

**THE IMPLEMENTATION OF NUMBERED HEADS
TOGETHER (NHT) AS A COOPERATIVE LEARNING
STRATEGY IN TEACHING READING TO THE TENTH-
GRADE OF SMK NEGERI 1 KALIGONDANG,
PURBALINGGA REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

by

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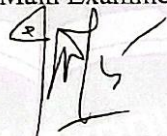
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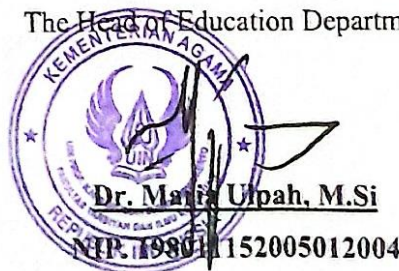
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READING TO THE TENTH-GRADE OF SMK NEGERI 1
KALIGONDANG, PURBALINGGA REGENCY**

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ABSTRACT

This study aimed to describe the implementation of the numbered heads together and the obstacles in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency. The qualitative descriptive approach was used in this study. The subjects of this study were an English Teacher and the tenth-grade students of SMK Negeri 1 Kaligondang, Purbalingga Regency. The data was gathered through observation, interviews, and documentation. This study used data reduction, data display, and conclusion drawing or verification to analyze the data. The results showed three stages used by the teacher in implementing the numbered heads together in teaching reading: the preparation, the implementation, and the evaluation. In the preparation stage, the teacher had prepared learning material and media which was stated in learning module. In the implementation stage, the teacher used four phases to carry out the learning activity, namely: numbering, questioning, heads together, and answering. In the evaluation stage, the teacher conducted assignments. This strategy was implemented in one meeting within a learning time of 4x40 minutes. This strategy was used by the teacher two times in different learning materials, namely descriptive and narrative texts. Furthermore, the difficulties faced by the teacher in teaching reading by using this strategy were two: time management that the time was limited in the evaluation phase; managing the learning activity that contains the mismatch between the number called and the owner of the number, and the condition of the class being crowded.

Keywords: *numbered heads together, cooperative learning, teaching reading*

PREFACE

Alhamdulillah, praise and thanks to Allah SWT, the Lord of the universe, who has given blessings, guidance, love, and help thus the researcher can complete this thesis entitled **“The Implementation of Numbered Heads Together (NHT) as a Cooperative Learning Strategy in Teaching Reading to the Tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency”**. Peace and salutation be upon our beloved prophet Muhammad SAW, his family, companions, and his faithful forever.

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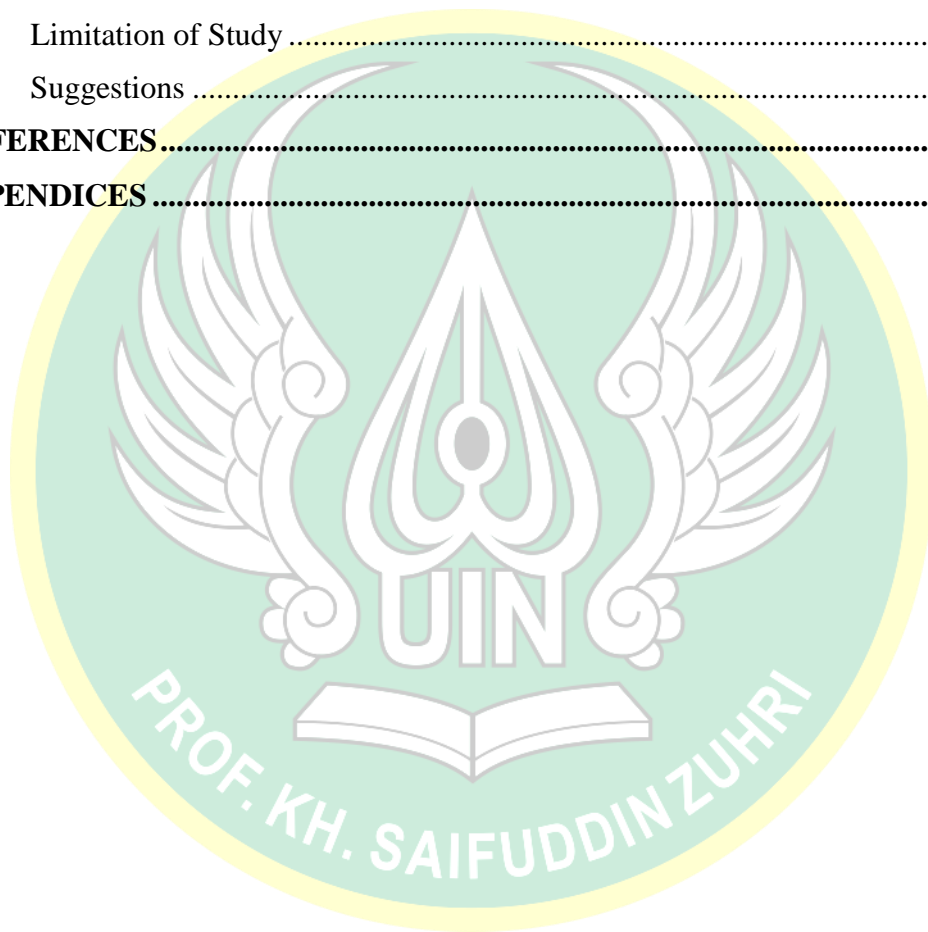
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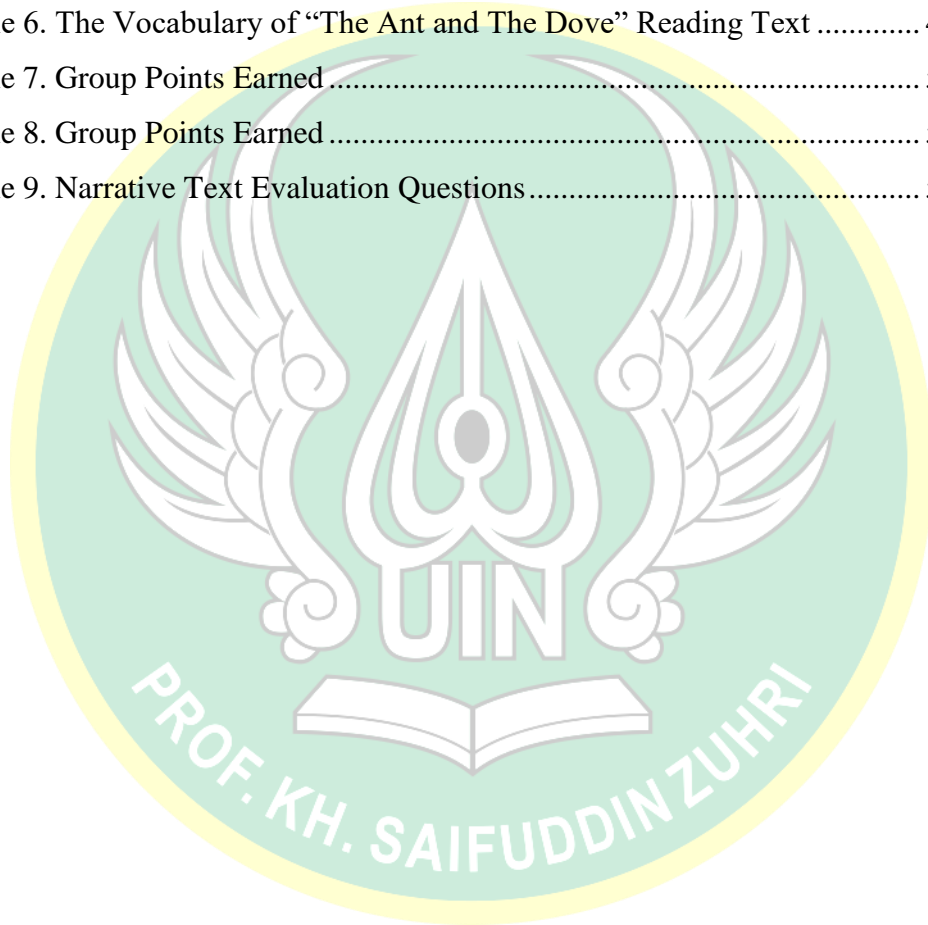
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LIST OF ABBREVIATIONS

