

**THE EFFECTIVENESS OF NUMBERED HEAD TOGETHER TECHNIQUE
ON STUDENTS' READING COMPREHENSION OF SECOND GRADE
STUDENTS OF
SMPN 27 MERANGIN**

THESIS

*Submitted Partial Fulfillment Of Requirements Get Undergraduate Degree
(S. 1) English Education*



BY

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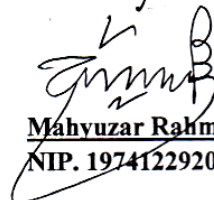
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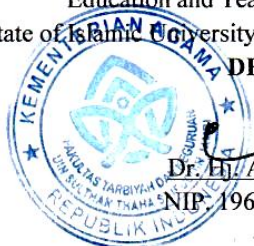
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DEDICATION

First Of All, The Writer Gives Praise And Thankfulness To Allah Swt Because His Blessing And The Merciful With Deeply This Thesis Can Be Finished

I Dedicated This Thesis Especially For

The Light My Life, There Are My Beloved Father (Ahmad. Lani) And My Beloved Mother (Norbaiti), Thank You For Your Love, Material, Advices, Best Support, Motivation, Care And Prayer For Me. Both Of You Always Make Me Strong To Face Yhe Life. Your Love Gives A Power For Me To Finish This Thesis.

I Really Love You All.

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I Love You All

My Allah Swt Bless Us

Amiin

MOTTO

[إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ]

“Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum, sebelum kaum itu sendiri mengubah apa yang ada pada diri mereka” (TQS. Ar-Ra’d [13]: 11).

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Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness into the lightness.

In this process of completion of this thesis, the researcher received much advices and contribution from many people who can not be enumerated especially from my advisors, Mahyuzar Rahman, M.Pd as my first advisor and Tartila, M.Pd as second advisor. They are my great inspiration in teaching field. Next, This success would not be attained without support guidance, help, encourage, from individual and institution. The researcher would like to say thanks to :

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6. All lecturer at of tarbiyah science and teacher training faculty in The State Islamic University of Sulthan Thaha Saifuddin Jambi who gives knowledge to writer.
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8. All friends who give me support and suggestion to finish this thesis.

The writer hopes that this thesis will give contribution to teaching English.

The writer realizes this thesis is still far from being perfect. For that, the writer hopes the constructive critics and suggestion from all readers

Jambi , oktober 2019

The writer



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ABSTRACT

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Major : Department of English
Title : The Effectiveness of Numbered Heads Together Technique on Students' Reading Comprehension of Second Grade Students of Smpn 27 Merangin"

The objective of this study were to find out whether the students who were taught by using Numbered head together technique get better reading comprehension than those who were taught by teacher technique. The research design was experimental study. All of second grade class at SMPN 27 Merangin were population with the total number 41 students. The writer used total sampling which means that the sample is 41 students. The data were collected by using reading test. The findings of the study showed that the students of experimental class had significant mean score of reading comprehension of descriptive and narrative text than control class. Mean score of reading comprehension of experimental class was 65.00, while mean score of control class was 44.40. It means experimental class get higher mean score than control class. from text above, we can see the effectiveness of numbered head together was more effective than teacher technique on students' reading comprehension.

Key Word : Effectiveness, Numbered head together technique, reading comprehension

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ABSTRACT

Name : M. Yusuf
Major : Department of English
Title : The Effectiveness of Numbered Heads Together Technique on Students' Reading Comprehension of Second Grade Students of Smpn 27 Merangin"

Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa yang diajar dengan teknik Numbered head together mendapatkan pemahaman membaca yang lebih baik daripada mereka yang diajar dengan teknik guru. Desain penelitian adalah studi eksperimental. Semua populasi terdiri dari kelas 8 di Smpn 27 Merangin tahun akademik 2018/2019 dengan jumlah 41 siswa. Penulis menggunakan total sampling yang berarti bahwa sampel adalah 41 siswa. Data dikumpulkan dengan tes membaca. Temuan penelitian menunjukkan bahwa siswa kelas eksperimen memiliki nilai rata-rata yang signifikan dari pemahaman membaca teks deskriptif dan naratif daripada kelas kontrol. Nilai rata-rata pemahaman membaca kelas eksperimen adalah 65,00, sedangkan skor rata-rata kelas kontrol adalah 44,40. Ini berarti kelas eksperimen mendapatkan skor rata-rata lebih tinggi daripada kelas kontrol. dari teks di atas, kita dapat melihat efektivitas kepala bernomor bersama lebih efektif daripada teknik guru pada pemahaman membaca siswa.

Kata Kunci: Efektivitas, Teknik kepala bersama bernomor, pemahaman membaca

TABLE OF CONTENTS

Page title.....	I
Thesis agreement.....	Ii
Originality thesis statement.....	Iii
Dedication.....	IV
Motto.....	V
Acknowledgement.....	Vi
Abstract	Vii
Abstrak.....	Viii
Table of content.....	Ix
List of appendices.....	x
CHAPTER I INTRODUCTION.....	1
A. Background of The Problem	1
B. Identification of the Problem	3
C. Limitation of the Problem	3
D. Formulation of the Problem	4
E. Hypothesis.....	4
F. Significance of the research.....	4
CHAPTER II REVIEW RELATED LITERATURE.....	5
A. Reading Comprehension	5
B. Level of reading comprehension.....	6
C. Reading Comprehension Assessment	7
D. Reading strategies.....	11
E. Numbered Heads Together Technique.....	11
F. Purpose and benefits of numbered head together.....	14
G. The Procedure of Numbered Heads Together.....	14

H. Conventional technique.....	17
I. Review of Realated Studies.....	21
J. Conceptual Framework.....	23
K. Hypothesis.....	25

CHAPTER III METHODOLOGY OF THE RESEARCH 26

A. Design of the Research	26
B. Population and Sample.....	26
C. Instrumentatioin	27
D. Reading comprehension test.....	27
E. Technique of Data Collection	30
F. Technique of Data Analysis.....	31

CHAPTER IV RESEARCH FINDING..... 33

A. Data description.....	33
B. Hypothesis analysis.....	35
C. Discussion.....	35
D. Limitation of research.....	36

CHAPTER V CONCLUSION AND SUGESTION..... 38

A. Conclusion.....	38
B. Suggestion	38

REFERENCES.....39

APPENDICES

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LIST OF APPENDICES

- Appendix I : Post test result of reading comprehension of descriptive text at experiment class
- Appendix II : Post test result of reading comprehension of descriptive text at control class
- Appendix III : Post test result of reading comprehension of narrative text at experiment class
- Appendix IV : Post test result of reading comprehension of narrative text at control class
- Appendix V : Post test result of reading comprehension of descriptive and narrative text at experiment class
- Appendix VI : Post test result of reading comprehension of descriptive and narrative text at control class
- Appendix VII : Hypothesis testing
- Appendix VIII : Try out
- Appendix IX : Documentation

CHAPTER 1 INTRODUCTION

A. Background of the Problem

Reading skill is one of skills that should be mastered by English learners. Reading skill can be easily observed for a language learner in comprehending text. Unfortunately, some learners still can not optimally comprehend the content of a text. One way to measure learner's reading comprehension ability is by looking at learner skill in comprehending whole content that is passed on from the author.

Various methods are used to improve Reading comprehension that include training the ability to self- assess comprehension, actively testing comprehension using a set of questions, and improving metacognition. There are four aspects that include in effective reading comprehension, they are: culmination of mastering vocabulary, phonics, fluency, and reading comprehension skills.

Vocabulary, phonics, fluency, and reading comprehension in reading activity have to be mastered by English learners. For this reason, teacher should consider about how to make learners able in effective reading comprehension. Teaching English does not only teach about the theory of language but also skill in practice. Reading comprehension trains creative thinking. The teacher helps learners develop the skill with to stimulus learner's thinking and to do so using acceptable (that is, comprehensible) pronunciation.

In learning skill, however, the students often find some problems. The problem frequently found is that they find difficult to comprehend the text. It can be seen from the mean of expected minimum scoring that student had. Another problem is most students did not pay attention when teaching reading learning process happened in the class. They looked bored to read participate. It is because the teacher only used conventional technique in teaching learning process in the class. These problems have been found in second grade of the student in SMP N 27 Merangin. Based on curriculum, the student in the second grade of junior high school should focused more

on reading. Ideally, the students should have good comprehension in reading written text.

Based on the interview that has been done, the teacher uses GRASP (Guided Reading and Summarizing Procedure) technique as conventional technique in teaching learning process. GRASP is a teaching strategy which enables teacher to group students to talk, read, and explore text (Howel, 2004:3). Summarizing can be quite difficult for students unless guidance and practice are provided for the students. This strategy illustrates what a summary is and how to compress many ideas into a brief synopsis. The goal of teaching GRASP is to help students to summarize independently when they try to understand as well as study text. It can be concluded that conventional technique used by the teacher is GRASP technique.

Moreover, observation is also done. When that technique is applied by the teacher, the students did not enthusiast in that process. Most of the students is also did not pay attention when that process happened. So, it can be concluded that the technique is not appropriate to be used to teach the class.

