. Because the writer was tired
19. What is the purpose of the text?
a. The purpose of the text is to inform the readers about tourism place
b. The purpose of the text is to remind the readers about holiday
c. The purpose of the text is to entertain the readers about the past experience
d. The purpose of the text is to persuade the readers to visit Jatim Park II
20. What does the text tell us about?
a. The text tell us about the writer’s embarrassing moment
b. The text tell us about the writer’s family tree
c. The text tell us about the writer’s holiday planning
d. The text tell us about the writer’s past experience while visiting Jatim Park II

Unfamiliar Words:

- Terms : Syarat
- Cave : Goa
- Thousand : Ribuan
- Bats : Kelelawar
- Excited : senang
- Powerful : Kuat
- Inside : Didalam
- Rented : Menyewa
- Hire : Sewa
- Guide : Petunjuk
- Safety : Keselamatan
- Explored : Menjelajahi
- Expensive : Mahal
- Pleasure : Kepuasan

Key Answer

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

Distribution of the test items

No.	Kind of Comprehension	Number of Items	Total
1.	Word Comprehension	2,4,5,6,13,14	6
2.	Sentence Comprehension	1,7,8,12,17,18	6
3.	Paragraph Comprehension	3,10,15,16	4
4.	Text Comprehension	9,11,19,20	4
			20

APPENDIX B**EVALUATION SHEET**

The process of evaluation was conducted during the teaching and learning process. The observation checklist of the students' learning engagement was as follows:

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disengaged
1.										
2.										

The indicators observed are:

1. Good in social attitude
2. Follow the lesson well
3. Active during teaching and learning process
4. Cooperate with group members

Note:

- The student is categorized as fully engaged if s/he fulfills 5 indicators.
- The student is categorized as fairly engaged if s/he fulfills 3-4 indicators
- The student is categorized as slightly engaged if s/he fulfills 2 indicators
- The student is categorized as disengaged if s/he fulfill only 1 or none indicators

Jember, 13 April 2019

Collaborator

Researcher

Taslim, M.Pd

NIP: 19650806 199802 1004

Wulan Permata Sari

NIM: 140210401025

APPENDIX 8

THE RESULT OF STUDENTS' ENGAGEMENT INDICATORS (C2M1)

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disengag ed
1.	A	√	√	√	√		√			
2.	AAS	√	√	√	√		√			
3.	ASKA	√	√	√	√		√			
4.	AFNR	√	√	√	√		√			
5.	AF	√	√	√	√		√			
6.	AFA	√	√	√	√		√			
7.	ABY	√	√	√	√		√			
8.	AFI	√	√	√	√		√			
9.	ARF	√	√	√	√		√			
10.	BFR	√	√	√	√		√			
11.	CPD	√	√	√	√		√			
12.	DAR	√	√	√	√		√			
13.	IAS	√	√	√	√		√			
14.	MH	√	√	√	√		√			
15.	MHAS	√	√	√	√		√			
16.	MIE	√	√	√	√		√			
17.	MAF	√	√	√	√		√			
18.	MCAP	√	-	√	√			√		
19.	MIM	√	√	√	√		√			
20.	MI	√	√	√	√		√			
21.	MJI	√	-	√	√			√		
22.	MRA	√	√	-	-				√	
23.	MRP	√	√	√	√		√			
24.	MW	√	-	√	-				√	
25.	NTJJSP	-	-	-	-					√
26.	NAM	√	√	√	√		√			
27.	RDP	√	√	√	√		√			
28.	RATD	√	√	√	√		√			
29.	SJW	√	√	√	√		√			
30.	SW	√	√	√	√		√			
31.	VA	√	√	√	√		√			
TOTAL		30	27	29	28		26	2	2	1
AVERAGE		96.7%	87.0%	93.5%	90.3%		84.0%	6.4%	6.4%	3.2%

The indicators observed were:

1. Good in social attitude
2. Follow the lesson well
3. Active during teaching and learning process
4. Cooperate with group members

APPENDIX 9

THE RESULT OF STUDENTS' ENGAGEMENT INDICATORS (C2M2)

No.	Names	Indicators				Total	Result			
		1	2	3	4		(A) Fully Engaged	(B) Fairly Engaged	(C) Slightly Engaged	(D) Disengage d
1.	A	√	√	√	√		√			
2.	AAS	√	√	√	√		√			
3.	ASKA	√	√	√	√		√			
4.	AFNR	√	√	√	√		√			
5.	AF	√	√	√	√		√			
6.	AFA	√	√	√	√		√			
7.	ABY	√	√	√	√		√			
8.	AFI	√	√	√	√		√			
9.	ARF	√	√	√	√		√			
10.	BFR	√	√	√	√		√			
11.	CPD	√	√	√	√		√			
12.	DAR	√	√	√	√		√			
13.	IAS	√	√	√	√		√			
14.	MH	√	√	√	√		√			
15.	MHAS	√	√	√	√		√			
16.	MIE	√	√	√	√		√			
17.	MAF	√	√	√	√		√			
18.	MCAP	√	√	√	√		√			
19.	MIM	√	√	√	√		√			
20.	MI	√	√	√	√		√			
21.	MJI	√	√	√	√		√			
22.	MRA	√	√	√	√		√			
23.	MRP	√	√	√	√		√			
24.	MW	√	-	√	√			√		
25.	NTJJSP	√	-	-	√				√	
26.	NAM	√	√	√	√		√			
27.	RDP	√	√	√	√		√			
28.	RATD	√	√	√	√		√			
29.	SJW	√	√	√	√		√			
30.	SW	√	√	√	√		√			
31.	VA	√	√	√	√		√			
TOTAL		31	29	30	31		29	1	1	0
AVERAGE		100%	93.6%	96.7%	100%		93.6%	3.2%	3.2%	0%

The indicators observed were:

1. Good in social attitude
2. Follow the lesson well
3. Active during teaching and learning process
4. Cooperate with group members

APPENDIX 10

A LETTER OF RESEARCH PERMISSION



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER

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

Nomor **19: 55** /UN25.1.5/LT/2019
Lampiran : -
Hal : Permohonan Izin Penelitian

12 MAR 2019

Yth. Kepala
SMP Negeri 9 Jember

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

Nama : Wulan Permata Sari
NIM : 140210401025
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving the Eighth Grade Students' Learning Engagement by Using Numbered Head Together Technique". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.



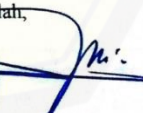

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 1967062519992031003

APPENDIX 11

LETTER OF FINISHED RESEARCH

	PEMERINTAH KABUPATEN JEMBER DINAS PENDIDIKAN SMPN 9 JEMBER Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123	
<hr/>		
<u>SURAT KETERANGAN</u>		
Nomor : 424 / 027 / 413.03.20523895 / 2019		
Yang bertanda tangan di bawah ini :		
Nama	:	SONY YUDI HARDONO, M. Pd.
N I P	:	19630730 198703 1 006
Pangkat / Gol.	:	Pembina Tk. I – IV/b
J a b a t a n	:	Kepala Sekolah
Unit Kerja	:	SMP Negeri 9 Jember
Menerangkan bahwa :		
Nama	:	Wulan Permata sari
N I M	:	140210401025
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan Universitas Jember
<p>Yang bersangkutan telah melaksanakan penelitian yang berjudul “Improving the Eighth Grade Students’ Learning Engagement by Using Numbered Heads Together Technique” pada tanggal 1 April 2019 s.d 13 April 2019 di kelas VIII B SMP Negeri 9 Jember.</p> <p>Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.</p>		
Jember, 16 April 2019 Kepala Sekolah,   SONY YUDI HARDONO, M. Pd. NIP. 19630730 198703 1 006		