NHT : Numbered Heads Together

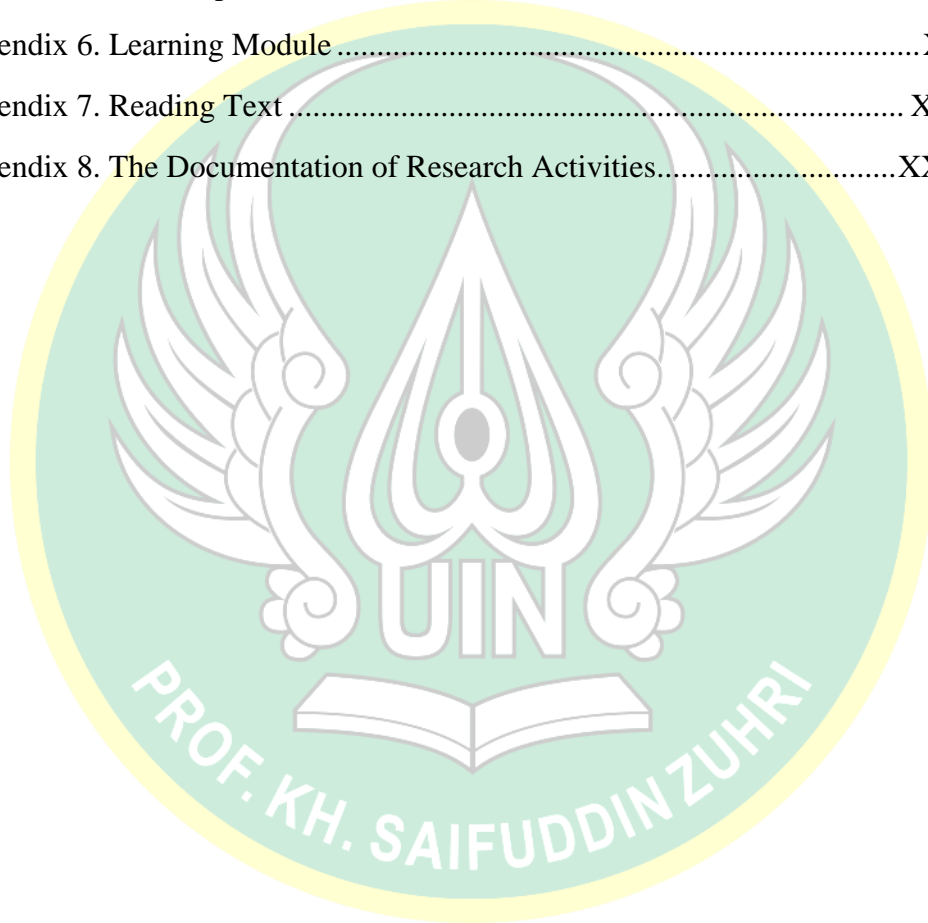
SMK : *Sekolah Menengah Kejuruan*

TPFL : *Teknik Pengelasan dan Fabrikasi Logam*



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CHAPTER I INTRODUCTION

A. Background of the Study

Reading is an important aspect of the English language that must be taught in class, besides speaking, listening and writing. This is because reading is an activity that aims to get information from English reading texts which will increase the learner's knowledge (Grabe & Stoller, 2013, p. 7). In addition, reading classes are designed to enable students to acquire knowledge from any form of English-language text (Mualim & Aziez, 2018, p. 245). Moreover, by doing this activity, various kinds of new vocabulary will be discovered, so that vocabulary mastery will also increase. Therefore, it is important for teachers to provide reading lessons in English learning and teaching activities.

According to Johnson and Johnson, there are two kinds of reading: initial reading and reading for comprehension. Initial reading is an activity made by people who cannot read to learn how to read, such as learning the alphabet and letter combinations or simple words, while reading comprehension is an activity designed to comprehend the messages of a particular text (K. Johnson & Johnson, 1999, p. 331). In general, teaching reading as a foreign language in Indonesia can be included in teaching reading comprehension. Reading for comprehension aims to enhance learners' abilities to comprehend the meaning of a written text both in their native language and in English as a Foreign Language.

English for specific purposes is well known by teachers in teaching English at vocational high school. English for specific purposes operated by the teacher to assist students in achieving their objectives in particular fields, including the abilities that the students need (Sari & Wirza, 2021, p. 188). Vocational high school usually consists of various departments, for example, automotive, computer and network engineering, and accounting department. Due to the difference in majors, the reading text provided must also be adjusted to the class that will be taught. This is intended so that reading activities focus

more on the context of their respective departments, which will add to their insights about the scope of their majors.

In vocational high school, students are targeted to be able to work in the industrial world after they graduate from school. Learning English, especially reading, can help them in finding or doing a job, for example, graduates find jobs abroad where they must have a good command of the English language or be used for jobs that require English (Sari & Wirza, 2021, p. 188). This can be obtained by learning English, especially reading, which in the process, they add insight into the world of work that will be carried out according to their respective majors. Therefore, reading is essential to be taught to students of vocational high school for their future.

However, reading for comprehension is a complex activity that requires students to understand the reading text well (Ardiana & Sabiq, 2020, p. 21). This is certainly not easy to learn without the right teaching strategy. Abdullah, in his research, found a problem in teaching reading, namely a lack of students' interest in reading. One of the main reasons this happened is their low motivation to learn. This can be caused by factors from the teacher's variety of learning. The teacher only used conventional, monotonous methods, such as lecturing and memorizing, which makes students bored during the reading learning process (Abdullah, 2018, p. 42). Moreover, Padmajati in her research also found a problem in teaching reading, namely lack of vocabulary mastered by students. The students did not understand the meaning of the text, so they found it difficult when answering questions based on the reading text. This is what causes students to become lazy and less motivated in learning (Padmajati, 2018, p. 470). These problems can cause students to get poor grades in reading, as found by Dewi and Rakhmawati's research, that the factors of low motivation, and low vocabulary mastery have an impact on students' poor achievement in reading comprehension (Dewi & Rakhmawati, 2021, p. 48).

In carrying out learning activities, a teacher must be able to determine the right strategy for her students. This aims to create a varied classroom learning atmosphere. The variety of strategies used will attract students'

attention, so they will feel enthusiastic in learning. In addition, students are not easily bored because of the variations used by the teacher. In line with Rusdiana and Heryati who said that the selection of learning strategies greatly influences the interest and participation of students in learning that affects the understanding of the material received (Rusdiana & Heryati, 2015, p. 47). Moreover, the use of appropriate teaching strategies and learning resources influence the students' motivation in learning a target language, so this is important for the teachers to be aware of the strategies that used for their classroom activities in order to achieve the learning goals (Dwinalida & Setiaji, 2020, p. 46).

