TEACHING READING COMPREHENSION BY USING NUMBERED HEADS TOGETHER TECHNIQUE

THESIS

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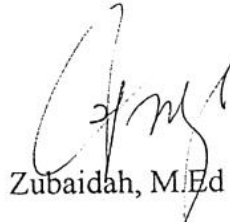On Teacher Education

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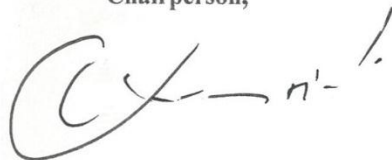
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Banda Aceh, July 17th, 2018

Dessi Safitri

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 19 Juni 2018
Saya yang membuat surat pernyataan,

Dessi Safitri

ABSTRACT

This research is entitled **"Teaching Reading Comprehension by Using Numbered Heads Together Technique".** It was aimed at finding out to know how to teach students to comprehend the reading using NHT and to know some benefits of applying NHT in teaching reading comprehension. To achieve the goals of this study, the researcher did pre-experimental research using Numbered Heads Together technique. The study was carried out in one experimental class. The data were gathered through tests which were delivered as pre-test and post-test. Questionnaire was used as instrument to get data on students' responses in this research. The result of this study indicates that Numbered Heads Together technique was effective to use in teaching reading comprehension. Students' score of the post-test is (70.15) higher than that of pre-test (39.55). This scores prove that the significant different before and after applying Numbered Heads Together technique in teaching reading comprehension. Therefore, Numbered Heads Together Technique is effective in teaching reading comprehension.

Keywords: Reading, Reading Comprehension, Numbered Heads Together Technique.

CHAPTER I

INTRODUCTION

A. Background of Study

English has four skills that should be learnt by students. They are writing, speaking, reading, and listening. Reading is one of the important skills for students to master and it is the key to acquire knowledge. In the fact, almost all children begin school with the expectation they will learn to read.

Reading makes the readers get the meaning and information in every text that we read. Hill (2005) says reading is what the reader does to get the meaning he needs from textual sources. Reading is a way to get information. If you read, you will know everything happened in the world whether in the past, present and even in the future. Satmika (2011) states that reading is a selective process that is a process of which information is made to be confirmed, rejected, or refined by the readers as a reading progress. In the other word, reading is an interactive process between readers and the printed words, readers learn to recognize every letter arranged in words and the meaning referred by the words. Therefore, the important point about reading process is reading comprehension.

Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the process of understanding and constructing meaning from a piece of a connected text. The connected text is any written material involving multiple words that forms coherent thoughts.

Most students perceive that reading is unsatisfied lesson, because many kinds of text that could be mastered such as, Report, Descriptive, Narrative, News Item, etc. The English texts sometime are difficult to be comprehended by the students, because most of the texts are not familiar yet. It will make them scores being low. Furthermore, most vocabularies that used are too high and complicated for students. As a result, they are difficult to catch the meaning from the text.

On the other hand, the teachers' way in teaching reading also influence the students. Many teachers still use traditional technique to teaching reading in the class. For example, teachers only give the material and explain, to give example and exercise. The way that teacher use is not yet achieve the target and not effective used in the class because the students will need much time to be able to master English in reading. Therefore, the students cannot comprehend their reading text and passive in teaching learning process.

There are many alternative techniques to engage students in reading activities. So, the teachers need to choose the most suitable technique for their teaching learning activity. Harmer (2001) suggests if students are all at different levels, we can use different tasks depend on their ability. While if the class is very big, we can use pair work or group work. It means that teacher can give different tasks if their students are at different levels.

NHT technique is one of the cooperative techniques that can be applied. Terenzini and Pascarella (1994) states that Numbered Heads Together is group learning technique encourage the students to take greater responsibility for their own learning and to learn from one another , as well as from the instructor. The

Numbered Heads Together (NHT) technique is generally done by dividing the class into small heterogeneous learning groups within which the students are numbered from 1 to 4. The number given to each student is intended to help her concentrate on doing her task. In this case, the teacher gives the students a text to read and a sheet of questions based on that text. They then read the text and put their heads together in finding the best answer to each question from the teacher; each group has to make sure that every student in the group knows the answers.

In addition, the teacher calls a number at random and then selects a student from those who raise their hands to respond to one of the questions and further checks with other students for agreement. Since they were given time to discuss and decide on the best answers, it is more likely that everyone, including lower achieving students, will know a correct answer. Moreover, since they cannot predict who will be called upon to respond, they are more likely to ensure that everyone in their group knows the answers.

The researchers inspiring to do this because ever seen other researchers using Numbered Heads Together Technique in teaching reading and it was successfully. To support this study, researcher puts some previous knowledge in this research to fit some things not fit yet in Numbered Heads Together technique. Furthermore, the function of previous knowledge is to see some things that still less in the technique and researchers going to fit it in result.

There are several previous related studies here. The first one is a study conducted by Fiki (2015). The sample of this research was the seventh grade students of SMP N 8 Kediri. The finding shows that the use of NHT technique can

solve the students' difficulties as well as build their responsibility by working in a group and enhance their reading comprehension ability. The second research was conducted by Irawan (2012). His research focused on improving students' reading comprehension using NHT at SMA Negeri Colomadu Karanganyar, Surakarta. It shows that NHT can improve the students' reading comprehension in teaching and learning narrative text. The last one is, Rukayah (2012). The sample of this research was the seventh year students at SMP N 11 Banda Aceh. It found that NHT technique can develop students' reading comprehension in descriptive text.

Based on the previous findings above, the researcher as a teacher has a great intention to improve the quality of her own teaching performance and the students' ability. Therefore, the researcher conducted a classroom action research on the application of NHT. Hence, the tittle of this study is "Teaching Reading Comprehension by Using Numbered Heads Together (NHT) Technique".

B. Research Question

1. How to apply "Numbered Heads Together" technique in teaching reading comprehension?

2. What are some benefits of applying NHT in teaching reading comprehension?

C. The Aim of Study

1. To know how to teach students to comprehend the reading using NHT.

2. To know some benefits of applying NHT in teaching reading comprehension.

D. Significant of Study

The significant of this study is hopefully useful for the Student, teachers, and the researcher. For students, Through Numbered Heads Together technique can motivate the students to enjoy the English class and to avoid them from getting bored in learning process. For teachers, With Numbered Heads Together technique, the teachers presented the material in interesting way when teaching vocabulary. For the researcher, the future researchers might take the data if she/he conducts the research in the same field. Moreover, this research also adding knowledge and experience for researcher.