The teaching-learning process which provides the opportunities for learners to make their own choices is cooperative learning approach. Group work has some advantages, one of them is it promotes learner autonomy by allowing learners to make their own decision in the group without being told what to do by the teacher. They work together in groups work or pairs work for doing something to achieve the goals of language learning. Richard and Rodgers (2001: 41) state that one of language teaching goals by using cooperative learning is to enhance learner motivation and to reduce learner stress and to create a positive affective and classroom climate.

The researcher assumes that cooperative learning approach can minimize these problems. According to Savage and Armstrong (1996: 195) cooperative learning approach has some techniques to apply in the class, such as: Two- by- two, Think-Pair- Share, Numbered Heads Together, Inside- Outside, Classroom Debate, Role Playing, Simulation, Learning Together, Team Achievement Division, Jigsaw, and Buzz Session. However, only Numbered Heads Together which is believed

appropriate technique to solve these problems. It is because Numbered Heads Together technique can train all students to participate, give opinion in the discussion, hold accountability and all of the groups have to make sure their members know the content of the text.

The teacher can use Numbered Heads Together technique to give an opportunity in a large number of students to participate in teaching learning process. Numbered heads together is also a technique which combines a game and learning. It will make the students in junior high school level interest to do that. So, the researcher is interested to know the effect of Numbered Heads Together on students' reading comprehension of SMP N 27 Merangin.

B. Identification of the Problem

There are two problems which can be identified. First problem is students' reading comprehension. Most of the students did not reach expected minimum scoring (KKM) and got difficulties in comprehending a text.

Last problem is teacher's technique which used in the class room. The teacher used conventional technique (GRASP) in the reading teaching learning process.

C. Limitation of the Problem

This research will be limited on the effectiveness of Numbered Heads Together technique on students' reading comprehension of descriptive and narrative text at second grade students of SMP N 27 Merangin.

D. Formulation of the Problem

The problem of this research will be formulated in the following question:

- ◆ Do the students who are taught by using Numbered Heads Together technique get better result on reading comprehension than those who are taught by teacher's technique?

E. Hypothesis

Hypothesis is researcher's tentative prediction of the result of the research findings (Gay et. al, 2009: 71). Based on the review related literature above, the hypothesis is:

- H_0 : the students who are taught by Numbered Heads Together technique get same result on reading comprehension of descriptive and narrative text than those who are taught by teacher's technique
- H_1 : the students who are taught by Numbered Heads Together technique get better result on reading comprehension of descriptive and narrative text than those who are taught by teacher's technique

F. Significance of the research

Number head together could give better result on students' reading comprehension of descriptive and narrative then conventional technique (teacher's technique). The findings of the study showed that students of experimental class had significant mean score of reading comprehension of descriptive and narrative text than control class. mean score of reading comprehension of experimental class was 65.00, while mean score of control class was 44.40. it means experimental get higher mean score than control class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading Comprehension

Reading is a process of the reader to receive the message of the written text. Feng (2000: 13) states that reading comprehension is a process of negotiating understanding between the reader and the writer. There are psychological process and linguistics process such as: phonological, morphological, syntactic, semantics and pragmatics in reading comprehension. The more complex explanation about the definition of reading comprehension is given by Murcia (2001: 213) in which she explains that comprehending reading matters involves the correct association of meaning eith words, symbols, the evaluating of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity.

Before dealing with the definition of reading comprehension it is necessary to define the word reading and comprehension. Hornby (1974:711) explains that reading is the act of one who reads ; knowledge, ESP, of books : the ways in which something is interpreted, while comprehension is the act of understanding, the ability of the mind to understand Procter in Rahman (1998:6) Evison in Tahir (2001:8) explain that comprehension is the mind's power of understanding, or the ability to understand.

Thinker (1975;5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but can not understand the content of the passages, it means he/she fails in comprehending the passage.

Ophelia (1989;205) assumes that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the author and

the reader can communicate one other. It means that a reader in this case, tries to understand what he is saying.

Smith and Dale (1980:7) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read (Anderson and Pearson in Alexander, (1993;160). Successful comprehension involves the reader who can discovery the meaning. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea or following a set of directions. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of author.

B. Levels of Reading Comprehension

The following are levels of reading comprehension according to Smith (1969) and Carnine (1990):

- a) Level of reading comprehension according to Smith (1969) and Wayne (1979) are.
 1. Literal comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
 2. Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.

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3. Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.
 4. Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones.
- b) Level of reading comprehension Carnine in Carnine (1990) are:
1. Comprehension skill for the primary level consists of:
 - a) Literal comprehension; that is to receive information stated in a passage
 - b) Sequencing comprehension; that is to understand several from a passage according to when they happened.
 - c) Summarization; that is to receive information stated in a passage.
 2. Comprehension skill for the intermediate level consist of:
 - a) Inferential comprehension; that is to reveal relationship between two objects or averts (stated on not stated).
 - b) Critical reading; that is to identify the author's conclusion to determine what evidence is presented, and to identify family argument.
 - c) Comprehension skill for the advanced level that is the appreciation of the author' work.

Based on the explanation above, reading is defined as a process used by reader to know and understanding whole text tells about and getting message through the reader interaction with the text. Reading comprehension is also a process of analyzing and evaluating of the writer's opinion in written text to get some ideas.

C. Reading Comprehension Assessment

Teacher should assess students reading comprehension in order the teacher know the ability of students reading comprehension. Alderson (2000: 303) states that approaches that have attempted to measure reading comprehension skills have in effect inferred a skill from the relationship between a question or task and the text. It

means that, reading comprehension assessment is to measure the understanding of reader in answering tasks or questions of reading comprehension toward reading text itself. He adds that all tests of reading require test-takers' responses to be evaluated. It means that, all tests of reading should be evaluated as the result of assessing. In assessing reading comprehension can be measured by using test of reading comprehension.

According to Grellet (1999: 5) there are four aspects of comprehension in reading that should be known. They are: determining main idea, determining detail, recognizing word meaning and reading information.

First, main idea is an idea that concludes all sentences in a paragraph. A main idea will be found in a paragraph. According to Phillips (2004: 156) states that the main idea is a primary point the author. It can be concluded that the main idea summarized all the ideas in the paragraph. Wiener (1989: 90) states that main idea in a paragraph may be state and unstated. He adds that when the writer has not stated main idea exactly, the idea is implied. It can be concluded that the main idea can be found in a paragraph and it can be written with own words.

Second, determining details consist of some sentences that develop main idea in a paragraph. According to Philips (2004: 160) states that detail is about one piece of information in the passage which develop main idea. Behne (2010: 1) explains that supporting details is bits information used to support main. Details that give major information about main idea are called major details, and details that give minor information about main idea are called minor detail. In short, detail is supporting ideas which support the main idea.

Third, recognizing word meaning is the way how to get meaning of word without looking at dictionary but by seeing the context of the text. The main problem of the reader is lack of vocabulary. It can make the reader hard to understand the meaning of difficult words in a text, so when they find the difficult word they often open the dictionary and it spend much time to know the meaning a text. Kirn (1985:

35) states that the reader does not need to look up the meaning of all new words of difficult words in dictionary. Moreover, Kustaryo (1988: 28) states that reader may use context clues in figuring out the meaning of new words. The clues could be in the sentence with the word, in the sentence before, or in the sentence following the word. He adds there are several kinds of clues: synonym, antonyms, definitions, explanation and relationships.

In short, it can be better to the reader to find out the meaning of the difficult word by guessing the meaning of the difficult word by look at the sentences before and after and by look at the context clues. This way can be easy and practice to the reader to get the meaning all of difficult word in a text.

Last, the purpose of reading is to get all of the information that is in the reading text. It means that the reader should know the general information and specific information in reading text. In reading general information, the reader would like to find general information for the passage, such as topic and main idea. The general information can be gotten by using skimming technique. Brown in Marinda (2006: 13) states that skimming give the reader advantage of being able to predict the purpose of the passage, the main topic or message.

According to Ur (2000: 138) there are some purposes in teaching reading comprehension which is also appropriate to be used in teaching reading, they are: 1) getting general information from the text, 2) getting the specific information from the text, and 3) reading for pleasure. It means that, in the reading activity the students should comprehend all of information (general and specific information) of the text in order the purpose of reading can be gotten well.

In getting general and specific information, the students should master some skills in comprehending text. King and Stanley (2004: 8) states that there are five skill contained in reading comprehension. First is finding factual information. It requires the readers to find the specific detail. Second is finding the main idea. Main idea is a sentence that develops each paragraph. Third is finding the meaning of

vocabulary in context. It means that the reader can get the meaning of difficult word without looking at dictionary but by looking at the context. Fourth is identifying references. References are words which substitute for other words. Last is making inference. Inference is a skill where the readers have to be able to read between the conclusions of the text. In short, the finding factual information and inference are the skill in getting specific information, finding of the main idea is the skill in getting general information, and finding difficult word and reference are the skill in recognizing word meaning.

Finally, it can be concluded that there are some indicators which consist of some sub indicators in reading comprehension they are: general information, specific information and meaning of word. The indicators and sub indicators of reading comprehension can be seen in the table below:

Table 1
Indicator of Reading Comprehension

Variable	Indicator	Sub indicator
Reading Comprehension	General Information	Identifying the topic Identifying the main idea of entire text
	Specific Information	Identifying explicit Information Identifying implicit Information
	Meaning of Word	Identifying the references Identifying the synonyms and antonym of words

Those indicators above will be used to asses reading comprehension of the students. Assessing students' reading comprehension is needed for the teacher to identify students' reading comprehension and the effectiveness of technique which has been used by using scoring.