To overcome these problems, the teacher can choose the right learning strategy, one of which is using numbered heads together as a cooperative learning strategy. In the cooperative learning strategy, the students work in pairs of a group to share their knowledge to achieve the learning goals (R. T. Johnson et al., 1998, p. 6). There are many benefits that can be obtained from using this strategy in teaching reading. Sutipnyo and Mosik (2018, p. 30) state that the numbered heads together learning strategy increase students' motivation in learning English. They become more diligent in learning activities, both individually and in groups. On the other hand, Solikhin et al., (2021, p. 89) found that the students more active when the teacher use the numbered heads together in their classroom activity. Moreover, student learning outcomes also increased after using this learning strategy. In line with Mauliza (2020, p. 301), this learning strategy can improve the students' learning outcomes. Nursyamsi and Corebima (2016, p. 55) explain that the numbered heads together learning strategy can improve the students' ability to remember the subject being studied.

Based on a preliminary interview with the English teacher at SMK Negeri 1 Kaligondang, Purbalingga Regency, in January 2023, the teacher stated that he used numbered heads together as a cooperative learning strategy in teaching reading. There were several reasons why the teacher used this learning strategy, as follows: (1) Students' low learning enthusiasm because

they were bored with monotonous reading activities; (2) Students were less active in learning and teaching activities; (3) Students' understanding of reading texts was still lacking. Looking at these conditions, the teacher tried a variation on the reading activity, namely, using numbered heads together. The purpose of this strategy was to engage students' enthusiasm in reading activities. The teacher has high confidence that numbered heads together is an exciting learning strategy that would benefit the students.

According to the several previous study that have been done by some researchers above showed that the numbered heads together cooperative learning strategy has an influence on student's English skills, such their learning results and also their motivation to study. However, how to apply this learning strategy in teaching reading, especially in SMK Negeri 1 Kaligondang, Purbalingga Regency has not been revealed. Hence, this research needs to be done which aims to provide detailed knowledge for teachers who want to try to implement these strategies in teaching reading. The school was chosen because the teacher implemented the numbered heads together cooperative learning strategy when teaching reading and has well experienced in applying cooperative learning in the learning activity. Therefore, this research was conducted entitled **“The Implementation of Numbered Heads Together (NHT) as a Cooperative Learning Strategy in Teaching Reading to the Tenth-Grade of SMK Negeri 1 Kaligondang, Purbalingga Regency”**.

B. Clarification of Key Terms

The definition contains important keyword phrases to provide guidelines for conducting the research. Three significant concepts that associated with this study are:

1. Cooperative Learning

Johnson et al. explain that cooperative learning is a strategy for students to learn in which they work in small groups to reach learning goals together, typically with the assistance of a teacher (R. T. Johnson et al.,

1998, p. 6). Richards and Rodgers define cooperative learning as a strategy of instruction that makes extensive use of collaborative classroom activities that involve learners working in teams (Richards & Rodgers, 2001, p. 192). In conclusion, cooperative learning is a strategy in the learning process where each student works in a small group and cooperates in achieving learning goals.

2. Numbered Heads Together

Numbered heads together are the cooperative learning structures conveyed by Kagan. In this cooperative learning strategy, each student had a number and that all the students on the team put their heads together to come up with their best answer (Kagan & Kagan, 2009, p. 142). Mauliza explained that in numbered heads together, students are instructed to study the provided learning materials in small groups. Every pupil in the group should be able to work together and assume personal and group responsibility (Mauliza, 2020, p. 301). The objective of the gathering is to provide students with opportunities for active participation during the process of thinking and the acts of learning.

In brief, numbered heads together is a strategy in cooperative learning. This learning strategy is carried out in groups where each member of the group is responsible for their group assignments, so that in a group, there is no distinction between students who can give and receive input from one another.

3. Teaching Reading

According to Muslaini, teaching reading is the steps of conveying information to help students comprehend and read texts well to fulfill the learning objectives (Muslaini, 2017, p. 68). This activity usually done in the classroom. In teaching reading, the teacher must apply appropriate instructional strategies based on the resources available and learning objectives in order to make the atmosphere in the classroom to be fun and not boring.

C. Research Questions

The research questions are based on the background of the study that has been described, as follows:

1. How is the implementation of the numbered heads together as a cooperative learning strategy in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency?
2. What are the obstacles in implementing the numbered heads together as a cooperative learning strategy in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency?

D. Aims and Significances of the Study

1. The aims of the study
 - a. To describe the implementation of the numbered heads together as a cooperative learning strategy in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency.
 - b. To describe the obstacles in implementing the numbered heads together as a cooperative learning strategy in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency.
2. The significances of the study

There are two kinds of significance of this study as follows:

- a. Theoretical significance

This study expected to increase insight in the terms of teaching learning strategy, so that these contribute to the educational knowledge, especially for the teacher to improve their learning strategy in teaching and learning activity.

- b. Practical significances

- 1) For teachers

This study can inspire teachers about variations in teaching reading by using the numbered heads together to be one of the references that teachers can apply during the learning process.

2) For other researchers

The results of this study can be used as a reference source for relevant study in the further study.

E. Organization of the Paper

To make it easier and to find out what is contained in this research, the researcher arranges a systematic discussion of the main points of language, which is divided into five chapters as follows:

CHAPTER I is the introduction. It consists of a background of the study, clarification of key terms, research questions, aims and significances of the study, and organization of the paper.

CHAPTER II is the literature review. It explains the theoretical framework that consist of the cooperative learning, numbered heads together, reading, teaching reading, and previous studies.

CHAPTER III is the research method. It describes the research method and deals with the research design, research site and participants, objects and subjects of the research, data collection technique, and data analysis.

CHAPTER IV is the research finding and discussion. It contains about the result and discussion about the implementation of numbered heads together cooperative learning strategy in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency.

CHAPTER V is the conclusion and discussion. It includes the conclusion and suggestion of the research. In this chapter, the researcher concludes and some advice related to the study.

CHAPTER II

LITERATURE REVIEW

This chapter explains about the theory related to this paper and the previous studies. The theory used in this research is about cooperative learning, numbered heads together, reading, and teaching reading.

A. Theoretical Framework

1. Cooperative Learning

a. Definition of Cooperative Learning

There are several experts who explain the meaning of cooperative learning. Brown state that cooperative learning is a strategy in which students work in partnerships and small groups to share knowledge and assist one another. Cooperative learning is more organized, more prescriptive to teachers regarding classroom techniques, and more directive to students regarding group work (Brown, 2000b, p. 47).

Furthermore, Johnson et al., state that students in a cooperative learning environment help each other out and strive to improve their own academic skills (R. T. Johnson et al., 1998, p. 6). They are a team whose members must collaborate to achieve their objectives. In addition, Richards and Rodgers define cooperative learning as a method of instruction that makes extensive use of collaborative classroom activities that involve learners working in teams or small groups. (Richards & Rodgers, 2001, p. 192).

According to the preceding explanation, it is possible to concluded that cooperative learning is a strategy in teaching and learning activities that the students must work together in groups to share their knowledge about the lesson in order to reach the learning objectives.

b. The Elements of Cooperative Learning

According to Johnson et al., there are five fundamental elements of cooperative learning (R. T. Johnson et al., 1998, p. 7), as follows:

1) Positive interdependence

Members of the team assume they are dependent on one another to complete the group assignment. Cooperation only occurs when students perceive that their own success is contingent on the success of their peers. Each member of the group must believe that their contribution is essential to the group's success. All members of the group feel accountable for all group activities.

2) Individual accountability

Individual accountability is achieved by assessing the performance of each student and communicating the findings to the other members of the group. It also involves performances by both groups and individuals. Each person in the group has to do their part and share the results with the group and the person. One way to test students is to give each group person a particular task to finish the project.