E. Terminology

To avoid possible misunderstanding of this study, it is necessary to clarify some of the term as follow:

1. Reading Comprehension

   In reading comprehension students read the text that researcher give. After all of groups read the text that researcher gives to them, they must catch the meaning of the text. So, Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the process of understanding meaning from a text.

2. Numbered Heads Together

   Numbered Heads Together is a technique that the researcher used to do research in the class. In NHT technique researcher is dividing the class into small heterogeneous learning groups within which the students are

numbered from 1 to 4. Next, the teacher gives the students a text to read and a sheet of questions based on that text. Each group has to make sure that every student in the group knows the answers. Next, the teacher calls a number at random and then selects a student from those who raise their hands to respond to one of the questions and further checks with other students for agreement. Moreover, since they cannot predict who will be called upon to respond, they are more likely to ensure that everyone in their group knows the answers.

CHAPTER II

LITERATURE REVIEW

A. An Overview of Reading Comprehension

1. Reading Skill

Reading is one of the skills in language learning besides listening, speaking, and writing. By reading, the students can get much information to enlarge their knowledge. Rubin as quoted by Suzanne (1998) defined reading is a complex, dynamic process that involves the bringing of meaning to, and getting of meaning from the printed page. It means that reading not only understanding the meaning of the words, the sentence structure, pronunciation but also a process of getting information and understanding.

Dechant as quoted by Rukayyah (2012) said that reading is a learning process; reading may become one of a chief media for learning. By reading, readers not only interpret the written or printed symbols and express it with the sounds, but they also learns many things from the messages or information provided in a text that is useful for their life.

Then, Ahuja (1995) stated that reading is both a sensory and a mental process. It involves the eye and the mind. Reduced to word calling-which is not reading, it becomes only a sensorial activity which only takes into account the work of the eye without taking into consideration the brain mechanism. Reading is a visual and mental phenomenon. It means that reading is a process between

eyes and brain. The eyes see the text and the brain which understand the text and connect the information from the text with the information that saved in the brain.

Based on the reading definitions, it can be concluded that reading is an important activity in language learning process. By reading the readers can obtain a lot of meaningful information on many things. The readers not only receive the written information but also will be able to interpret the reading text based on their understanding. So, they are able to connect the information and can save it in their memory.

2. Definition of Reading Comprehension

Some scholars give some explanations on reading comprehension. Brumitt (2012) defines reading comprehension is an ability to comprehend the text by finding the information and fact in a text to describe what the intention of the text is. It means that reader must understand the meaning of the sentences and the information of the text completely in order to give a description from the text.

In his book, Kaluger (1989) stated that the reader may not understand the reading if they cannot comprehend it. Comprehend means to grasp mentally, to understand or to know. Therefore, the terms of comprehension implies the act of comprehending or understanding. In other words, comprehension is the act or grasping the meaning of a printed page.

In reading comprehension, the reader needs creative thinking in order to get the ideas or some information in reading text. Grellet (1981) stated that reading comprehension means understanding a written text by means of extracting

the required information from it as efficiently as possible. It means when a reader reads a reading text, he/she actively goes to comprehend what the information is about and to extract the valuable information from it.

Briefly, reading comprehension is an effort of the reader to get ideas and information from a written text by understanding the meaning from it. Reading comprehension is also a process of understanding written text and a process of extracting ideas and information from it.

3. Types of Reading Comprehension

Different types of reading comprehension are often distinguished according to the reader's purpose in reading and the type of reading used. In this thesis, the writer tries to describe the classification proposed by Richard et all (1985). He divides the type of reading comprehension into some categories; literal comprehension, inferential comprehension, and critical comprehension.

The first type is literal comprehension that is reading in order to understand, remember, or recall the information explicitly contained in a passage. This type of reading is also called reading the lines. By reading the lines, the readers identify specific information presented by the authors. Readers do not need to infer the meaning from the texts since it is stated explicitly in the texts, what they need is only recognition and understanding the author's main ideas and details.

The second type of reading comprehension is inferential comprehension that is reading in order to find information which is not explicitly stated in a

passage, using the readers experience and intuition, and by inferring. This level of reading is commonly called reading between the lines. Differs from the previous level of comprehension, this types readers must recognize the relationships that exist among the main ideas and details as well as use these relationships to make inferences and draw conclusion about the author's intentions and implicit meaning. Vacca, et all (1991) points out that readers need to search for implicit meaning from the texts. The readers need to have the skills on how to infer since there is no absolute answer can be found in the texts.

The third type is critical comprehension (Richard et all, 1985). In this type a reader reads in order to compare the information given in a passage with his owns knowledge and values in order to able to comprehend the text; readers need to identify the purpose of reading texts as well as review what they already knows about the topic. By being able to identify the purpose of reading, the readers are expected to apply the reading skills relating to the information given in the texts.

In short, there are three types of reading comprehension. First, literal comprehension is the understanding of the written meaning of a passage. Second, inferential comprehension is find information which is not explicitly stated in a passage. The last critical comprehension is the readers compare the information given in a passage with theirs own knowledge. For this research, researcher chooses literal comprehension and inferential comprehension to be applied in reading comprehension class. In this case, reader not only needs to understand ideas and information explicitly stated in the reading text but also able to find information which is not explicitly.

4. Strategies of Reading Comprehension

Comprehension strategies are conscious plans sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. There are several strategies have research-based evidence for improving text comprehension.

Brown as quoted by Suraiya (2011) classifies some strategies in reading comprehension. The first strategy is that the reader must recognize the purpose in reading a text or passage. Readers, in this case students should be guided to identify the purpose of their reading a passage or text since this helps them much in recognizing what they are looking for and can avoid potential distracting information.

The second way is that the readers have to apply efficient silent reading techniques for reasonably rapid comprehension. The readers should skim the passage to look for the main ideas of the text or passage. Readers or students should able to skim the texts for the purpose of identifying the main ideas of the passages. By skimming the texts students might gain benefit of being able to predict the purpose of the passage, the main topic, or message and some of the developing or supporting ideas. Furthermore, this skill also gives students or readers a head start as they get on more focused reading.

Like skimming, scanning is another strategy needed in order to be able to find detailed information presented in the passage. For the students at advanced

level this skill is extremely crucial for they are commonly faced with academic English where they have to know how to deal with, say TOEFL test. Students can be trained using this skill by asking them to look for names or date, to find a definition of a key concept or to list a certain number of supporting details.