G. Reading Strategies

Strategies are plans of action that is necessary for learners to reach their desired goals. Readers can improve their reading comprehension significantly if background knowledge can be activated by setting purposes, asking questions, making predictions, teaching text structure, and so on. They need to learn how to actively use reading strategies that match their reading purposes in order to achieve the desired results. Some of the strategies are listed below:

- a. Previewing: seeing what you can learn from the introductory, skimming to get an overview of content, and identifying the rhetorical situation.
- b. Annotating: marking up and questioning to understand and remember. Marking up section of text and asking questions about content.
- c. Outlining, summarizing, and analyzing: identifying the main ideas and restating them using our own words.
- d. Contextualizing: placing a text in its historical, cultural, contexts, or intellectual circumstances.
- e. Comparing and contrasting: Exploring the differences and similarities between texts to understand them better. The following is the skills and strategies that good readers usually use when reading include:
 - a. Setting goals
 - b. Paying attention to the text structure and organization
 - c. Monitoring their comprehension as they read
 - d. Memorizing, noting, and remembering the content in brain
 - e. Making predictions about what will happen, reviewing and evaluating.
- f. Utilizing what they know about the topic and integrating that with new learning
- g. Making conclusion

H. Numbered Heads Together Technique

Numbered Heads Together is one of techniques of cooperative learning which developed by Spencer Kagan. Kagan and Kagan (2009: 3. 15) state that Numbered Heads Together can be applied in different curriculum materials and in diversity of

subjects, to all grade levels and to any social interaction in the classroom. He adds that Numbered Heads Together is a technique that consists of some part of words, they are: numbered heads, and heads together. Numbered heads means that the teacher gives number for each of the students, and heads together means that group discussion activity which each student in the group should know the result of group's discussion.

Numbered Heads Together is a technique that the teacher gives number for each of student and divides them into several groups. In Numbered Heads Together technique, the teacher divides the students into several groups, each group consists of four students and each of students in each groups are given a number (1, 2, 3, or 4). The more explanation in numbering of the students is given by Savage and Armstrong (1996- 207), they explain that the purpose of teacher gives number for each of students in each groups is to call a number and the students in each group with that number raise their hand. If they are able to give the correct response, their teams get the point. It means that the function of number in each of students is to choose the students in every group to response the question. So every members of the student should ready to explain and answer in order their group get point and good score.

According to Savage and Armstrong (1996: 207) Numbered Heads Together introduces students into group scoring and individual accountability. It is because score of the group is depends on the individual of the students in the group. Each of students should give correct answer based on their discussion in order their group get good score. So, each of students have responsibility for their group.

There are several advantages of Numbered Heads Together techniques. According to Kagan and Kagan (2007) Numbered Heads Together is a technique that trains the students share information, listens the process of the discussion and comprehend the result of discussion. It makes the students more productive in the teaching learning process. In Numbered Heads Together technique, every student

should know the result of their discussion in their group in order every members of the students know what they have discussed.

According to Savage and Armstrong (1996: 207) the advantages of Numbered Heads Together is that all the group members must share and listen if they want to their group to do well. This is really a form of a tutorial group and it helps a larger member of students review and discusses important questions in a minimum amount time. It is line with Lie (2002: 59) he states that Numbered Heads Together can increase spirit of the students in group working. It means that Numbered Heads Together can motivate students in teaching learning process and trains the students to hold responsibility.

Briefly, Numbered Heads Together is a technique in cooperative learning approach that can be applied in every subjects, trains student to help each other (heads together) in their group; it means that the students are able to learn from each other, build good interaction in team work, they must also work together to ensure that everyone can understand the material and answer the questions as well and hold responsibility; it means that the students are accountable to each other in sharing ideas; the students may also be required to share their partner's ideas to another group or whole group so every student must be able in giving the group's response toward the question for other group.

According to Suprijono (2001: 92), Numbered Head Together method begins with the numbering, then questioning, head together, and answering. The numbering is the teacher formed small group and the number of each group should consider the number of concepts to be learned. For example if a 13 class consist of 40 students and divided into 5 groups according to the concepts that will be studied then each group consist of 7 students. Teacher gives the students a number 1-7. After the teacher gave a number of questions to be answered by the students referred to the questioning. Students with their group think of the answers called the Numbered Head Together. After that the teacher called students who have same number from different groups to provide the answer. It is called the answering. Numbering is the initial activities led

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by teachers. The teacher divides the class into small groups. If a class consists of 40 students, the teacher will divide it into five groups so that there are seven member of each group. Then the teacher gives the numbers 1-7 in every member of group. Questioning is asking the question by teachers to students. The teachers give opportunity for each group to find answers from questions that are given. This step is done after the group formed. Head together is a process in which all members of the group think of the answer by uniting mind. They discuss several possibilities answer to find the right answers to these questions. Answering is a process where the students with the same number from each group answer questions in turn given by the teacher. This is done continuously from the number 1-7 so all students have equal opportunities in reading. Based on the definitions above, it can be concluded that numbered head together method, students are expected to be able to gain thorough 14 understanding of the material being taught. In addition students are also expected to use English to read in other to improve their reading skill.

I. Purposes and benefits of Numbered Head Together

According to Ibrahim (in Herdian, 2009: 1-2), the purposes of numbered head together method are follows: a. The academic study structural It has purpose to increase students creativity and activity on academic assignment. b. Acknowledgment of the diversity so students can accept their friend who has different background c. Development of social appearance The benefits of this method are able to grow the readiness of all students, allow students to discuss earnest and positive interaction on students through clever student can teach students who have less intelligent.

J. The Procedure of Numbered Heads Together

Numbered Heads Together has a procedure in applying. According to Kagan and Kagan (2007) there are some steps in applying the procedure of Numbered Heads Together technique. First, the teacher divides the class into groups or teams and each

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team is made up of four students. If there are an odd number of players on one team use three or five members to allow for absentees. Second, the students are given number (1, 2, 3, and 4). Each member has and knows his number. A team of three will use numbers 1, 2 and 3; A team of four will use numbers 1, 2, 3, and 4 and a team of five or more will use numbers 1, 2, 3, 4, 4a and 4b. So each student has their own number. Third, the teacher presents a material and some questions to the students. Fourth, each group is to come up with the answer and make sure that everyone in the group knows it. Last, teacher calls a number and the students with the corresponding number have to answer the question. So, Kagan and Kagan divide the procedure of the Numbered Heads Together technique into five steps.

According to Alma et. al (2009: 90) in Numbered Heads Together technique, the teacher divides students into several groups, each group consist of four students which each student is given a number (1, 2, 3 and 4), and the teacher gives their some question to think together. Then, the teacher calls a number and the students that have that number should give answers. It can be concluded that, in every group should consists four students maximally.

Stone (2000: 72) states that Numbered Heads Together technique is a simple structure which consisting of four steps. First, students' number off, it meansthateach student on the team has a different number. Second, teacher announces a question teacher asks a question, the comprehension question asked to the students during step 2, and the question is formulated as a directive. Third, students put their heads together. It means thestudents literally put their heads together to discuss the answer of the question in their group and make sure everyone knows the answer. Last, teacher calls a number. Teacher will call a number at random and every student with that number raises their hands and answers the questions.

According to Jacob and Hall (1994: 2) there are four steps in conducting Numbered Heads Together, they are:

- a. Each student in group of four gets a number 1, 2, 3, or 4.
- b. The teacher asks the question based on the text in the reading class.

- c. All members in the group put their head together to come up with an answer or answers. They should also be ready to support their answer from the text.
- d. The teacher calls a number from one to four. The person with that number answers for the group's point. These are all sequential responses. The teacher can also use simultaneous answers so all students are showing their work.

The more complex explanation about the procedure of Numbered Heads Together technique is given by Savage and Armstrong (1996: 207) they state that the teacher begin by organizing students into groups of four or five, and the teacher give student a number. Teacher then presents a question or problem to entire class. Each group must discuss the question or problem. The teacher tells students that they must make sure that every member of the group knows the answer. After an allocated period time, the teacher calls a number, and the students with have that numbers raise their hands. If they give correct answer, it means that they can add some point for their group.

It can be concluded that, Numbered Heads Together technique has a procedure that consist of some steps. Based on the explanation above some steps of Numbered Heads Together technique was taken to apply in teaching reading comprehension, they are:

- a. The teacher divides the students into several groups and each of group consists of four students.
- b. The teacher gives a number for each student (1, 2, 3, and 4). So student in the same group have different number (numbered heads).
- c. The teacher invites the students to remember their number.
- d. The teacher gives a reading material and some questions.
- e. The teacher invites each group to discuss, think together (heads together) and answer the question.
- f. The teacher watches out student's discussion.

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- g. The teacher tells the students that they must make sure that every members of the group knows the answer.
- h. The teacher calls a number (e.g. 1, 2, 3 or 4) and the students which have that number should give the answers.
- i. The teacher gives point for the groups that their members who give correct answers.
- j. The teacher and students conclude about the answers of the questions together.