3) Face-to-face promotive interaction

The members of the group encourage each other's efforts to produce by assisting, sharing, and praising their efforts. They share their knowledge with one another through explanation and discussion. Instructors organize teams so that members sit down together and discuss every aspect of the tasks they are completing.

4) Interpersonal and small group skills

Students must be taught and encouraged to use the social skills necessary for collaborative decision-making, trust-building, communication, and conflict resolution. Social skills define how students interact with one another as team members and concerning structuring and organization. Structuring and

organization refer to the means of managing the interaction of pupils during a learning activity. These essential components need to be thoughtfully arranged in order to facilitate efficient learning in groups through a collaborative process.

5) Group processing

There are several factors involved in forming groups, including determining group size and assigning students to groups. The assignments, the age of the student, and the lesson limits should be considered when determining the size of the group. Groups need time set aside to talk about how well they are achieving their objectives and keeping good working relationships among their members.

c. Types of Cooperative Learning

Johnson et al., state that cooperative learning can be classified into three forms, namely informal cooperative learning groups, formal cooperative learning groups, and cooperative base groups (R. T. Johnson et al., 1998, p. 8).

1) Informal cooperative learning groups

Students work together on short-term projects lasting only one discussion to achieve their common learning goals. Informal cooperative learning groups are used to draw students' attention to what they need to learn, set expectations and create an atmosphere that is good for learning, make sure students understand what is being taught, and finish a lesson.

2) Formal cooperative learning groups

Students collaborate during one or more class sessions to achieve shared learning objectives and complete their assignments together. Formal cooperative learning groups serve as the basis for all other forms of collaborative learning. Pre-instructional decisions, establishing collaborative assignments and frameworks, monitoring groups as they work and intervening

to enhance task work and collaboration, and assessing student learning and processing group functioning are all structures of formal cooperative learning groups.

3) Cooperative base groups

Long-term (staying at least a year or semester) groups with regular members whose main job is to give each member the support, encouragement, and help they need to do well in their education and grow intellectually and socially in a healthy way.

d. Advantages and Disadvantages of Cooperative Learning

Susan Hill and Tim Hill in Ali explained that there are nine advantages of cooperative learning (Ali, 2021, p. 259), as follows.

- 1) Improve the achievement of student
- 2) Deepen student understanding
- 3) Increase self-confidence
- 4) Make students enjoy and happy
- 5) Build a leadership attitude
- 6) Develop a positive attitude of students
- 7) Develop self-respect
- 8) Develop sense of belonging
- 9) Development skills

Hill and Hill also explained that there are six disadvantages of cooperative learning, as follows.

- 1) Makes it difficult for students to attain curriculum objectives because it takes too long
- 2) The majority of educators do not want to use cooperative methods since they take a lot of time for teachers to implement
- 3) Necessitates special teacher abilities, so not every teacher can use this method
- 4) Requires particular characteristics from students, like an eagerness to collaborate with others
- 5) Quiet person might not feel at ease

6) The interdependence of the students

2. Numbered Heads Together

a. Definition of Numbered Heads Together

Numbered heads together are the cooperative learning structures conveyed by Kagan. This cooperative learning strategy indirectly teaches students to share information, attend attentively, and speak with the calculation, thereby enhancing their learning productivity (Kagan & Kagan, 2009, p. 142). This learning strategy encourages students to work in groups to attain learning objectives. This strategy also encourages students to solve problems or answer queries in groups while sharing what they already know (Rusmiati, 2016, p. 13).

In addition, Adhini states that numbered head together is a strategy that enables students to collaborate so that everyone in their team understands the correct answer to a question or issue posed by the teacher. It can help students learn in an easy, fun, creative, and active way. It can also make students more competitive with each other and more willing to work together (Adhini, 2017, p. 126).

In this learning strategy, students are instructed to study their designated learning materials in small groups. The member of the group is expected to work cooperatively and assume personal and group responsibility. (Mauliza, 2020, p. 301). The objective of the gathering is to provide students with opportunities for active participation in the thinking process and learning activities. In this case, the majority of learning activities are student-centered, consisting primarily of subject matter study and problem-solving discussions (Nursyamsi & Corebima, 2016, p. 50).

Based on the preceding explanation, it is possible to concluded that numbered heads together is one of the strategies in cooperative learning in which pupils are separated into various groups, and each student has an identification number on their head that will be called upon to answer the teacher's questions. This strategy aims to increase

students' participation and level of activity in the learning process as well as improve social skills in collaboration and increase the level of individual student understanding of the subject being studied.

b. The Steps in Implementing Numbered Heads Together

Kagan and Olsen in Richards and Rodgers describe four phases for implementing the numbered heads together strategy (Richards & Rodgers, 2001, p. 199), as follows:

1) Numbering

Students were grouped into teams of three to five members, and the instructor had them assign numbers to one another so that the member would be assigned an identification number among one and five.

2) Questioning

The teacher poses a following question to the class based on the material currently being read. The question can take on many forms. They may be quite detailed and also take the form of queries.

3) Head together

Students get together in their groups to discuss the question the teacher gave them and make sure everyone knows the correct answer and can explain it.

4) Answering

A number will be called out by the teacher, and the pupils whose numbers are called will raise their hands to answer the question with the answer that has been discussed with the group and provided to the entire class.

In addition, Kagan cited in Richards and Renandya also describe four stages involved in the cooperative learning strategy of doing numbered heads together (Richards & Renandya, 2002, p. 52), as follows:

- 1) Each pupil in the group with four members is numbered from one to four.
- 2) Either the teacher or the pupil poses a query regarding the reading assignment.
- 3) The pupils in each group collaborated in order to find a solution to the problem. They should also be able to provide textual or other knowledge to support their answer.
- 4) A number between one and four is called out by the teacher. The person with the particular number gives the group's statement and explains it.

Moreover, Trianto cited in Rahmania and Salahudin proposed that there are a number of stages to implementing the numbered heads together strategy, especially in teaching reading (Rahmania & Salahudin, 2015, p. 35), as follows:

- 1) Preparation.

The teacher creates a lesson plan and task sheet for the learning activities using the numbered heads together cooperative learning strategy.

- 2) Explanation.

The teacher gives a description of the materials which will be discussed at this meeting.

- 3) Formation of groups.

The teacher assigns pupils to heterogeneous groups of between one and six pupils. The teacher assigns a number to each student in the group and gives the group a name. The people in the group come from different social backgrounds, races, ethnicities, genders, and learning abilities.

- 4) Discussion of problems.

The teacher distributes a worksheet for discussion; pupils then think and collaborate with one another. In addition, each participant in the group is responsible for comprehending the

answer to the question that is presented on the activity or worksheet that the teacher has provided.

5) Call the number of members or giving answers.

When a number is called out by the teacher, the student who has that number raises their hand. The instructor then poses the question, and the pupil responds in front of the entire class.

6) Give individual task.

Students are assigned individual tasks by the teacher.

7) Gives conclusions.

Together, instructors and students determined the conclusive answer to all queries relating to the provided material.

c. The Characteristic of Numbered Heads Together

Cruikshank in Rusmiati state that there are four characteristics in numbered heads together strategy (Rusmiati, 2016, p. 13), as follows:

1) Grouping stage

It's about how the team is put together. The teacher should ensure that each group comprises students of different genders and intellectual abilities. The goal is to make it easier for students to work as a team, which will help them learn more and also improve their knowledge.

2) Choosing the task

The assignment selection has a significant impact on the efficiency of cooperative learning. It must be appropriate for a particular student's ability. While giving the assignment, all group members must master the provided material. If they encountered any issues while discussing the project, the students who have comprehended the material would describe it.