The fourth strategy that can be applied is utilizing semantic mapping or clustering. This strategy is considered workable since making such semantic maps will make readers or students able to group ideas or events to ease them in avoiding some order to the confusion. Readers or students may also be guided to predict when they are not sure of what they read.

In increasing reading comprehension, Maulizan (2014) also stated that there are some another strategies can be applied in the classroom. First, previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. In this strategy the students can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

Second, contextualizing is placing a text in its historical, biographical, and cultural contexts. In this case, the students' understanding of the words on the page and their significance is informed by what the students have come to know and value from living in a particular time and place. When the students read a text, they read it through the lens of their own experiences. Thus to read critically it is need to contextualize, to recognize the differences between the contemporary values and attitudes and those represented in the text.

Third, questioning to understand and remember or asking questions about the content. In running this strategy, the students are accustomed to teachers for asking them the questions about reading text. These questions are designed to help them understand a reading text and respond to it more fully. When they need to understand and use new information though it is most beneficial if they write the questions, as they read the text for the first time. In short, by using this strategy they can write questions any time, but in difficult academic readings they will understand the material better and remember it longer if they write a question for every paragraph or brief section. Each question should focus on a main idea not on illustration or details, and each should be expressed in their own words not just copied from parts of the paragraph.

Fourth, reflecting on challenges the students by examining their personal responses. Nabb (1998) stated that the reading that students do for this class might challenge their attitudes, unconsciously held beliefs, or positions on current issues. As they read a text for the first time, sign it in the margin at each point where they feel a personal challenge to their attitudes, beliefs, or status. In this case, a brief note in the margin about students' feeling or the challenges in the text should be reflected.

Fifth, outlining and summarizing or identifying the main ideas and restating them in a simple word. According to Steven as quoted by Suraiya (2011), outlining reveals the basic structure of the text, summarizing synopsizes a selection's main argument in brief. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading

selection. By outlining and summarizing the students are able to distinguish between the main ideas and the supporting ideas and examples.

Sixth, evaluating an argument by testing the logic of a text as well as it is credibility and emotional impact. An argument has two essential parts: a claim and support. The claim asserts a conclusion of an idea, an opinion, a judgment, or a point of view that the writer wants them to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion.

Seventh, comparing and contrasting related readings or exploring the differences between texts to understand them better. Fitting a text into an ongoing dialectic helps the students increase their understanding of why an author approached a particular issue or question in the way he or she did.

In this study, researcher uses the questioning strategy to be applied in reading comprehension in the class, because the participants in this research are student of Senior High School. Researcher thought by giving questions about the content can help them to understand a reading text. So, for this grade researcher thought questioning strategy is more suitable than others strategy.

B. Numbered Heads Together Technique

1. Understanding of Numbered Heads Together

There are many experts give different definition about Numbered Heads Together technique. This is proper because Numbered Heads Together is a new method that not familiar yet either for students or teachers. Numbered heads together is a technique in cooperative learning method which is developed by Kagan. Kagan (2008) said that NHT is one of interactive learning for the entire class. This technique urges students to solve the given problems or questions in a group and sharing what they already know with others. Huda (2011) stated that "numbered heads together gives the students chance to share ideas and discuss the best answer. Then, numbered head together also can improve students motivation, and it can be used in all materials and all students' level. It means, Number Head Together technique facilitates the students to share the idea with their friends to find the correct answer. This technique also can motivate the students to learn and to compete positively with their friends in the other groups. Then, Numbered Heads Together can be implemented in any kind of material and any student level.

Slavin as quoted by Zainuddin and Yunita (2012) that Numbered Heads Together is cooperative learning strategy that holds each student accountable for learning the material and Numbered Heads Together technique also make the students are able to process the information, communication. They also can develop their thinking, review material and checking their prior knowledge.

According to Ahsan as quoted by Rukayyah (2012), Numbered Heads Together is a model of learning that consider as most to the students activity in searching, processing, and reporting the information from different sources. It means that Numbered Heads Together technique facilitates the students to be an

independent learner. The students find, understand, and evaluate the information to be their own understanding. This learning process makes the students have a critical thinking.

Moreover, Sutton as quoted by Septiana (2011) there are four elements that are needed to be included for NHT technique, namely; Positive interdependence, group information, individual accountability and social skills. Firstly the positive interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Second is group formation. This factor is the most important elements to create positive interdependence in the group because this element involves members reflecting on the group's work and their interaction with each other to improve efforts to achieve group goals. The third element is individual accountability. It is about individual performance. For example, the teacher calls students' number randomly to share ideas or answer the given question. The last element is social skills. The social skills established the way how the students interact and share their ideas with each other as teammates.

In this study, researcher more agree with Slavin as quoted by Zainuddin and Yunita because the definition is more suitable for second grade at junior high school that Numbered Heads Together holds each student accountable for learning the material and this technique, also make the students are able to process the information, and communication. Because, with communication students can interact with each other and think together, so that every students can be active in the mastery of the material.

So, Numbered Heads Together is one of techniques of cooperative learning that can be applied in any kind of material. This technique can motivate students in learning and increase their understanding because it has a simple four-step structure. Then, it develops team-building skills and also provides a safe risk taking environment. Group members must arrive at a consensus in terms of the answer. This situation is less threatening for students who are shy or have difficulty speaking orally.

2. The Advantages of Numbered Heads Together

Numbered Heads Together is a technique that has some advantages during teaching learning process. Numbered heads together can encourage positive interdependence because members depend on each other to arrive at a good answer and to help each member to be able to explain the answer. There are some advantages of Numbered Heads Together (NHT) technique according Arend as quoted by Fithyawati (2014):

1. Numbered Heads Together (NHT) can improve students' academic achievement and be applied to almost all subject areas. According to Richard as quoted by Fithiawati (2014) cooperative learning strategies including NHT technique is helpful in fostering the four language skills, strengthening grammar and vocabulary power, and improving English competence.

2. Numbered Heads Together (NHT) can increase students' engagement.

3. Numbered Heads Together (NHT) decreases dominance from clever students so that students' equal participation will be apparent. Since

students have to answer the questions, all students including the shy or weak ones should participate in reporting the answer.

4. Numbered Heads Together (NHT) motivates students to learn. NHT can motivate students since the technique has the sense of competition and fun for students. Besides, students will be motivated because they are helped by their teammates. Being motivated, students will participate actively during the lesson.

5. Numbered Heads Together (NHT) encourages peer tutoring from smart students who know the answer to other team members who do not. Having to tutor peers and receive peer tutoring readers the exchange of information much more dynamic than rote memorization and individual textbook work.