K. Conventional Technique

According to Rusfendi (2015:17), in conventional technique, the teacher was a repository of knowledge, the teacher was an authoritarian. The teacher dominated the class, and the teacher tough science. In this technique the teacher give argument and example of questions. The students just sit neatly and listened to the teacher. Students become passive when the teacher used this technique

When I researched in SMPN 27 Merangin, I saw the teacher only lectured in the class, it made students was bored and became passive. This technique made students to be difficult in learning English.

Conventional technique is a technique that usually used by the teacher in teaching reading comprehension. Technique that usually used by the teacher in teaching reading comprehension is guided reading and summarizing procedure (GRASP). According to Hayes in Brummer and Clarck (2008:159), GRASP teach students to summarize independently. Students learn to recall, organize, and self – correct information before composing a summary through teacher modeling. The Guided reading and summarizing procedure emphasize of the importance of learning how to summarize text and knowing when summarizing is needed.

Guided reading is a teaching activity with enables a teacher or a group of students to talk, read, and explore the text. The focus is in teaching students to become reflective and responsive readers who cannot read the lines, but who can read

between and beyond the lines (Howel, 2004:3). Through discussion, students are guided to interpret the writer's meaning and think above both literal and more complex meaning about the text.

Gustello and Lenz (2007:2) state that guided reading is an instructional approach that involves the teacher working with a small group of students who are similar in reading behaviors and the text level they are able to read with support. The ultimate goal of guided reading is to help students learn how to use literacy strategies successfully and to create independent readers who can formulate questions, consider possibilities and alternatives, make informed choices as they acquire meaning from text, and solve problems when they encounter difficulties with a text.

In addition, Manzo in Himille and Himille (2009:53), states that The Guided Reading and Summarizing Procedure is an activity that gets students to interact and interview informational text that they've read. The material is reviewed four times and thus represents a great use of class time for the teacher. The GRASP allows students to collaboratively review when they've read four different ways. It emphasizes comprehension of informational reading and allows students to go back and fix any misunderstanding or forgotten parts.

So, the researcher concluded that there are some procedures to apply the Guided Reading and Summarizing Procedure (GRASP). It should help the students how to summarize correctly because when they have read the article or text, it seems that they cannot comprehend and understand about the text. They also cannot discover about the main idea of the text.

GRASP technique requires a different way in teaching and learning process. It makes students' work cooperatively which will develop their ability in their social and human relations. GRASP technique must be scaffolded to ensure success for the students. It is a routine for scaffolding reading comprehension, where students' work as active members of a cooperative and collaborative group.

The process of the method is the discussion. The teacher becomes the leader. The teacher guides the group in composing information and summarizing the text based on information from the text. By using GRASP technique, it is hope that the students become more active in joining the teaching and learning process. In short, group method is supposed to be more active than conventional technique in teaching reading.

GRASP is also to help students to extract the information of the text, organize it. It is also to help students for summarizing the text when they comprehend it. To execute GRASP, the teacher follows a few basic steps: prepare students for lesson, have them read for remembering details, help them group remembered details, and show them how to convert grouped details into a summary. According to Elizabeth (2011: 17), these are some teacher's procedure in GRASP:

1. Teacher selects text between 2500-3800 words.
2. Students are directed to read for the purpose of remembering all they can.
3. When they are finished reading, students are to return their texts face down and look up.
4. Teacher asks the students to tell all that they can remember, no matter how trivial or incomplete their recollection. The teacher lists their recollections on the chalkboard. They are words and fragments in no particular pattern, just facts they remember.
5. Teacher writes down all recollections. Of course, sometime students will disagree on the correctness of their memory. When this happen, they are anticipating the next step-have students reread for the purpose of adding pertinent information and correcting what was already given.
6. Once students reread, on the second column, write any additions or corrections, connecting to original responses.
7. It is time to group details that belong together and organize the details within each group.

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8. Teacher engages students in discussion that identifies the text's major topics. These topics will serve as categories to group information. Teacher and students agree on labels for these categories, and teacher has students decide the category to assign it.
9. These categories, along with the information associated with each, become the basis for writing summary. The teacher walks the students through the summary-writing process as a whole class. Solicit sentences from students based on the outline of information gathered and organized.
10. Revise the summary together, creating a plagiarism-free summary.

So, it can be concluded that students have to create the idea based on their reading comprehension. They also have to remember all of the things related on the text. It will make the lists of categories, and find the main idea. They should make a summary.

The researcher has found out the procedure of using GRASP in teaching reading, they are:

1. Teacher divides the students into some groups.
2. Teacher distributes a reading text which will be discussed to the students.
3. Teacher asks the students to read the text and then close the text.
4. Teacher asks the students to write all the information they get from the text on the board, return to the text and make corrections if the information isn't complete yet.
5. Teacher asks the students to classify the information from the list on the board into some paragraph.
6. Teacher asks the students to find the topic sentence for each paragraph, specific information, implied information, topic, main idea, reference, purpose of the text.

L. Review of Related Studies

7. Teacher asks the students to summarize what they found in the text.

Related to explain above, GRASP technique in this research means the teacher should divide students into group. They need to share their ideas or change their information on learning process. After that, they should make the summary based on the text.

Some researchers have done researches about Numbered Heads Together Technique. Arif (2007), in his thesis stated that writing is one of skill which should be mastered by the students but the students' writing skill in the place of his research was still low and then he conducted the research by using Numbered Heads Together. The conclusion of this study is that Numbered Heads Together can increase writing skills especially for students with high learning motivation at SMA Negeri I Krajan Sukoharjo academic year 2007/2008. Arif's research relates with this study, because of Arif uses same technique (Numbered Heads Together) but to increase writing students' skills and he use motivation as moderate variable.

Next, Zummriha (2009), she stated that vocabulary mastery and interest are the most important factors which should be mastered by the students and she used Numbered Heads together to improve students' vocabulary and interest. She conducted the research at SMA Negeri Gondanglegi. Based on the research finding she concluded that the students who were taught by using Numbered Heads Together got better results of vocabulary and interest. In the Zumriha's research, she uses Numbered Heads Together technique and this study also uses that technique, but in her research she uses this technique to improve students' vocabulary mastery and interest.

After that, Agnafia (2011) investigated the implementation of Numbered Heads Together and CD interactive media on students' motivation in learning Biology. She conducted her research at SMP N JATEN Academic Year 2010/ 2011. The result of her research is Numbered Heads Together technique by combining CD interactive

can improve students' motivation in learning Biology. It relates with this study because Agnafia uses same technique (Numbered Heads Together) but she combines by using CD interactive to improve motivation of the students.

Based on the findings of Arif (2007) he used Numbered Heads Together technique in his research in English subject but he focused on the writing skill. The result of his research, it can be seen that Numbered Heads Together technique has significant effect on students in teaching learning process. It is also done by Zumriha (2009) did the research by using Numbered Heads Together technique in English subject but she focused on the vocabulary mastery. Then, Agnafia (2011) conducted the research about Numbered Heads Together technique in Biology subject and the result of her research; it can increase students' motivation. Therefore, this study is interested to do the research about the effectiveness of Numbered Heads Together technique in teaching reading at second grade students in SMP N 27 Merangin.

Next, Mentari mega wardani(2015), she used numbered head together in her reaseach. Tehere was 3 points that we could get of her reaseach,

1. The implementation of Numbered Head Together Method in reading skill of ten grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016 runs successfully. The students can improve their vocabulary knowledge, following the structure of a passage, recognizing a writer's purpose and finding the answers of important information.
2. Numbered Head Together Method is able to improve students' reading skill, it can be seen from the percentage of students who reach the standardized score (kriteriaketuntasan minimal) in score 75. The students who reach standardized score in cycle I, the percentage for pre-test is 11.1 % and post-test is 22.2%. In cycle II, the percentage for pre-test is 27.7% and post-test is 41.1%. It means that the students' reading skill increase significantly.
3. There is an improvement of students' reading skill after used Numbered Head Together method students' reading skill of ten grade students of SMA

Muhammadiyah plus Salatiga in the academic year of 2015/2016. It can be seen the progression of the 61 result of the research. The mean of post test in cycle I is 60.38 and cycle II is 59.80. However, the result of test in cycle I and II improved