3) Group rule of behavior

It is primarily about increasing individual responsibility that must be considered. However, the purpose of cooperative

learning is not only to help students comprehend the material but also to develop their ability to organize a group and increase their accountability to trust the group leader.

4) Motivation and reward

The students' motivation increases due to the opportunity to comprehend the material. At the same time, reward systems increase the motivation of students bigger. The reward system will motivate students to understand the material. The reward is not only a gift but also an affirmation is known as reward.

d. The Advantages and Disadvantages of Numbered Heads Together

According to Adhini, there are four advantages of using numbered heads together in the classroom activity (Adhini, 2017, p. 126), as follows:

- 1) Numbered heads together can encourage positive interdependence because participants become engaged in intellectual and social activities in order to participate, contribute to obtaining the right solution, and help each other explain the answer.
- 2) Individual responsibility is also emphasized due to the fact that every member of the team must be prepared to represent the group and offer assistance to the others as they get ready.
- 3) Once the teacher has announced the questions, everyone in the group will put their heads together in response. This helps to improve simultaneous engagement.
- 4) Since the teacher picks numbers randomly using a number spinner or another device that the teacher can create, each participant has an equal chance of being called.

While the disadvantages of using this strategy explained by Yuliani et al., and Risnaldi et al., (Risnaldi et al., 2016, p. 117; Yuliani et al., 2021, p. 59) as follows:

- 1) Ineffective management of time, which prevents some students from presenting the findings of the discussion.
- 2) Some pupils do not pay attention in class, instead they are busy with their own activities.
- 3) Some pupils do not take part in group discussions, necessitating an unequal grouping with varying abilities.
- 4) Class conditions tend to be noisy.
- 5) Sometimes the people in a group struggle to collaborate effectively because some female students are unwilling to be in a group with male students.

3. Reading

a. Definition of Reading

There are various experts who define reading. Anderson in Nunan defines reading as the process of discovering meaning by integrating the information in the reading text with the knowledge of the reader (Nunan, 2003, p. 68). Reading, according to Grabe and Stoller, is the ability to extract meaning from written materials and correctly interpret the information they contain (Grabe & Stoller, 2013, p. 3). Moreover, Alyousef defines reading as an interaction between the reader and the text that results in fluent reading (Alyousef, 2006, p. 64).

According to Grabe and Stoller, reading activity has many purposes, such as; (a) reading in search of basic knowledge; (b) reading to fast skim; (c) reading in order to get understanding from written materials; (d) reading for information integration; (e) reading to get ideas to write; (f) reading in order to evaluate texts; and (g) reading for comprehensive understanding (Grabe & Stoller, 2013, p. 6).

According to several of the definitions provided above, it is possible to deduce that reading is an activity which aims to find information in a reading text by combining it with the reader's ability

to produce meaning based on his or her prior knowledge which is then used according to the needs of the reader.

b. Kinds of Reading

According to Harmer, reading can be divided into two categories, namely extensive and intensive (Harmer, 2007, p. 283).

1) Extensive reading

According to Harmer, extensive reading is a reading activity that involves students to enjoy or also known as reading for pleasure (Harmer, 2007, p. 283). This kind of reading activity does not pay attention to detail construction in a reading text. This reading includes activities that take place either inside and outside of the classroom. In addition, Hedge in Alyousef state that extensive reading as a skimming and scanning activity. Hedge also mentions that the amount of comprehensive reading children does vary depending on their level of enthusiasm and the resources available in their schools. The teacher who is highly motivated and has had adequate training will be able to select appropriate handouts or activity books for their students (Alyousef, 2006, p. 66).

2) Intensive reading

According to Harmer, intensive reading refers to the detailed emphasis on the structure of reading texts that typically occurs in the classroom (Harmer, 2010, p. 286). Usually, intensive reading is paired with learning activities. In intensive reading activities, students are required to determine the type of text they are reading, uncover the particulars of meaning, examine the use of certain vocabulary and grammar structures, then apply the information from the text to other learning tasks.

c. The difficulties in Reading

According to Harmer cited in Kusumawardani et al., there are four problems in reading (Kusumawardani et al., 2018, p. 21), as follows:

1) Vocabulary

Some students find it difficult to read lengthy sentences in a text, especially when they encounter unfamiliar words whose meanings they do not know. This issue will cause them to overlook the message of the text. Before investigating new text, the teacher or facilitator should assist the students as readers with new vocabularies and grammar rules. It also essential to build their reading behaviour by providing various sources, additionally if it is authentic text. It will prepare students to interact with actual target language.

2) Topic

Not every activity can demonstrate a student's ability. Furthermore, many receptive skill activities do not enhance students' skills because they are not relevant to the lesson topic. To avoid this issue, the teacher must choose an appropriate text before assigning it to students, regardless of whether it meets their needs.

3) Comprehension assignments

In order to determine whether a text is too difficult or too simple, a teacher should periodically assess students' text comprehension skills. For resolving this issue, the instructor may administer a test, with the optimal test being one that raises students' expectations, assists them in extracting meaning, and provokes an examination of the reading passage. The queries, such as true or false or 5W+1H questions (what, when, where, who, why, how) must be relevant to the text.

4) Negative expectation

Students with low motivation usually give up and feel frustrated when they see the text and find it difficult to understand it. The solution to this problem is for the teacher to motivate his students by explaining the benefits of mastering reading skills, such as the students' ability to discover detailed information or gain a general comprehension of a topic.

4. Teaching Reading

a. Apperception in Learning Activity

According to Howard in Puteri, apperception is an activity carried out by teachers to create an atmosphere of mental readiness which is intended to stimulate students' attention to focus on what will be studied. Apperception is not only carried out at the beginning of learning but also with every new material in the learning process so that it can attract students' attention and stimulate students' motivation to remain focused on learning. (Puteri, 2018, p. 10).

Chatib in Ardillah mentioned several activities that can be carried out when giving apperception before starting the lesson (Ardillah, 2019, p. 9), as follows:

1) Ice Breaking

In implementing ice breaking, teachers must be selective in choosing the type of icebreaking. It must be ensured that ice breaking does not take up too much time. In addition, it must involve all students in the class and meet targets to make students happy.

2) Brain Gym

A brain gym is a simple body movement workout sequence. This aimed to activate the left and right brains, relax the front and rear brains, and excite the feeling and emotion centres, which are located in the middle brain and cerebrum.

3) Warmer

Warmer is reviewing previously covered material. Typically, in the second meeting, warmers are used to help participants recall the information acquired in the previous meeting.

4) Pre-teaching

This activity should be carried out before the main learning activity so that the learning process runs as expected and no problems are encountered. An example of pre-teaching is an explanation of the discussion structure, group members, and stages of carrying out activities.

b. Principles of Teaching Reading

According to Nunan, there are several principles to teaching reading (Nunan, 2003, p. 74), as follows:

1) Utilize the reader's prior knowledge.

Background knowledge contains each of the experiences a reader brings to a written text, including life and educational experiences, knowledge of the rhetorical structures that texts can be organized, first- and second-language proficiency, and cultural background and knowledge. When background knowledge is triggered through defining objectives, posing questions, formulating predictions, explaining text structure, and many other strategies, reading comprehension can be considerably improved.

2) Build a strong vocabulary base.

Second language learners should be instructed to accurately guess the meanings of less common words using context, and basic vocabulary should be taught explicitly. Levine and Reves in Nunan discovered that particular terminology is simpler for academic literature readers to understand than common vocabulary. They emphasize the critical requirement to have a course that teaches both general and fundamental vocabulary.