It can be concluded that numbered heads together give many advantages to students, because when they work together in group, each member of the group must know the correct answer so they must help each other. The students never know what the number will be called by the teacher so they must be ready and concentration. It also can improve students' confidence in explaining the answer especially for lower students who usually ashamed in class. This also can make students active and enthusiastic in learning process.

3. The Steps in Numbered Heads Together

There are some steps that must be considered when teachers apply Numbered Heads Together in teaching learning process. Kagan (1992) mentioned that there are the steps of Numbered Heads Together:

1. The students in each team number off from one to four or five.

2. Teacher asks the students a question or sets a problem to solve

3. The students discuss the answer. The students who understand the material easily help the students who difficult in understanding the material.

4. The students put their heads together to make sure that everyone in the group has the answers.

5. The teacher calls a number and those students raise their hands to respond. Teacher also selects other students to elaborate or comment the answer.

In conclusion, there are some steps that used in teaching using Numbered Heads Together start from numbering until calling a number and whoever that want apply Numbered Heads Together technique in teaching must using some steps that mentioned above to get best result.

CHAPTER III

RESEARCH METHODOLOGY

A. Brief Description of MAN 6 Aceh Besar

In order to collect data for this research, the researcher conducted an experimental teaching at MAN 6 Aceh Besar. MAN 6 Aceh Besar is located at Peukan Ateuk, Aceh Besar. At present the school is led by headmaster namely Sanusi, M. S.Pd. The school has many infrastructures that used to support teaching learning process, such as 7 classrooms, library, administration affairs room, principal office, teachers' office, cafeteria, and *mushalla.*

In the school, teacher is one of the important factors in teaching learning process, to guide the students to reach the goal of education. In MAN 6 Aceh Besar there are 25 teachers. Three out of 25 teachers are English teachers. Based on the data obtained at MAN 6 Aceh Besar, The total numbers of the students were 162 which is the first year consisted of 63 students, second year consisted of 57 students and the third year consisted of 42 students. The researcher chose MAN 6 Aceh Besar as place of the research is want to know the ability of students of MAN 6 Aceh Besar in applying Numbered Heads Together technique in reading comprehension.

B. Research Design

Research design deals with how the research questions proposed in the first chapter are processed with a particular method. According to Cohen, Manion

& Morrison (2007), method is approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

In this research, the method that was used is quantitative method in the design quasi-experiment. The researcher used quasi-experiment as the design of the research because the researcher want to see the effectiveness of numbered heads together to improve students' reading ability on narrative text. Muijs as quoted by Merina (2014) that quasi-experimental research is especially suited to looking at the effects of an educational invention.

The model of the experimental design of this study was quasi-experiment research design which employed the pre-test and post-test. Sudjana (2001) stated that the design follows three stages. Firstly, giving test before treatment. Secondly, giving treatment to the subjects. Lastly, giving test to the subjects after giving treatment. Refer to Sudjana, researcher divides the research in three stages, that the pre-test was given in the first meeting to know the students' basic score in reading comprehension, and post-test was given in the last meeting to know the impact of NHT technique in teaching reading comprehension.

C. Population and Sample

According to Barker, Pistrang & Elliot (2002), population is the defined group from which the participants in the study are to be selected. Population is all subjects who are going to be observed in a research. The population of this research was all of the second year students at MAN 6 Aceh Besar which consists

of 3 classes. Every class consists of 19 students. The number of population of this study is 57 students.

According to Arikunto (2010) Sample is part of population. Sample is a limited numbers of elements from a proportion to represent population. Thus, the sample of this study is the student in the eleventh grade. For this research, the researcher uses purposive sampling. Based on Crossman as quoted by Cole that is a purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Refer to Crossman researcher used the purposive sampling because which the participants of this research are selected by researcher based on needed and also recommended by the school English teacher. The sample of this research was the students at class XI MIA-1 MAN 6 Aceh Besar in the Academic Year 2016/2017 which consists of 19 students.

D. Technique of Collecting Data

To support this study, the writer needs to collect data. To carry out the data needed, the writer applies some technique which is considered appropriated, they are: pre-experimental teaching, test and questionnaire. The explanation would be discussed as follow:

1. Pre-experimental Teaching

In conducting the research the researcher used the experimental teaching. The researcher assigned one class as the sample, because the researcher wanted to know students' activity and the result of study in comprehending the reading text by using Number Heads Together technique. In collecting the data, the researcher

gave the students two kinds of test they were pre-test and post-test. The process of teaching for experimental class can be describes as follows:

1) The first meetings

At the first meeting, after introducing herself to the students, the researcher explained about the reasons why she wanted to conduct this research. Then, she checked attendance list by calling students' names one by one and gave them the pre-test sheet. Pre-test is a preliminary test administered to determine a student's baseline knowledge. After the pre-test sheet was given, the researcher asked them to finish the test. Students' got 45 minutes to answer the test. It was useful to know the basic ability before the researcher did the experimental teaching. After all students answered the questions, the answer sheets were collected. Before closing the class, researcher also discussed about narrative text. "The Hospital Window" is a title of narrative text that they learnt during the research.

2) The second meetings

In this meeting, the researcher would be applied NHT technique in the class with "the hospital window" as the material. To start the experiment the researcher asked students' to sit in the group and each team number off from one to four or five. After students created some groups, researcher gave students some questions related the text, and students must answer all the questions and the students who understand the material easily must help

any members in their groups. After the students finished their work, students put their heads step, researcher called a number to answer the question and students who raise the hand faster will be given chance to answer. Researcher also selects other students to elaborate or comment the answer.

3) The third meetings

At the third meeting, the researcher still groups the students and the material still about narrative text. As the day before, the researcher asked students to answer some questions related the text like the second meeting with using Numbered Heads Together technique. Students' tried to answer the question individually after they discussed with their groups. At the end of this meeting researcher discussed the students answer in front of class.

4) The fourth meetings

In the last meeting, the researcher conducted the post-test to measure the students' ability after researcher applied NHT technique in reading comprehension. After all students finished answer the questions, the researcher collected the answer sheet. And the last, the researcher thanked to students for their cooperation and their attention.

In gathering the data of this research, there were some techniques used, namely: Test and Questionnaire. To make it clearer, here are the following details:

1. **Test**

Tests in this research were given to measure the students' ability before and after the treatment given. The tests were divided into two categories; pre-test and post-test. The function of pre-test is to find out students' skill before giving treatment. On the other hand, post-test is to find out whether their reading ability.