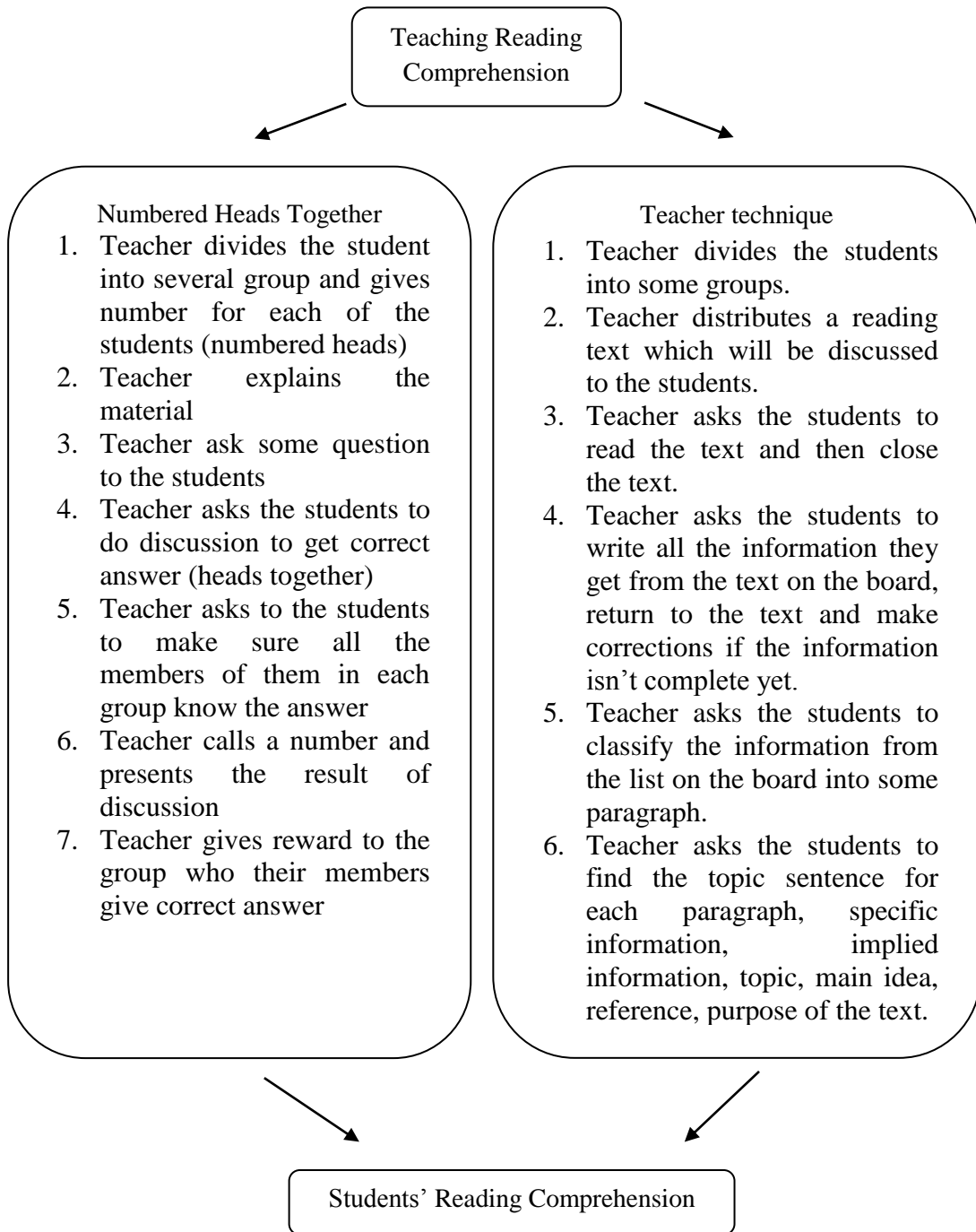
M. Conceptual Framework

Numbered Heads Together is used for the teacher who wants to make effective and efficient classroom activity. This activity not only develops group work and creative thinking of the students but also train the responsibility of the students. Based on the explanation above, the role of treatment in the class can be seen on the Conceptual Framework below,

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Figure 1
Conceptual Framework



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N. Hypothesis

Hypothesis is researcher's tentative prediction of the result of the research findings (Gay et. al, 2009: 71). Based on the review related literature above, the hypothesis is:

- H₀ : the students who are taught by Numbered Heads Together technique get same result on reading comprehension of descriptive and narrative text than those who are taught by teacher's technique
- H₁ : the students who are taught by Numbered Heads Together technique get better result on reading comprehension of descriptive and narrative text than those who are taught by teacher's technique

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A. Design of the Research

This research was an experimental study. According to Ary and Jacobs (2002: 277) an experiment study was a specific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). In this experimental study, there were two groups, they are: control group and experiment group, and they would be given different treatment in doing the research.

The effect of two groups (experiment and control class) would be compared with different treatments. The experimental group would be given new treatment that was Numbered Heads Together technique in reading teaching learning process and the control group would be given common technique (conventional technique) used by English teacher.

B. Population and Sample

This study took all of second grade students of SMP N 27 Merangin as the population of this research. Second grade of SMP N 27 Merangin consisted of two classes. Total number of the population was 41 students. Table below present the population of this study:

Table 2
The Population of Second Grade of SMP N 27 Merangin

No.	Class	Gender		Total
		Male	Female	
1.	II A	10	10	20
2.	II B	10	11	21
Total		20	21	41

Those classes were taken to be sample of the research because two classes were used for this study. According to Salkind (2012: 97) cluster is groups that appear to gather in which units of individual are selected rather than individual themselves. Then, flipping coin will be used to look for experiment class and control class. It can be concluded that, this study will be used cluster sampling in taking the sample of the research.

C. Instrumentation

The instrument was used to collect the data. It was test of reading comprehension. That instrument was tried out to other sample in same population before being used to test the students in control and experiment groups. Then, that instrument was tested to the control and experiment group.

D. Reading Comprehension Test

In reading comprehension test, there were two characteristics of the test. They were multiple choices test and fill in the blank. Multiple choices demand the students to answer the question with four answer (a, b, c and d) and one of them is the correct answer. The students were given 60 minutes to finish it.

Test specification of test items of reading comprehension is presented in the table below:

Table 3
Test Specification of Reading Comprehension

No	Indicator	Sub indicator	Number of Item	Total of Item
1	General Information	1) Identifying the topic	1, 4, 12, 23	4
		2) Identifying the main idea of entire text	8, 15, 20	3
2	Specific Information	1) Identifying explicit Information	5, 7, 14, 18	4
		2) Identifying implicit Information	2, 6, 19, 21	4
3	Meaning of word	1) Identifying the references	3, 9, 17, 22	4
		2) Identifying the synonyms or antonym of words	10, 11, 13, 16	4
Total				23

(King and Stanley, 2004)

Based on the table above, it can be seen that there are 23 total numbers of question that should be answered by the students in 60 minutes.

a. Validity

The validity of the test is checked by using some steps of validation. Salkind (2012: 111) states that a test is said valid if it measures what it claims to be measured. A test is called valid if it based on the content of the test, objective and description of lesson and the material the test materials for the students' reading text is connected to Kurikulum Kerangka Nasional Indonesia (content validity).

In this study, construct validity is also used to know the validity of the test of reading comprehension. Gay (2000: 164) states that construct validity is the test which an accurate reflection of underlying theory of what it is supposed to measure. It means that the validity is analyzed per item. To know each item valid or not, correlation product moment is used:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

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Where:

r_{xy} : Coefficient correlation between x and y variables

N : Number of students

$\sum x$: Sum of x

$\sum y$: Sum of y

$\sum x^2$: Square of x

$\sum y^2$: Square of y

$\sum xy$: Total scores of cross product x and y

b. Reliability

Based on Nunan (1995- 23), reliability is the stability of the test score. In this study the internal consistency reliability will be estimated though a Kuder Richardson reliability coefficient. Kuder- Richardson 20 (KR-20) formula will be used to measure the reliability of test as follow

$$r_{11} = \frac{n}{n-1} \left[1 - \frac{\sum pq}{S^2} \right]$$

Where: n = the number of item on the text

$\sum pq$ = the sum of item variance, and

S = standard deviation

Then, the calculation of the reliability scores was classified based on the reliability categories below:

1. if $0,90 \leq r_{11} < 100$, very high
2. if $0,70 \leq r_{11} < 0,90$, high
3. if $0,40 \leq r_{11} < 0,70$, medium
4. if $0,20 \leq r_{11} < 0,40$, low
5. if $0,00 \leq r_{11} < 0,20$, very low

(Arikunto, 2006: 100)

The test is accepted if the categories of test in high and very high categories

E. Technique of Data Collection

In collecting data, this study was focused on students' reading comprehension. A test was used to measure reading comprehension of the students and that test was given for control class and experiment class.

There are some ways in collecting the data:

1. Treatment

Numbered Heads Together technique was used for the students in experiment class as a treatment in the class. It needs 40 minutes to do that treatment for each meeting in the class. The materials used will be based on the guideline of English Curriculum in that school.

2. Post- Test (Reading Test)

Post- test was given in the last meeting in order to know the progress of the students in learning by using Numbered Heads Together technique after treatment. The types of the tests are are fill in the blanks and multiple choices forms.

F. Technique of Data Analysis

- **Hypotheses Testing**

The mean score of two groups who are assigned reading test was compared to determine the effectiveness of methods. The hypothesis is formulated as follows:

Ho : reading comprehension of student who are taught by Numbered Heads Together technique get the same result on reading comprehension of descriptive and narrative text than those who are taught by GRASP technique

H₁ : reading comprehension of students who are taught by Numbered Heads Together technique get better result on reading comprehension of descriptive and narrative text than those who are taught by GRASP technique

Or its statistic hypothesis can be written as follow

Ho : $\mu_1 = \mu_2$

H₁ : $\mu_1 > \mu_2$

Where: μ = mean score of reading comprehension of experimental class

μ_2 = mean score of reading comprehension of control class

Then, hypothesis testingis computed by using t- test. The formula is as follow

$$t = \frac{X_1 - X_2}{\sqrt{\left[\frac{S_1^2}{N_1}\right] + \left[\frac{S_2^2}{N_2}\right]}}$$

Where:

\bar{X}_1 : mean of sample 1

\bar{X}_2 : mean of sample 2

S_1^2 : variance of sample 1

S_2^2 : variance of sample 2

n_1 : number of sample 1

n_2 : number of sample 2

Based on testing category, H_0 is accepted if t_{observed} is smaller than t_{table} , but if the value of t_{observed} is higher than critical value of t_{table} , the null hypotheses will be rejected.