3) Educate for comprehension

Monitoring comprehension is crucial to reading success. A portion of this procedure entails ensuring that predictions are accurate and that the reader makes the necessary adjustments when the intended meaning is not obtained. Readers should monitor their comprehension and be prepared to discuss the strategies they utilize to understand with teachers and other readers in order to foster comprehension.

4) Work on increasing reading rate

Even when second-language learners can read, the majority of their reading is not fluent, which poses a significant challenge in the classroom. In an effort to help learners increase their reading speed, teachers usually emphasize too much on the accuracy, which hinders fluency. The teacher needs to find a way to help students improve their reading speed while also teaching them how to understand what they read. It is very important to realize that the goal is not to educate students on how to read quickly, but on how to read fluently.

5) Teach reading strategies

Strategies are the instruments for active, self-directed engagement, which is required for the development of communicative skill. Reading strategically involves not only being aware of which approach to use, but also being able to apply and combine a number of different reading strategies.

6) Encourage readers to transform strategies into skills

There is a substantial difference between strategies and abilities. Strategies are the conscious activities learners take to achieve their intended aims, whereas ability is an automatic strategy. This description emphasizes readers' active role in strategic reading. When students intentionally acquire and

practice certain reading strategies, those strategies unconsciously change from strategies to skills.

7) Build assessment and evaluation into your teaching

Time and training are required for the formal and informal evaluation of reading progress. Reading classrooms should integrate both quantitative and qualitative assessment activities. The quantitative evaluation will contain comprehension of reading test results and reading rate statistics. Qualitative data might be gathered from reading journals, interest questionnaires, and strategy checklists.

8) Strive for continuous improvement as a reading teacher.

Reading success in a second or foreign language depends on the quality of each teacher. They should view themselves as guides who help each reader determine what is most effective. Using the key ideas that discussed above can make reading lessons in a second-language classroom more effective. The good reading teacher provides concrete instruction on what pupils should accomplish. In order to succeed, we need more than just classroom strategies; we also need to understand how reading works.

c. The Stages in Teaching Reading

Moorman and Blanton in Cahyono state that there are three stages in reading activities, namely pre-reading, during-reading, and post-reading (Cahyono & Widiati, 2006, p. 45).

1) Pre-reading

The term "pre-reading" refers to any activity carried out by the teacher before students begin reading a particular section. The goal of the pre-reading stage is to get students ready to read, therefore it's crucial that they know why they're reading before they start. In addition, the instruction should focus on important parts of the text that can help with understanding, like vocabulary

and how information is laid out. At the prereading stage, it is also possible to conduct an overview of the information included in the text. Brown added that the teacher should introduce a topic, encourage skimming, scanning, anticipating, and activating schemata during pre-reading activities (Brown, 2000b, p. 315).

2) During-reading

In the during reading stage, learners should be assisted in integrating new material with prior knowledge and applying it to new contexts. The educator's role is to facilitate successful reading by encouraging student participation. The students may also be required to independently read using a particular learning technique, such as reading for essential information or reading for specific details. Brown added that pupils should be given a sense of the goal of reading by the teacher during this activity (Brown, 2000b, p. 315).

3) Post-reading

In the post-reading stage, the teacher should give the students opportunities to synthesis the most important information from the reading so that they can obtain a comprehensive comprehension of what they have just read. Tanjung et al., mentioned that in the post-reading stage, students combine their prior knowledge with the new information they obtain from the text. This, in turn, enables students to better contextualize the material within the context of their own life (Tanjung et al., 2022, p. 21). In this phase, the role of the teacher is to assess students' comprehension of the reading text. Brown explained that comprehension queries are merely one type of post-reading activity. Additionally, think about vocabulary review, determining the author's objectives, debating the author's line of reasoning, studying grammatical constructions, or

directing students towards a subsequent writing assignment (Brown, 2000b, p. 315).

B. Previous Studies

The following are the results of a comparison with previous research studies based on several of relevant journals and previous studies.

The first, the research was conducted by Yustiana Selong (2019) entitled “*Improving Students’ Reading Comprehension Through the Use of Numbered Head Together (NHT) Technique*”. This research aims to improve the students’ reading comprehension using numbered heads together technique at SMA Negeri 2 Sungai Kakap. This research design utilized classroom action research which conducted in two cycles. Observation and measurement technique were used to obtain the data. This study affirmed that students’ reading comprehension could be enhanced through the use of numbered heads together. Furthermore, the students’ engagement was potentially impacted, and their participation in learning activities was motivated by the discussions held in groups. There were similarities with the proposed research, namely the strategy used in teaching reading that was numbered heads together, and the selected class that was tenth-grade students. While the differences were in the location, method, and objectives of the research. Selong’s research aims to improve the students’ reading comprehension using numbered heads together technique at SMA Negeri 2 Sungai Kakap by using classroom action research, while the proposed research aims to describe the implementation of numbered heads together as well as the obstacles faced by the teacher in teaching reading at SMK Negeri 1 Kaligondang, Purbalingga Regency by using descriptive qualitative approach.

The second, research article written by Hanik Mahmudah and Fathor Rosyid (2022) entitled “*Engaging Students in Cooperative Learning Model of Reading Course through Numbered Head Together*”. This study aimed to describe how student involvement through cooperative learning model Numbered Heads Together (NHT) technique in learning to read class VIII MTs Negeri 1 Kediri. This research design utilized classroom action research which

conducted in two cycles. The data were collected using observation and quizzes. This study showed that students became more receptive to the teacher's explanations and engaged in group collaboration. Additionally, their participation, confidence, and enthusiasm in class activities increased, which contributed to a livelier and more exciting classroom atmosphere. There was similarity with the proposed research, namely the strategy used in teaching reading that was numbered heads together. While the differences were in the subject, location, method, and objectives of the research. Mahmudah and Rosyid's research aimed to describe how student involvement through cooperative learning model Numbered Heads Together (NHT) technique in learning to read class VIII MTs Negeri 1 Kediri by using classroom action research, while the proposed research aims to describe the implementation of numbered heads together as well as the obstacles face by the teacher in teaching reading to the tenth-grade SMK Negeri 1 Kaligondang, Purbalingga Regency by using descriptive qualitative approach.

The third, research was conducted by Fesybi F. Sekeon, Paula Hammp, and Sarah Kamagi (2022) entitled "*The Use of Numbered Head Together (NHT) to Increase Students' Reading Comprehension on Narrative Text at SMP Negeri 1 Langowan*". This research aimed to find out whether Numbered Head Together Techique is effective to increase students' reading comprehension especially in narrative text. Quantitative approach was used in this research. Pre-test and post-test were used to obtain the data. This research shows that the students' comprehension of text after using narrative text (fable), the outcome was significantly better. Teaching reading using narrative texts (fables) has improved students' comprehension of written texts. There was similarity with the proposed research, namely the strategy used in teaching reading that was numbered heads together. While the differences were in the subject, location, method, and objectives of the research. Sekeon's et al., research aimed to find out whether Numbered Head Together Techique is effective to increase students' reading comprehension especially in narrative text at SMP Negeri 1 Lawongan by using quantitative approach, while the

proposed research aimed to describe the implementation of numbered heads together as well as the obstacles face by the teacher in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency by using descriptive qualitative approach.