2. **Questionnaire**

In order to get the subjects' responses toward the treatment being implemented in the classroom, it is necessary to use the questionnaire. According to Bell (1999) questionnaire is a tool and structured for data gathering and research that consists of a set of written questions that is used to collect information from the participants.

Questionnaire used in this study is close ended questions which consists of ten questions that gave to the students by providing alternative answers that will be chosen by them. Researcher gives questionnaire to the students after the implementation Numbered Heads Together technique in reading.

E. **Technique of Data Analysis**

In this section the researcher will explain several things on how the researcher analyzes the data of this research.

1. **Test**

In analyzing the data of pre-test and post-test, the researcher used the statistical formula by following the steps below:

    a.   To find out the range the data

Range is the difference between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using the formula below:

$$R = H - L$$

Where:

R : the range of the score

H : the highest score

L : the lowest score

b. The number of interval class

The number of interval class can be determined by using the following formula:

$$I = 1 + (3.3) \log n$$

Where :

I : the amount of interval class

n : the amount of sample

c. To find out the space of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where: P : interval space

R : the range of scores

I : the amount of interval class

d. To make a table of frequency distribution

Class Interval	Fi	Xi	FiXi
Total			

Where :

Fi : refers to frequency

Xi : refers to middle score interval class

FiXi :the amount of multiplication between the frequencies and the middle scores of interval class

e. To find out the mean score

The mean of students' score was calculated by using the formula as follow:

$$X = \frac{\sum fixi}{\sum fi}$$

Where :

Fi : refers to frequency

Xi : refers to middle score interval class

FiXi :the amount of multiplication between the frequencies and the middle scores of interval class

2. **Questionnaire**

The questionnaire would be analyzed by using the following formula:

$$P = \frac{F}{N} \; x \; 100\%$$

Where :

P : percentage

F : frequency

N : the number of sample

CHAPTER IV

RESULT OF STUDY

This chapter presents the result of research to finding on "Teaching reading comprehension using Numbered Heads Together technique". To carry out the field research, the researcher used the analysis of test and the result of questionnaire as the result of data analysis as explain below;

A. The Analysis of Test

The researcher took one class as a sample of the study. Pre-test was given to the students teaching reading comprehension by using NHT technique. After that, the researcher gave them post-test. In analyzing the result, the students' score of pre-test and post-test are compared to know students' abilities after applying NHT in teaching reading. The analyses of both tests will be discussed in the following section.

1. The Scores and Frequency Distribution of Pre-Test and Post-Test

The data of pre-test and post-test scores in experimental class can be seen in the following table:

Name	Pre-Test Score	Post-test Score
AZ	30	50
CN	40	70
DM	40	70
DMS	40	60
HF	40	80
IF	50	70
IJ	40	80
LHK	30	70
MY	40	60
M	50	70
MF	30	60
MI	40	70
NA	20	80
RM	30	80
RA	40	70
SR	50	70
F	50	70
AFH	40	80
NM	40	60

Table 4.1 Scores of Pre-test and Post-test

The data in the table above can be listed from the highest to the lowest score as follow;

a. Pre-test Score

50 50 50 50 40 40 40 40 40 40 40 40 40 40 30 30 30 30 20

Based on the score above, it can be seen that the highest score was 50 and the lowest score was 20.

b. Post-test Score

80 80 80 80 80 70 70 70 70 70 70 70 70 70 60 60 60 60 50

Based on the score above, it can be seen that the highest score was 80 and the lowest score was 50.

2. The Range and Interval of Pre-Test and Post-Test

The range is the difference between the highest and lowest values within a set of numbers. After finding the range score, the researcher found out amount of interval. Interval is a mathematical tool resulted from the ensembles approach to perform arithmetic and logic operations. Interval makes a solid ground for assessing accuracy of results

a. The Range and Interval of Pre-Test

The researcher determined the range of pre-test presented above by using the following formula:

$$R = Hs\text{-}Ls$$
$$= 50\text{-}20$$
$$= 30$$

After finding the range score, the researcher found out amount of interval, and the result is:

$$K = 1{+}3.3 \text{ Log n}$$
$$= 1{+} 3.3 \text{ Log } 19$$
$$= 1{+} 3.3 \, (4.21)$$
$$= 1{+} 4.21$$
$$= 5.21 \to 5$$

So, the number of interval is 5. By knowing the number of interval, the researcher found class interval scored by using the following formula:

$$P = \frac{R}{I}$$

$$= \frac{30}{5}$$

$$= 6$$

b. The Range and Interval of Post-Test

The researcher determined the range of post-test presented above by using the following formula:

$$R \quad = Hs\text{-}Ls$$

$$= 80\text{-}50$$

$$= 30$$

After finding the range score, the researcher found out amount of interval, and the result is:

$$K \quad = 1+3.3 \text{ Log } n$$

$$= 1+ 3.3 \text{ Log } 19$$

$$= 1+ 3.3 \,(4.21)$$

$$= 1+ 4.21$$

$$= 5.21 \rightarrow 5$$

So, the number of interval is 5. By knowing the number of interval, the researcher found class interval scored by using the following formula:

$$P = \frac{R}{I}$$

$$= \frac{30}{5}$$

$$= 6$$

3. Frequency Distribution and Mean of Pre-test and Post-test

a. Frequency Distribution and Mean of Pre-test

After getting the score of range, interval, and class interval, the distribution frequency of the pre-test and post-test score was made in order to find out the mean. The mean is the average of a data set. In this research, researcher used mean score to know the total amount of data that divided by amount of the data

It could be seen in the following table:

Interval	Fi	Xi	FiXi
20-25	1	22.5	22.5
26-31	4	28.5	114
32-37	0	34.5	0
38-43	9	40.5	364
44-49	0	46.5	0
50-55	5	52.5	261
Total	$\sum$fi = 19	$\sum$xi = 225	$\sum$fixi = 761.5

Table 4.2 Frequency Distribution and Mean of Pre-test

$$X = \sum \frac{fx}{N}$$

$$= \frac{761.5}{19}$$

$$= 40.07$$

The mean of Pre-test

$$\bar{X} = \frac{\sum fixi}{\sum fi}$$

$$= \frac{751.5}{19}$$

$$= 39.55$$

So, the mean of pre-test is 39.55

b. Frequency Distribution and Mean of Post-test

Interval	Fi	Xi	FiXi
50-55	1	52.5	52.5
56-61	4	58.5	234
62-67	0	64.5	0
68-73	9	70.5	634.5
74-79	0	76.5	0
80-85	5	82.5	412.5
	$\sum$fi = 19	$\sum$xi = 405	$\sum$fixi = 1333