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CHAPTER IV RESEARCH FINDINGS

A. Data Description

There were 41 students in second grade of SMPN 27 Merangin. They were divided into two classes, they were: II A and II B. So, the sample of this study was II A and II B. Class II A consisted of 20 students and II B consisted of 21 students.

In the processing of this study, firstly, both of classes were given different treatment, experiment class (II F) was taught by using Numbered Heads Together and control class was taught by using conventional teaching. After that both of classes were given post- test of reading comprehension.

Post- test was done to know the ability of the students on reading comprehension of descriptive and narrative text after doing the treatment. The post-tests mean score of descriptive for experiment class and control class can be seen in the table below:

Table 10
Post- Test Mean Score of Reading Comprehension of Descriptive

No.	Class	Mean score of descriptive
1	Experiment class	65.07
2	Control class	34.58

From the data above experiment class got 65.07 descriptive mean score and 34.58 for control class. It can be concluded that the mean score of control class was smaller than experiment class. After that, the post- test in narrative text was analyzed. The post- tests mean score of narrative for experiment class and control class can be seen in the table below:

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Table 11

Post- Test Mean Score of Reading Comprehension of Narrative

No.	Class	Mean score of Narrative
1	Experiment Class	64.92
2	Control Class	51.81

From the table above, experiment class got 64.92 of narrative mean score and 51.81 for control class. It can be concluded that, the mean score of control class was smaller than experiment class in narrative. More details see appendix 29 (page 151) and 30 (page 152).

The model of post- test of descriptive and narrative in this study was combined. The result of mean score of post- test of descriptive and narrative for experiment and control class can be seen below:

Table 12

Summary of Post- Test Score of Reading Comprehension of Descriptive and Narrative

	Reading Comprehension	
	Experiment Class	Control Class
Minimum Score	47.82	21.73
Maximum Score	91.3	69.56
Mean	65.00	44.40
Standard Deviation	14.2551	15.6763
Variance	203.2	245.7
N	21	20

B. Hypothesis Analysis

From the table above, it can be concluded that the experiment class has significant mean score of reading comprehension of descriptive and narrative text than control class.

The result of reading comprehension t-test for both of class (experimental class and control class) is 4.395 and $t_{table} = 1.69$. It could be concluded that $t_{observed} > t_{table}$. It means that the students were taught by using Numbered Heads Together got better result than Conventional Technique or H_0 was rejected.

C. Discussion

This research was conducted in 12 meetings for experiment class and 12 meetings for control class. From the statistical analysis of the hypothesis testing above, it could be concluded that Numbered Heads Together was more effective for students' reading comprehension than those who were taught by conventional technique. The mean score of experimental class which was taught by Numbered Head Together was higher than control class which was taught by Conventional Technique. It means that, Numbered Heads Together could improve students' reading comprehension of descriptive and narrative text. It also can be seen from the result of first hypothesis which explained that $t_{observed} > t_{table}$. Briefly, Numbered Heads Together gave significant effect toward students' reading comprehension. This finding was in line with the findings of research which was conducted by Zumriha (2009). She found that the score of students which were taught by using Numbered Heads Together showed the progress of students' vocabulary. This finding is in line with the finding of research which was conducted by Agnafia (2011). She found that the average score of students with higher motivation were taught by Numbered Heads Together was higher than the students with higher motivation in the control class. This findings is in line with the findings of research which was conducted by Agnafia (2011), she found that the average score of students with lower motivation were

taught by Numbered Heads Together in the experimental class was higher than the students with lower motivation in the control class.

Numbered Heads Together gave more opportunity for the students to share their idea in their group to answer the question of reading. Students were trained to share the ideas, discuss it to take one the best idea in their group and make sure for each members each of groups know the answer. As stated by Kagan and Kagan (2007) Numbered Heads Together is a technique which trains the students share information, listens the process of the discussion and comprehend the result of discussion. In contrast, students in control class that was taught by Conventional Technique were not able to share their ideas and take one correct idea so that they got difficulties in answering the reading text. It was due to the teacher only asked the students to answer a question of reading text and the students which chosen by the teacher answer the question. This technique made the students bored, and frustrated in learning reading comprehension. As stated by Kagan and Kagan (2007) that Numbered Heads together makes the students more productive in teaching learning activity. It different with the students in the control class, the students in the control class did not get opportunity to share and discuss their ideas to get a correct idea. So from those reasons, it can create boring situation in the learning activity in the control class, because the learning was dominated by the teacher.

From the discussion above, it could be concluded that students who were taught by Numbered Heads Together had better reading comprehension of descriptive and narrative text than those who were taught by using Conventional Technique.

D. Limitation of the Research

Even though this research was conducted accurately and carefully, it still has limitation, as follow:

1. In this research used the indicator of reading comprehension which proposed by King and Stanley (2004), the indicators are: general information, specific

information and meaning of word and those indicators divided into some sub indicators. Actually there are some other indicator that can be used to assess reading comprehension such as stated by Grellet (1998) which stated four indicators, they are: main idea, determining detail, recognizing word meaning and reading information.

2. As stated by Kagan and Kagan (2009: 3. 15) Numbered Heads Together can be applied in different curriculum materials and in diversity of subjects, to all grade levels and to any social interaction in the classroom. In this research, Numbered Heads Together technique was only used to teach reading comprehension. There are the other skills which can be taught by using Numbered Heads Together, such as: writing, speaking and listening.

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A. Conclusion

Based on the research findings and discussion, it can be concluded that:

1. Numbered Heads Together can give better result on students' reading comprehension of descriptive and narrative then Conventional Technique (teacher's technique). It can be seen from the average score of experimental and control class. The students' average score of experiment class who were taught by Numbered Heads Together was higher than students' average score who were taught by Conventional Technique.

B. Suggestions

Based on the findings and conclusions above, it can be taken some suggestions as follows:

1. Based on the research findings of this research, Numbered Heads Together was the effective way to improve students' reading comprehension of descriptive and narrative text at the second grade of SMPN 27 Merangin. Therefore, it is suggested that English teachers at SMPN 27 Merangin apply Numbered Heads Together as a variation of teaching reading comprehension.
2. It is also suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides that, they also suggested to conduct the same research for other skill and other kind of text.

CHAPTER V

CONCLUSION AND SUGGESTION

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Appendix 1

Post test result of reading comprehension of descriptive text at Experiment Class

No	Code	Correct Answer	X	X ²
1	E1	8	66.66	4443.5556
2	E2	11	91.66	8401.5556
3	E3	6	50	2500
4	E4	7	58.33	3402.3889
5	E5	8	66.66	4443.5556
6	E6	7	58.33	3402.3889
7	E7	9	75	5625
8	E8	8	66.66	4443.5556
9	E9	9	75	5625
10	E10	7	58.33	3402.3889
11	E11	8	66.66	4443.5556
12	E12	9	75	5625
13	E13	9	75	5625
14	E14	4	33.33	1110.8889
15	E15	7	58.33	3402.3889
16	E16	9	75	5625
17	E17	9	75	5625
18	E18	8	66.66	4443.5556
19	E19	8	66.66	4443.5556
20	E20	7	58.33	3402.3889
21	E21	6	50	2500
Total			1366.6	91935.7226
Mean			65.07	

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Appendix 2

Post test result of reading comprehension of descriptive text at Control Class

No	Code	Correct Answer	X	X ¹²
1	C1	7	58.33	3402.3889
2	C2	4	33.33	1110.8889
3	C3	3	25	625
4	C4	4	33.33	1110.8889
5	C5	4	33.33	1110.8889
6	C6	7	58.33	3402.3889
7	C7	5	41.66	1735.5556
8	C8	9	75	5625
9	C9	1	8.33	69.3889
10	C10	1	8.33	69.3889
11	C11	8	66.66	4443.5556
12	C12	9	75	5625
13	C13	1	8.33	69.3889
14	C14	3	25	625
15	C15	2	16.66	277.5556
16	C16	3	25	625
17	C17	1	8.33	69.3889
18	C18	2	16.66	277.5556
19	C19	1	8.33	69.3889
20	C20	8	66.66	4443.5556
Total			691.6	34787.167
Mean			34.58	

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Appendix 3

Post test result of reading comprehension of narrative at Experiment Class

No	Code	Correct Answer	X	X1 ²
1	E1	7	63.63	4048.7769
2	E2	10	90.90	8262.81
3	E3	9	81.81	6692.8761
4	E4	4	36.36	1322.0496
5	E5	7	63.63	4048.7769
6	E6	5	45.45	2065.7025
7	E7	10	90.90	8262.81
8	E8	6	54.54	2974.6116
9	E9	10	90.90	8262.81
10	E10	4	36.36	1322.0496
11	E11	7	63.63	4048.7769
12	E12	7	63.63	4048.7769
13	E13	8	72.72	5288.1984
14	E14	7	63.63	4048.7769
15	E15	4	36.36	1322.0496
16	E16	8	72.72	5288.1984
17	E17	8	72.72	5288.1984
18	E18	8	72.72	5288.1984
19	E19	6	54.54	2974.6116
20	E20	8	72.72	5288.1984
21	E21	7	63.63	4048.7769
Total			1363.5	94196.034
Mean			64.92	