The fourth, research article written by Fauzi et al., (2020) entitled “*The Use of Numbered Heads Together to Improve the 10th Grade Students’ Reading Comprehension Achievement at MAN 2 Lamongan*”. This research aimed to explore the application of numbered heads together on the students reading comprehension at MAN 2 Lamongan. This research used qualitative approach conducted in two meeting observation. This research shows that the implementation of numbered heads together is engage the students’ participation to be active in the learning process. It is also making the students built a good relationship with others. In addition, the students’ achievement also increased by using this technique. There were similarities with the proposed research, namely the strategy used in teaching reading that was numbered heads together, the selected class that was tenth-grade students, and the research method that was qualitative approach. While the differences were in the object, location, and objectives of the research. Fauzi’s et al., research aims to explore the application of numbered heads together on the students reading comprehension at MAN 2 Lamongan, while the proposed research aims to describe the implementation of numbered heads together as well as the obstacles face by the teacher in teaching reading at SMK Negeri 1 Kaligondang, Purbalingga Regency.

The fifth, research article written by Anisa Ramadhanty, Yayan Ruyani, and Trisnendri Syahrizal (2019) entitled “*Numbered-Head Together in Teaching Reading Narrative*”. This research aimed to examine the implementation of NHT technique in improving students’ reading comprehension of narrative text at SMK Negeri 2 Cimahi. This research was design by conducting pre-experimental. The data was collected using pre-test and post-test. The results of this research confirm that students' comprehension of reading was enhanced by using numbered heads together in the teaching

activity. The writer discovered that after utilizing numbered heads together, the students enjoyed taking the test and felt more confident. There were similarities with the proposed research, namely the strategy used in teaching reading that was numbered heads together and the selected class, namely tenth-grade students. While the differences were in the location, method, and objectives of the research. Ramadhanty's et al., research aimed to examine the implementation of NHT technique in improving students' reading comprehension of narrative text at SMK Negeri 2 Cimahi by using quantitative approach, while the proposed research aimed to describe the implementation of numbered heads together as well as the obstacles face by the teacher in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency by using descriptive qualitative approach.

Several previous studies intended to determine the impact of the numbered head together as a cooperative learning strategy in teaching reading comprehension. The results showed that the students' motivation and achievement was increased. It is possible to draw the conclusion that the numbered heads together are good to be applied in teaching reading. However, there were gap from several previous studies, namely in the explanation of the implementation of the numbered heads together in teaching reading which was not included in their finding and there were no difficulties faced by teachers in implementing this strategy. The implementation of this learning strategy provided knowledge to teachers who would try to apply the numbered heads together in the learning activity, especially in teaching reading. Moreover, teachers can use it as preparation on how to anticipate it if there are several obstacles when using this strategy in teaching reading. Therefore, the position of the researcher here was to fill the gap, namely to describe more about the implementation of the numbered heads together as a cooperative learning strategy in teaching reading from the preparation until evaluation phase as well as the obstacles occur when using this strategy.

CHAPTER III

METHODOLOGY

This chapter presents a description of the research methodology. It focuses on the methodology used to conducted this research including the research design, research site and participants, objects and subjects of the research, data collection technique, data analysis, and triangulation.

A. Research Design

The purposes of this research were to describe how the implementation of the numbered heads together, as well as the obstacles when teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency. The type of the research was the descriptive qualitative approach. According to Creswell, qualitative research is an approach to investigating and comprehending the significance that particular people or organizations assign to a social or human issue (Creswell, 2014, p. 232). The qualitative approach in this research used observation, interview, and documentation to collect the data.

B. Research Site and Participants

The research was conducted at SMK Negeri 1 Kaligondang, located in Selanegara Street, Kaligondang, Purbalingga Regency. This school was chosen based on several reasons, as follow:

1. SMK Negeri 1 Kaligondang, Purbalingga Regency is a school whose teachers apply the numbered heads together in teaching reading.
2. The teacher has well experienced in applying cooperative learning in the learning activity.

This research has been done from 1st August 2023 – 6th September 2023

Table 1. The Timeline of the Research

No	Activities	Time	Place
1.	Interview with the teacher	1 st August 2023	SMK Negeri 1 Kaligondang

2.	Implementing the numbered heads together strategy in Descriptive Text material	9 th August 2023 (4x40 minutes)	SMK Negeri 1 Kaligondang
3.	Implementing the numbered heads together strategy in Narrative Text material	6 th September 2023 (4x40 minutes)	SMK Negeri 1 Kaligondang
4.	Interview with the teacher	6 th September 2023	SMK Negeri 1 Kaligondang

C. Objects and Subjects of the Research

1. Objects of the research

The objects of this research were the implementation of the numbered heads together, as well as the obstacles facing by the teacher in teaching reading by using this strategy.

2. Subjects of the research

The subjects of this research were Teacher A as an English teacher who teach tenth-grade students in the first semester of the 2023/2024 academic year and the tenth-grade students of SMK Negeri 1 Kaligondang, Purbalingga Regency. There were seven English teachers in this school. However, only one English teacher who used numbered heads together in teaching reading and this teacher was referred to Teacher A. The tenth grade taught by the teacher ware two classes, namely in the Welding and Metal Fabrication Engineering Department which is shortened to X TPFL 1 and X TPFL 2. The teacher implemented the numbered heads together strategy in these two classes. However, the researcher only took one class as research material, namely X TPFL 2. It was based on the teacher's recommendation that the students in this class was passive when learning so that later, the results of using numbered heads together in teaching reading would be seen. The number of students in that class was 36, with 30 male students and 6 female students.

D. Data Collection Technique

This research used observation, interview, and documentation as the data collection technique method. The following is the explanation:

1. Observation

The observation was used to obtain data where each learning activity had been observed from beginning to end. According to Rahadi, observation is part of the research process and is used to collect data in qualitative research. In this case, the researcher went out into the field to watch and find out about everything that happens (Rahadi, 2020, p. 69). The instruments used for observation were field notes and an observation checklist. Field notes were used to write everything that happened during the learning activity from the opening to the closing. Richard and Rodgers' theory of numbered heads together was used to arrange the observation checklist. The purpose of this observation was to find out the steps taken by teachers in implementing the numbered heads together in teaching reading. The observations were conducted two times on 9th August 2023 and 6th September 2023.

2. Interview

Creswell defines an interview as an in-depth conversation between a researcher and a subject with the goal of eliciting information about the subject's beliefs, values, attitudes, and so on (Creswell, 2014, p. 239). The interview was conducted with Teacher A as an English teacher at SMK Negeri 1 Kaligondang, Purbalingga Regency, to know the obstacles in teaching reading using numbered heads together. The semi-structured interview was used in this research, in which the questions can be developed to search for more in-depth data. The interview was recorded via an audio recorder with the respondent's permission. The results of the interviews were transcribed before being coded and analyzed to facilitate the separation of data, supporting data, and non-data. The interviews were carried out twice on 1st August 2023 and 6th September 2023.

3. Documentation

The documentation was a way to gain data and information in the form of documents that support the study. According to Creswell, document consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspaper, minutes of meetings, personal journal, and letters (Creswell, 2014, p. 240). The document needed in this research was learning module made by an English teacher.

E. Data Analysis

This research used a qualitative descriptive method, which described the data in the form of words descriptively. The framework for qualitative data analysis used Miles and Hubberman's theory, that are data reduction, data display, and drawing conclusion or verification (Miles & Huberman, 2014, p. 31).

1. Data reduction

According to Miles and Hubberman, data reduction is the process of choosing, focusing, simplification, abstraction, and transformation of the data. The information obtained in the field during several observations and interviews was quite a lot. However, not all of this information was the data needed to answer the research questions, so it was essential to carefully examine the details to determine which data was important and which was not. In this study, information was reduced from observation and interviews by looking for data that supports the research needed and ignoring data that was not relevant.