Table 4.3 Frequency Distribution and Mean of Post-test

The mean of post-test

$$X = \sum \frac{fx}{N}$$

$$= \frac{1333}{19}$$

$$= 70.15$$

1. The Result of Questionnaire

In this chapter, researcher also finding on the result of questionnaire to carry out the field research. The questionnaire was designed to help researcher to get more information about opinion of students respond especially in applying Numbered Heads Together technique in teaching reading comprehension. There are 10 questionnaire distributed to the student and was given in the fourth meeting after giving post-test. The following are detail result of questionnaire:

No	Statements		Students Responses				Total
			Agree	Less agree	Disagree	Strongly Disagree	
1.	I like Numbered Heads Together technique used in teaching reading comprehension	*F*	17	2	0	0	19
		%	89.5	10.5	0	0	100
2.	Reading comprehension through Numbered Heads Together very interesting	*F*	19	0	0	0	19
		%	100	0	0	0	100

3.	Sitting in group make me more motivation in reading	*F*	19	0	0	0	19
		%	100	0	0	0	100
4.	I am more comprehend the text after using Numbered Heads Together technique	*F*	13	6	0	0	19
		%	68.4	31.6	0	0	100
5.	I am interested in studying reading comprehension using Numbered Heads Together	*F*	17	2	0	0	19
		%	89.5	10.5	0	0	100
6.	Studying reading comprehension using NHT make teaching learning process did not feel bored	*F*	12	7	0	0	19
		%	63.2	36.8	0	0	100
7.	The application of Numbered Heads Together make students comfortable during learning	*F*	19	0	0	0	19
		%	100	0	0	0	100

	process					
8.	NHT technique make students more active in the class	*F*	1	18	0	0	19
		%	5.3	94.7	0	0	100
9.	I get many benefit in studying reading comprehension using NHT	*F*	11	8	1	0	19
		%	57.9	42.1	3,3	0	100
10.	Studying reading comprehension using Numbered Heads Together technique makes me bored	*F*	0	0	15	4	19
		%	0	0	78.9	21.1	100

Table 4.4 Result of Questionnaire

Based on the table above, the first statement shows that most of students (19 students) said that they agree if their teacher applying Numbered Heads together technique in learning reading comprehension. In addition, there were 2 students more agree about the applying NHT technique in learning reading.

The second statement, all of students agree if Numbered Heads Together is interesting technique that use in learning reading comprehension. It can be seen that none of the students chose disagree/strongly disagree option.

The third statement shows that all of students agree if sit in group can make they more motivated in learning reading. Same with second statements that can be seen that none of the students chose disagree/strongly disagree option.

The fourth statement above shows that there were 13 students agree if using Numbered Heads Together technique make them more comprehend in learning reading comprehension, and also there were 6 students that choose more agree option.

The fifth statements shows that almost all students in class XI MIA 1 interested in studying reading comprehension using Numbered Heads Together technique. It can be seen from their answer which is 17 students choose agree option, and two of them choose more agree option.

The six statements show that 16 of 19 students choose agree option to studying reading comprehension using NHT make teaching learning process did not feel bored and just 3 of them choose more agree.

The seventh statements shows that all of students (100 %) choose agree option that the application of Numbered Heads Together make students comfortable during learning process. So its mean all of the students interest with the technique.

The eighth statements shows that there were 18 students or 94.7% students choose more agree option that Numbered Heads Together technique make students more active in the class.

The ninth statement, shows that 11 students choose agree, 8 students choose disagree, and only one students choose disagree for this statement. The

statement is the students get many benefit in studying reading comprehension using NHT.

The tenth statement shows that 15 students or 78.9 % of 19 students said that they disagree if Numbered Heads Together makes them bored during learning reading comprehension and 4 of them choose more disagree for the option. That's mean all of students enjoy their class with Numbered Heads Together technique.

CHAPTER V

CONCLUSION AND SUGGESTION

After finding and interpretation the research result, the last step in this research is making conclusion and giving suggestion that related to the conclusion.

A. Conclusion

Based on the interpretation of data, it can be concluded that the technique of numbered heads together is effective in improving students' reading ability on narrative text at the second grade of MAN 6 Kuta Baro. It can be seen that after four meetings treatment in experiment class, the result showed that Number Head Together (NHT) technique was effective to use in teaching reading comprehension. It can be seen from the gain score of post-test taught by using Number Head Together (NHT) technique was higher (70.15) than that of pre-test (39.55).

B. Suggestion

After making conclusion, there are some suggestions especially for the teacher as a person whose concern on the teaching learning in the classroom. There are some suggestions that can be given in relation to the writer's conclusion.

The suggestions are as follow:

1. Before entering the class, the teacher should have already prepared the material that must be taught. It is necessary for the teacher to find material from other sources, to get more and clear explanation.

2. The teacher should be able to select method which suitable with situation and condition of class.

3. Numbered Heads Together can be alternative technique in teaching English. It can be used in teaching reading comprehension, or it also can be used in teaching other language skills or other language components and other type of texts.

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Lesson Plan

Rencana Pelaksanaan Dan Pembelajaran (RPP)

A. Identitas RPP

Unit Pendidikan   : MAN 6 Kuta Baro
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI/II
Keterampilan   : Reading-Narrative
Waktu   : 2 x 40 Menit

B. Kompetensi Inti (KI)

1. Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi.

2. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks pendek dan sederhana, dalam kehidupan dan kegiatan siswa sehari-hari.

3. Berkomunikasi secara interpersonal, transaksional dan fungsional tentang diri sendiri, keluarga, serta orang, binatang dan benda, kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat

4. Menangkap makna dan menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.

C. Kompetensi Dasar (KD)

3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.7 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pende᠂ ᠂ sederhana,terkait fairy tales

D. Indikator Pencapaian Kompetensi (IPK)

3.7.1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan teks naratif tulis, sangat pendek dan sederhana, terkait fairy tales

4.7.2 Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif tulis, sangat pendek dan sederhana,terkait fairy tales

4.7.2.1 Siswa dapat menjawab pertanyaan mengenai vocabulary teks naratif tulis, sangat pendek dan sederhana,terkait fairy tales yang dibaca

C. Tujuan pembelajaran :

Melalui proses membaca, menanya, mencoba, dan menalar peserta didik mampu mengidentifikasi dan menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan serta dapat menjawab pertanyaan mengenai vocabulary teks naratif tulis, sangat pendek dan sederhana,terkait fairy tales

E. Materi Pembelajaran

Topik: Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI

Teks naratif: *The Hospital Window, The Story of the Smart Parrot*

Fungsi sosial: Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur.