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Appendix 4

Post test result of reading comprehension of narrative at Control Class

No	Code	Correct Answer	X	X_1^2
1	C1	8	72.72	5288.1984
2	C2	5	45.45	2065.7025
3	C3	6	54.54	2974.6116
4	C4	7	63.63	4048.7769
5	C5	7	63.63	4048.7769
6	C6	5	45.45	2065.7025
7	C7	5	45.45	2065.7025
8	C8	7	63.63	4048.7769
9	C9	4	36.36	1322.0496
10	C10	7	63.63	4048.7769
11	C11	5	45.45	2065.7025
12	C12	6	54.54	2974.6116
13	C13	4	36.36	1322.0496
14	C14	5	45.45	2065.7025
15	C15	3	27.27	743.6529
16	C16	7	63.63	4048.7769
17	C17	3	27.27	743.6529
18	C18	7	63.63	4048.7769
19	C19	6	54.54	2974.6116
20	C20	7	63.63	4048.7769
Total			1036.26	57013.389
Mean			51.81	

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Appendix 5

Post test result of reading comprehension of descriptive and narrative at Experiment Class

No	Code	Correct Answer	X	X_1^2
1	E1	15	65.21	4252.3441
2	E2	21	91.3	8335.69
3	E3	15	65.21	4252.3441
4	E4	16	47.82	2286.7524
5	E5	15	65.21	4252.3441
6	E6	12	52.17	2721.7089
7	E7	19	82.6	6822.76
8	E8	14	60.86	3703.9396
9	E9	19	82.6	6822.76
10	E10	11	47.82	2286.7524
11	E11	15	65.21	4252.3441
12	E12	16	69.56	4838.5936
13	E13	17	73.91	5462.6881
14	E14	11	47.82	2286.7524
15	E15	11	47.82	2286.7524
16	E16	17	73.91	5462.6881
17	E17	17	73.91	5462.6881
18	E18	16	69.56	4838.5936
19	E19	14	60.86	3703.9396
20	E20	15	65.21	4252.3441
21	E21	13	56.52	3194.5104
Total			1365.09	91779.2901
Mean			65.00	

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Appendix 6

Post test result of reading comprehension of descriptive and narrative at Control Class

No	Code	Correct Answer	X	X_1^2
1	C1	15	65.21	4252.3441
2	C2	9	39.13	1531.1569
3	C3	9	39.13	1531.1569
4	C4	11	47.82	2286.7524
5	C5	11	47.82	2286.7524
6	C6	12	52.17	2721.7089
7	C7	10	43.47	1889.6409
8	C8	16	69.56	4838.5936
9	C9	5	21.73	472.1929
10	C10	14	60.86	3703.9396
11	C11	13	56.52	3194.5104
12	C12	15	65.21	4252.3441
13	C13	5	21.73	472.1929
14	C14	7	30.43	925.9849
15	C15	6	26.08	680.1664
16	C16	8	34.78	1209.6484
17	C17	5	21.73	472.1929
18	C18	8	34.78	1209.6484
19	C19	14	60.86	3703.9396
20	C20	12	52.17	2721.7089
Total			891.19	44356.5755
Mean			44.40	

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Appendix 7

Hypothesis Testing

1. First hypothesis

The result of t observed can be seen below:

$$X_1 = 65.00$$

$$X_2 = 44.40$$

$$S_1^2 = 203.2$$

$$S_2^2 = 245.7$$

$$N_1 = 21$$

$$N_2 = 20$$

$$t = \frac{X_1 - X_2}{\sqrt{\left[\frac{S_1^2}{N_1}\right] + \left[\frac{S_2^2}{N_2}\right]}}$$

$$t = \frac{65.00 - 44.40}{\sqrt{\left[\frac{203.2}{21}\right] + \left[\frac{245.7}{20}\right]}}$$

$$t = \frac{20.6}{\sqrt{[9.6761905] + [12.285]}}$$

$$t = \frac{20.6}{\sqrt{21.96119}}$$

$$t = \frac{20.6}{4.686277}$$

$$t = 4.3958136$$

$$t_{\text{table}} = 1.69$$

$$t_{\text{observe}} > t_{\text{table}}$$

APPENDIX 8

Try Out

Name:

Class:

You are given 60 minutes to do this test.

Read the following text carefully and answer the following questions by choosing the correct answer.

Text I

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

That's for me, as I am a Fox," said Master Fox, and he walked up to the foot of tree. "Good- day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

1. A suitable title for the story above is
 - a. the Lion and the Mouse
 - b. master of thief
 - c. a fox and a crow
 - d. the dog and its shadow
2. The orientation of the text is in....
 - a. first paragraph
 - b. second paragraph
 - c. first and second paragraph
 - d. third paragraph

Text II

A Countryman's son by accident trod upon a Serpent's tail, which turned and bit him so that he died.

The father in a rage got his axe, and pursuing the Serpent, cut off part of its tail. So the Serpent in revenge began stinging several of the Farmer's cattle and caused him severe loss.

Well, the Farmer thought it best to make it up with the Serpent, and bought food and honey to the mouth of its liar, and said to it: "Let's forget and forgive: perhaps you were right to punish my son, and take vengeance on my cattle, but surely I was right in trying to revenge him; now that we are both satisfied why should not we be friends again?" "no, no," said the Serpent; "take away your gift; you can never the death of your son, nor I the loss of my tail."

3. "...**trod** upon a Serpent's tail..."
The bold typed word means....
 - a. cut
 - b. shoot
 - c. step
 - d. pull
4. ... I was right in trying to revenge **him**... The word "him" refers to.....
 - a. serpent
 - b. farmer
 - c. countryman's son
 - d. countryman

Text III

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went sailing to other place. Ever since Malin Kundang's living, his mother went to the shore every day, waiting for Malin Kundang to return.

After years, her waiting come to an end when a luxurious ship docked at the shore. Young people in extravagant dress stepped down from the ship. Malin's mother was sure that the young man was her son. She tried to embrace him, but he threw her away. He didn't admit the woman as his mother

Being denied and humiliated, Malin's mother cursed her son. After that moment, the luxurious ship was attacked by hurricane. Malin Kundang was hurled to the shore and turned to be a rock.

5. What does the story tell us about?
 - a. a poor woman
 - b. a disloyal son
 - c. the legend of a ship
 - d. the legend of a curse

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6. The poor mother cursed her son because?
 - a. her son left her
 - b. her son got rich
 - c. her son denied her
 - d. her son got married
7. What is the moral value of the story?
 - a. we must respect our parents
 - b. we must not leave our hometown
 - c. do not speak with strangers
 - d. do not go sailing when the weather is bad

Text IV

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile. "How many crocodiles are there in the river?" The boss of crocodile answered "We are twenty there". "Where are they?" the rabbit ask for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle, and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of crocodile called all of his friends and asked them to make a line in order from one side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one... two... three...four... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

8. What is the tense used in that text?
 - a. present tense
 - b. past tense
 - c. present continuous tense
 - d. past continuous tense
9. The main idea of the first paragraph is....
 - a. Rabbit wanted to cross the river but could not swim
 - b. Rabbit wanted to meet the boss of crocodile
 - c. Rabbit wanted to swim across the river
 - d. Rabbit wanted to know where the crocodiles are

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10. The word “I” in the text above refers to..... (paragraph 2)
 - a. rabbit
 - b. crocodiles
 - c. the boss of crocodiles
 - d. crocodile’s friend
11. “All of you are good, nice, gentle, and kind....” (paragraph 2)
The underlined word is synonymous with....
 - a. wild
 - b. diligent
 - c. honorable
 - d. cheer

Text V

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was so beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law, the king had an arrow shooting competition. The best one would be Mandalika’s husband.

One day of the competition, those princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn’t want anyone killing each other because of her. That’s why she decided to go to the sea. She died in the south sea of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worm *nyale*. People believe that those *nyales* are Princess Mandalika’s hair.

12. What is the purpose of the text?
 - a. to describe Princess Mandalika
 - b. to give information about Kuripan kingdom
 - c. to tell about the legend of nyale in Lombok
 - d. to retell the story of a king in Kuripan
13. What did the princess have to do to be Mandalika’s husband?
 - a. fight and kill each other
 - b. shoot their arrow perfectly

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- c. join the arrow competition
- d. regret and stop fighting

14. The second paragraph tells about....

- a. the competition
- b. the shooting competition
- c. the princes
- d. Mandalika

15. "Princess Mandalika was so desperate." What is the synonym of the underline word?

- a. hopeless
- b. hopeful
- c. optimistic
- d. enthusiastic

Text VI

THE BOGOR BOTANICAL GARDEN

One of the famous public gardens in Indonesia is the Bogor Botanical Garden. It lies 60 kilometers south of Jakarta. It was built at the order of the British Governor Sir Thomas Stamford Raffles, but the Dutch Governor-General Van Der Cappellen opened it in 1817.

The large park covers an area of 87 hectares and has more than 15,000 kinds of trees and plants. There are 400 different types of palms, more than 5,000 kinds of orchids from Indonesia and abroad, and the giant Rafflesia which blooms only once a year. During the 19th century, this garden was famous for the study of tea, cassava, tobacco, cinchona, and other plants. There is also a botanical library where students can find a lot of books on botany. In 1856, at the northern part of the garden the Dutch built a palace for their governor general. It is open daily from 9.00 to 17.00 for visitors.