Struktur teks naratif:

Orientasi: biasanya bagian ini berisi tentang pengenalan tokoh setting tempat/ latar, waktu.

Krisis/komplikasi: berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

Resolusi: berisi tentang penurunan/ penyelesaian masalah dari konflik yang terjadi

Unsur kebahasaan teks naratif:

- Kalimat deklaratif dan interogatif dalam simple past tense

- Frasa adverbia: *a long time ago, once upon a time, in the end, happily ever after*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- action verbs: *go, walk, talk*, dsb.

Example:

Orientation	Two men, both seriously ill, occupied the same hospital room. One man was allowed to sit up in his bed for an hour each afternoon to help drain the fluid from his lungs. His bed was next to the room's only window. The other man had to spend all his time flat on his back. The men talked for hours on end. They spoke of their wives and families, their homes, their jobs, their involvement in the military service, where they had been on vacation.
Complication	Every afternoon, when the man in the bed by the window could sit up, he would pass the time by describing to his roommate all the things he could see outside the window. The man in the other bed began to live for those one hour periods where his world would be broadened and enlivened by all the activity and color of the world outside. The window overlooked a park with a lovely lake. Ducks and swans played on the water while children sailed their model boats. Young lovers walked arm in arm amidst flowers of every color and a fine view of the city skyline could be seen in the distance. As the man by the window described all this in exquisite details, the man on the other side of the room would close his eyes and imagine this picturesque scene.
	One warm afternoon, the man by the window described a parade passing by. Although the other man could not hear the band — he could see it in his mind's eye as the gentleman by the window portrayed it with descriptive words. Days, weeks and months passed. One morning, the day nurse arrived to bring water for their baths only to find the lifeless body of the man by the window, who had died peacefully in his sleep. She was saddened and called the hospital attendants to take the body away. As soon as it

	seemed appropriate, the other man asked if he could be moved next to the window. The nurse was happy to make the switch, and after making sure he was comfortable, she left him alone. Slowly, painfully, he propped himself up on one elbow to take his first look at the real world outside. He strained to slowly turn to look out the window besides the bed. It faced a blank wall.
Resolution	The man asked the nurse what could have compelled his deceased roommate who had described such wonderful things outside this window. The nurse responded that the man was blind and could not even see the wall. She said, "Perhaps he just wanted to encourage you."

F. Metode Pembelajaran

Metode   : Reading short story

1. Alat dan Media

1. Short story
2. Spidol
3. Papan Tulis

2. Kegiatan Pembelajaran
Langkah-Langkah Pembelajaran
Pertemuan 1

No	Kegiatan	Fase	Waktu
1.	Pendahuluan a. Guru memberi salam dan mengecek kehadiran siswa b. Guru memberi motivasi belajar c. Guru mengajukan pertanyaan-pertanyaan yang berkenaan dengan kebiasaan mendengarkan dongeng di	➢ Memotivasi siswa	10 Menit

		masa kecil	
	d. Guru membuka pelajaran dengan menunjukkan contoh gambar berupa kancil untuk mengingat kembali mengenai dongeng		
	e. Guru menjelaskan kompetensi dan tujuan pembelajaran yang akan dicapai.	➢ Menyampaikan tujuan pembelajaran	
2.	Kegiatan Inti		
	a. Guru menjelaskan materi tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang dijelaskan.	➢ Menyajikan informasi	60 Menit
	b. Guru membagikan teks *The Story of the Smart Parrot* untuk setiap siswa.	➢ membagikan hand out teks naratif sejumlah banyaknya siswa di dalam kelas.	
	c. Guru mengarahkan siswa untuk membaca cerita tentang *The Story of the Smart Parrot*	➢ mengarahkan siswa untuk membaca cerita	
	d. Guru mengarahkan siswa untuk memahami makna dari cerita *The Story of the Smart Parrot* Guru mengamati dan membantu siswa memahami cerita *The Story of the Smart Parrot*	➢ mengarahkan dan membantu siswa untuk memahami makna dari cerita	
	e. Guru melakukan koreksi terhadap pemahaman siswa secara keseluruhan tentang teks naratif *The Story of the Smart Parrot*		
	f. Guru memberikan *feedback*		

No	Kegiatan	Fase	Waktu
3.	terhadap hasil bacaan siswa. Penutup a. Guru memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik b. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa c. Guru membimbing siswa untuk membuat kesimpulan tentang teks naratif. d. Guru menanyakan kesan siswa selama proses belajar berlangsung e. Guru menugaskan siswa untuk membaca short story lainnya di rumah.	➢ memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik ➢ menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa ➢ membimbing siswa untuk membuat kesimpulan tentang teks naratif ➢ memberikan tugas	10 Menit

Pertemuan 2

No	Kegiatan	Fase	Waktu
1.	Pendahuluan a. Guru memberi salam dan mengecek kehadiran siswa b. Guru memberi motivasi belajar c. Guru mengajukan pertanyaan-pertanyaan yang berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil	➢ Memotivasi siswa	10 Menit

	d. Guru membuka pelajaran dengan mengingatkan kembali mengenai dongeng *The Story of the Smart Parrot* e. Guru menjelaskan kompetensi dan tujuan pembelajaran yang akan dicapai.	➤ Menyampaikan tujuan pembelajaran	
2.	Kegiatan Inti a. Guru menjelaskan materi tentang teks narrative kepada kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang dijelaskan. b. Guru mengarahkan siswa untuk memahami makna dari cerita *The Story of the Smart Parrot* Guru mengamati dan membantu siswa memahami cerita *The Story of the Smart Parrot* c. Guru memberikan beberapa soal mengenai teks *The Story of the Smart Parrot*	➤ Menyajikan informasi ➤ membagikan hand out teks naratif sejumlah banyaknya siswa di dalam kelas. ➤ mengarahkan siswa untuk membaca cerita ➤ memberikan soal kepada siswa yang berkaitan dengan teks	60 Menit
3.	penutup: a. Guru melakukan koreksi terhadap pemahaman siswa secara keseluruhan tentang teks naratif *The Story of the Smart Parrot* b. Guru memberikan *feedback* terhadap hasil bacaan siswa. c. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa d. Guru membimbing siswa untuk membuat kesimpulan tentang teks	➤ mengarahkan dan membantu siswa untuk memahami makna dari cerita ➤ memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik ➤ menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan	10 Menit

naratif.	solusi terhadap masalah siswa	
e. Guru menanyakan kesan siswa selama proses belajar berlangsung f. Guru menugaskan siswa untuk membaca short story lainnya di rumah.	➤ membimbing siswa untuk membuat kesimpulan tentang teks naratif ➤ memberikan tugas	