Three branches of the Bogor Botanicai Garden are the Cibodas Botanical Garden, the Purwodadi Botanical Garden, and the Eka Karya Botanical Garden. The Cibodas Botanical Garden was built in 1862 for the study of the flora and fauna on mountains. It covers an area of about 80 hectares on the slope of Gede volcano, 1,200 meters above sea level. The Purwodadi Botanical Garden was built on the lower slope of Mt. Arjuna, East Java in 1914. It is about 3,000 meters above sea level. It covers an area of 85 hectares. Here people study plants of dry areas. The Eka Karya Botanical Garden was built in 1959 for the study of the flora on the mountains in West Nusa Tenggara. It covers an area of 50 hectares on the slope of Mt. pohen in Bali. It is between 1,250 and 1,450 meters above sea level.

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Fill in the blank by using the word given in the box.

16. The topic of the text is.....
17. The opposite of famous (paragraph 2) is
18. There are three branches of the Botanical Garden are.....
19. Third paragraph tells about...
20. It lies 60 kilometers south of Jakarta. Lies means.....
21. The Cibodas Botanical garden is using for the study of the.....
22. “Here people study plants of dry areas” (paragraph 3). The word “here” refers to.....

- | |
|---|
| <ul style="list-style-type: none"> - Cibodas,Purwodadi,Eka Karya Botanical Garden - Domestic - Unfamiliar - Kinds of trees, orchids and palms - Location - Flora And Fauna - Purwodadi botanical garden - Three branches of the Bogor Botanical Garden - The famous public garden in indonesia |
|---|

Choose the best answer based on the text above.

23. What is the tense used of the text...
 - a. present tense
 - b. present continuous tense
 - c. past tense
 - d. past continuous tense
24. The Eka Karya Botanical Garden is used for the study of.....
 - a. flora
 - b. fauna
 - c. flora and fauna
 - d. plants of dry areas
25. What is the generic structure used of the text...
 - a. identification and description
 - b. description and narration
 - c. orientation and reorientation
 - d. identification and narration

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26. The.....paragraph is about the branches of the Bogor Botanical Garden.
 - a. first
 - b. second
 - c. third
 - d. first and third
27. What is the purpose of the text?
 - a. to tell about the Bogor Botanical Garden
 - b. to narrate the Bogor Botanical Garden
 - c. to describe about the Bogor Botanical Garden
 - d. to give information about the Bogor Botanical Garden
28. “It covers an area of about.....” It refers to....(paragraph 3, third sentence)
 - a. Botanical Garden
 - b. Purwodadi Botanical Garden
 - c. Eka Karya Botanical Garden
 - d. Cibodas Botanical Garden
29. We can see the flower of Rafflesia.....
 - a. once a week
 - b. once a month
 - c. once a years
 - d. once a day
30. What does the story tell us?
 - a. the Bogor Botanical Garden
 - b. the branches of the Bogor Botanical Garden
 - c. the large of Botanical Garden
 - d. trees and plants in the Bogor Botanical garden

Appendix 9 Documentation



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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 27 merangin
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / I
Materi	: Descriptive text Narrative text
Waktu	: 4 x 40 menit

A. Standar Kompetensi

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Membaca:

- Memahami makna text tulis fungsional dan esei pendek sederhana berbentuk descriptive dan narrative text yang berkaitan dengan lingkungan sekitar dengan menggunakan teknik Numbered head together

Menulis:

- Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

- Membaca nyaring bermakna teks tulis esei pendek berbentuk descriptive dan narrative pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
- Memahami makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan narrative.
- Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive.

C. Indikator

- Membaca teks descriptive dengan ucapan, tekanan dan intonasi yang benar.
- Mengidentifikasi struktur bahasa dalam teks descriptive.
- Menemukan ide pokok teks descriptive.
- Menidentifikasi berbagai informasi dalam teks descriptive.
- Dengan diberikan gambar/situasi siswa dapat merancang draft
- Menulis text esei berbentuk descriptive sesuai dengan topic.

I. Tujuan Pembelajaran

Pada akhir kegiatan pembelajaran siswa dapat:

- Dengan diberi contoh teks descriptive siswa dapat membaca dengan ucapan,tekanandan intonasi yang benar.
- Dengan diberi teks descriptive siswa dapat mengidentifikasi struktur bahasa secara benar.
- Dengan diberi teks descriptive siswa dapat menemukan ide pokok secara benar.
- Dengan diberi teks descriptive siswa dapat menemukan informasi tersirat secara benar
- Siswa dapat menuliskan teks descriptive sederhana sesuai topic.

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Karakter siswa yang diharapkan :

- Percaya diri (Confidence)
- Tanggung jawab (Responsibility)
- Kerjasama (Cooperatif)
- Tekun (Diligence)

II. Materi Pembelajaran

Descriptive Text



A Tree

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they are carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

Narrative text

TIMUN MAS

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children.

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Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Mas. The farmers were happy.

Timun Mas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Mas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Mas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Mas several bamboo needles, seeds of cucumber, dressing and salt.

‘Timun, take these things’

‘What are these things?’

‘These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!’

Timun Mas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Mas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Mas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Mas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Mas could run farther. Buta Ijo chased her again. When he almost catch her again and again Timun Mas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Mas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Mas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Mas was thankful to god and came back to her home.

III. Metode Pembelajaran :

- Three-phase technique

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IV. Kegiatan Pembelajaran

1. Langkah – Langkah Kegiatan

Pertemuan I dan 2 : 2 X 40'

1. Kegiatan Awal

- a. Salam, tegur sapa dan doa
- b. Mengabsen kehadiran siswa
- c. Menyampaikan tujuan dan materi pembelajaran

2. Kegiatan Inti

- a. Siswa diberikan kegiatan pembuka (leading question) yang akan menunjukan topic.
- b. Siswa di bagi menjadi beberapa kelompok yang berisi 4-5 siswa
- c. Setiap siswa memiliki nomor kepala dengan teknik numbered head together
- d. Siswa di berikan text yang sudah diprint guru yang berbentuk descriptive dan narrative
- e. Perwakilan dari kelompok membaca text yang di berikan dengan baik dan benar
- f. Siswa berdiskusi bersama anggota kelompok masing untuk memahami text yang di berikan guru
- g. Siswa menjawab pertanyaan tentang isi descriptive sesuai no kepala yang telah ditentukan
- h. Siswa dijelaskan mengenai fungsi dari teks descriptive.
- i. Siswa diminta membuat teks sederhana berbentuk descriptive.

3. Kegiatan Akhir

- a. Menyimpulkan isi teks yang sudah didiskusikan
- b. Siswa diberi tugas untuk membuat teks sederhana berbentuk descriptive dengan tema bebas dan dikumpulkan pada pertemuan berikutnya
- c. Mendiskusikan kesulitan siswa
- d. Salam penutup

V. Alat/Bahan/Sumber Belajar

Alat / Buku Acuan :

- a. Buku-buku lain yang relevan
- b. Teks berbentuk descriptive.

VI. Penilaian

- Teknik : Menjawab pertanyaan secara lisan
- Bentuk : Pertanyaan lisan dan uji petik kerja produk.
- Instrument : Terlampir

Pedoman Penilaian

Untuk aspek membaca penilaian meliputi :

- | | | |
|-----------------------|---|----|
| a. Ucapan | = | 25 |
| b. Pemahaman isi text | = | 50 |
| d. Kelancaran | = | 25 |

Jambi, 13 november 2018

Guru kelas

Mahasiswa riset

Suci fitri, S. Pd

M. Yusuf

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SUMMARY

The researcher did this research at Smpn7 merangin, because the teacher did only explaining, and students just sit and listen to teacher. It make student would be passive. Numbered head together on reading comprehension could make students would be active in the class when study processing. Numbered gives the different way on teaching English.

The objective of this study were to find out whether the students who were taught by Numbered head together technique get better reading comprehension than those who was taught by teacher technique. The research design was experimental study. All of second grade class at SMPN 27 Merangin were population with the total number 41 students. The writer used total sampling which means that the sample is 41 students. The data were collected by reading test. The findings of the study showed that the students of experimental class had significant mean score of reading comprehension of descriptive and narrative text than control class. Mean score of reading comprehension of experimental class was 65.00, while mean score of control class was 44.40. It means experimental class get higher mean score than control class. from text above, we can see the effectiveness of numbered head together was more effective than teacher technique on students' reading comprehension.

Based on the research findings and discussion, it can be concluded that Numbered Heads Together can give better result on students' reading comprehension of descriptive and narrative then Conventional Technique (teacher's technique).It can be seen from the average score of experimental and control class. The students' average score of experiment class who were taught by Numbered Heads Together was higher than students' average score who were taught by Conventional Technique.

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No	Education	Place	Graduate year
1	The Elementary School (SD. N) No. 117 /VI Limbur Merangin	Limbur merangin	2007
2	The Islamic Junior High School (Mts.) Putra As'Ad Olak Kemang Kota Jambi	Olak kemang, kota jambi	2010
3	The Senior High School (SMA.N) 7 Merangin	Kota bangko	2013
4	The State Islamic University Of Sulthn Thaha Saifuddin Jambi	Jambi	2019

Jambi, 4 November 2019
The writer

M.Yusuf (TE.130522)