Pertemuan 3

No	Kegiatan	Fase	Waktu
1.	Pendahuluan a. Guru memberi salam dan mengecek kehadiran siswa b. Guru memberi motivasi belajar c. Guru mengajukan pertanyaan-pertanyaan yang berkenaan dengan kebiasaan mendengarkan dongeng di masa kecil d. Guru membuka pelajaran dengan mengingatkan kembali mengenai dongeng *The Story of the Smart Parrot* e. Guru menjelaskan kompetensi dan tujuan pembelajaran yang akan dicapai.	➤ Memotivasi siswa ➤ Menyampaikan tujuan pembelajaran	10 Menit
2.	Kegiatan inti: a. Guru mengarahkan siswa untuk memahami makna dari cerita *The Hospital Window* b. Guru mengamati dan membantu siswa memahami cerita *The Hospital Window* c. Guru melakukan koreksi terhadap	➤ Menyajikan informasi ➤ membagikan hand out teks naratif sejumlah banyaknya	60 Menit

3.	pemahaman siswa secara keseluruhan tentang teks naratif*The Hospital Window* d. Guru memberikan *feedback* terhadap hasil bacaan siswa. Penutup a. Guru memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik b. Guru menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa c. Guru membimbing siswa untuk membuat kesimpulan tentang teks naratif. d. Guru menanyakan kesan siswa selama proses belajar berlangsung	siswa di dalam kelas. ➢ mengarahkan siswa untuk membaca cerita ➢ memberikan waktu kepada siswa untuk berdiskusi ➢ mengarahkan dan membantu siswa untuk memahami makna dari cerita ➢ memberikan pujian dan penghargaan kepada siswa yang bisa memahami teks dengan baik ➢ menanyakan kesulitan siswa selama proses belajar mengajar dan memberikan solusi terhadap masalah siswa ➢ membimbing siswa untuk membuat kesimpulan tentang teks naratif	10 Menit

3. Penilaian

a. penilaian

Teknik: reading

Bentuk: tulis

Instrument: Bacalah teks naratif berikut ini, lalu jawablah pertanyaan di bawahnya yang berkaitan dengan arti kata-kata di dalam teks!

b. Pedoman nilai

Nilai maksimal: 100

Nilai siswa $= \frac{skor\ perolehan}{skor\ maksimal} \times 100$

Acknowledge,   Banda Aceh,
Supervisor

_____.   <u>Dessi Safitri</u>
NIP.   NIM. 231324209

Test Instruments

Read the text below carefully!

The Hospital Window

Two men, both seriously ill, occupied the same hospital room. One man was allowed to sit up in his bed for an hour each afternoon to help drain the fluid from his lungs. His bed was next to the room's only window. The other man had to spend all his time flat on his back. The men talked for hours on end. They spoke of their wives and families, their homes, their jobs, their involvement in the military service, where they had been on vacation.

Every afternoon, when the man in the bed by the window could sit up, he would pass the time by describing to his roommate all the things he could see outside the window. The man in the other bed began to live for those one hour periods where his world would be broadened and enlivened by all the activity and color of the world outside. The window overlooked a park with a lovely lake. Ducks and swans played on the water while children sailed their model boats. Young lovers walked arm in arm amidst flowers of every color and a fine view of the city skyline could be seen in the distance. As the man by the window described all this in exquisite details, the man on the other side of the room would close his eyes and imagine this picturesque scene.

One warm afternoon, the man by the window described a parade passing by. Although the other man could not hear the band — he could see it in his mind's eye as the gentleman by the window portrayed it with descriptive words. Days, weeks and months passed. One morning, the day nurse arrived to bring water for their baths only to find the lifeless body of the man by the window, who had died peacefully in his sleep. She was saddened and called the hospital attendants to take the body away. As soon as it seemed appropriate, the other man asked if he could be moved next to the window. The nurse was happy to make the switch, and after making sure he was comfortable, she left him alone. Slowly,

painfully, he propped himself up on one elbow to take his first look at the real world outside. He strained to slowly turn to look out the window besides the bed. It faced a blank wall.

The man asked the nurse what could have compelled his deceased roommate who had described such wonderful things outside this window. The nurse responded that the man was blind and could not even see the wall. She said, "Perhaps he just wanted to encourage you."

Pre-Test

Answer the question below!

1. How does the tittle relate to the story?

2. When did the action take place?

3. Who are the characteristics and why they are important in the story?

4. What is the story about?

5. What are the problems that hinder the man characters from achieving their goals?

Post-test

1. How does the writer build up the suspense?

2. How is the ending of the story?

3. How is the problem solved?

4. Who is telling the story?

5. Write the resolution of the story?

KUESIONER

NAMA :

Pilihlah salah satu jawaban dari pertanyaan-pertanyaan di bawah ini dengan mengisi tanda silang (X) sesuai dengan pendapat anda!

1. Saya menyukai penggunaan teknik NHT dalam pelajaran reading
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

2. Pelajaran reading comprehension melalui NHT sangat menarik
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

3. Saya lebih termotivasi untuk membaca ketika duduk berkelompok
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

4. Saya lebih memahami isi teks setelah belajar dengan menggunakan NHT
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

5. Pelajaran reading melalui NHT memotivasi saya untuk belajar menjelaskan isi teks bacaan
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

6. Suasana kelas sangat menyenangkan ketika proses belajar mengajar
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

7. Penerapan model NHT membuat para siswa lebih bisa bekerja sama dalam kelompok
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

8. Melalui NHT membuat para siswa lebih aktif
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

9. Pembelajaran reading comprehension dengan teknik NHT semakin menarik setiap pertemuannya
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

10. Pembelajaran melalui NHT perlu di teruskan
   a. Setuju   c. Tidak Setuju
   b. Kurang Setuju   d. Sangat Tidak Setuju

AUTOBIOGRAPHY

1. Name   : Dessi Safitri
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3. Sex   : Female
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                                  Darussalam, July 17th, 2018
                                  The writer,

                                  Dessi Safitri