2. Data display

Miles and Hubberman state that data display refers to a structured and concise presentation of information that facilitates the process of drawing conclusions and taking appropriate actions. Arranging information using words, sentences, tables, and graphs was part of the

process of displaying data to draw a conclusion. In this research, the data was interpreted in the form of a narrative.

3. Drawing conclusion or verification

According to Miles and Hubberman, conclusions are also verified as the analyst proceeds. During the process of data collecting, the researchers concluded at a brief preliminary conclusion. The process of drawing conclusions necessitates a systematic approach, wherein the facts must be revisited and verified. Random selection is not a suitable method for this purpose. For conclusions to be genuinely accountable, they must not only be drawn at the time of data collection, but also be verified.

The activities that took place at SMK Negeri 1 Kaligondang, Purbalingga Regency over the course of the study and research were used to verify this data. The accuracy of the data might be presented and verified by the researchers. The data triangulation technique was employed in the verification of this data.

F. Triangulation

In qualitative research, triangulation is the use of multiple methods or data sources to develop a comprehensive understanding of a phenomenon. (Patton, 1999, p. 1196). Sugiyono identifies two distinct categories of triangulation: source triangulation and technical triangulation. Technical triangulation occurs when researchers obtain data from the same source using multiple data collection techniques. On the other hand, source triangulation occurs when researchers obtain data from different sources using the same technique. (Sugiyono, 2017, p. 241). The triangulation used in this research was technical triangulation. The results of data collected during observation, interviews, and documentation were compared in data triangulation analysis by reducing the bias that occurs during data collection and analysis as much as possible in order to check the correctness in different point of view.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussions of the research based on data obtained at SMK Negeri 1 Kaligondang, Purbalingga Regency. This chapter contains findings in the field taken using observation, interview and documentation techniques then discussed using previous theories. The research findings and discussion were divided into two stages: the implementation of numbered heads together as a cooperative learning strategy in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency and the obstacles in implementing the strategy in reading class.

A. The Implementation of Numbered Heads Together as a Cooperative Learning Strategy in Teaching Reading

Based on the results of the interview conducted with Teacher A as an English teacher at SMK Negeri 1 Kaligondang, Purbalingga Regency, during preliminary research on 23rd January 2023, it was known that students, when learning English, especially in reading, still do not understand reading texts well. This problem was because their vocabulary mastery still needed to be improved, so they had difficulty understanding reading texts. as the teacher said:

“Most students lack vocabulary mastery. So many of them do not understand the meaning of words or sentences in a reading text. This can be proven when I ask the meaning of a word, they are silent and unable to answer.”

According to the result of the interview above, a common problem faced by students in reading class was lack of vocabulary mastery. Students have difficulty in determining the meaning of words that were unfamiliar to them. This results in students were not being able to understand the meaning of a sentence in a reading text. This difficulty is also aligned with Harmer as cited in Kusumawardani et al. that one problem experienced by students in reading is difficulty in understanding the meaning of the text due to the unfamiliar words whose meanings they do not know (Kusumawardani et al., 2018, p. 21).

Based on these conditions, the teacher decided to use numbered heads together in the reading class. Based on the interview with Teacher A at SMK Negeri 1 Kaligondang, Purbalingga Regency on 16th January 2023, the teacher said:

“My goal in using cooperative learning is so that students can work together, helping their group mates understand the material given. In addition, this will make students active during discussions, as well as train their focus when the numbered heads together process begins.”

According to the result of the interview above, it can be concluded that the goal of the teacher using cooperative learning in reading class was to help students understand the material provided by working together with each other. That matter in line with theory about the definition of cooperative learning proposed by Brown that cooperative learning is strategy in which students work in partnerships and small groups to share knowledge and assist one another (Brown, 2000a, p. 47).

This learning strategy with a small group used by the teacher twice with different groups at each meeting. This learning strategy used by the teacher to engage the students' attention on the material being studied, create conducive classroom conditions, and ensure that students understand the material that has been taught at that meeting as well. This finding is in line with the theory of types of cooperative learning by Johnson et al., namely the informal cooperative learning groups. Johnson et al., stated that this type is used for students to work together on short-term projects lasting only one discussion to achieve their common learning goals (R. T. Johnson et al., 1998, p. 8).

In implementing cooperative learning, the teacher used the numbered heads together strategy in the reading activity to understand the reading text. The teacher used this strategy because in numbered heads together activity, students were responsible for actively participating in group discussions to understand the reading text. This finding in line with the theory of the advantages of numbered heads together by Adhini namely encourage positive interdependence (Adhini, 2017, p. 126). It was also in line with the finding of the study by Fauzi et al., that the use of numbered heads together was engage

the student's participation to be active in the learning process (Fauzi et al., 2020, p. 118).

This learning strategy focused on students working together in small groups to understand a reading text. Each member of the group actively participated in sharing their knowledge in order to help other members to understand the reading text. Hence, they have responsibility to ensure that each member of the group understands the reading text. This finding in line with the definition about numbered heads together strategy proposed by Kagan, Mauliza, and Nursyamsi (Kagan & Kagan, 2009, p. 142; Mauliza, 2020, p. 301; Nursyamsi & Corebima, 2016, p. 50).

The concept of this learning strategy was about question and answer sessions according to the reading text which is studied by competing with other groups. If students can answer a question correctly, the teacher gives a reward in the form of one point per question to the group. The aim of giving these rewards was to motivate students to compete with other groups. Moreover, the group with the lowest points would be given additional assignments by the teacher so that they would try to understand the reading text and answer the teacher's queries correctly. This finding in line with theory proposed by Cruikshank as cited in Rusmiati namely the motivation and reward found in the characteristics of numbered heads together (Rusmiati, 2016, p. 13).

The numbered heads together strategy was applied at SMK Negeri 1 Kaligondang, Purbalingga Regency. The teacher used this strategy with the tenth-grade students. The application of this strategy was divided into three stages, namely, the preparation, the implementation, and the evaluation. Based on the observations carried out on 9th August 2023 and 6th September 2023, produce data regarding the steps that teachers used in implementing the numbered heads together strategy in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency as follows:

1. The Preparation Stages

The first step was the preparation. In this step, the teacher prepared material and learning media that will be used in learning based on the

Learning Achievement, which is then continued by compiling the Learning Module. It was based on the results of the interview with the Teacher A at SMK Negeri 1 Kaligondang, Purbalingga Regency, on 1st August 2023. The teacher said:

“The preparation I made was to prepare the material and media that would be delivered in class as stated in the Learning Module, so my preparation was to create a Learning Module based on Learning Achievement.”

Based on the results of the interview above, it can be concluded that the teacher made several preparations before conducting the lessons. The teacher had prepared several resources, including learning materials and learning media, which will be used for reading activity using the numbered heads together strategy. This preparation was aimed at planning learning activities to run effectively. These results were in line with the teaching stages using numbered heads together strategy according to Trianto cited in Rahmania and Salahudin. Trianto stated that in the preparation stages, the teacher creates a lesson plan and task sheet for the learning activities using the numbered heads together cooperative learning strategy (Rahmania & Salahudin, 2015, p. 35).

In the first observation carried out on 9th August 2023, the material used in reading activity was descriptive text with the topic of tourism destination entitled “Borobudur Temple”. The learning media used by teacher were books, so the teacher only prepared textbooks for the learning media to deliver material in the classroom. The teacher prepared some questions related to the material in her notebook, which will be used later when the numbered heads together activity begins.

In the second observation carried out on 6th September 2023 The material used in the reading activity was narrative text with a fabled theme entitled “The Ant and The Dove”. The learning media used by the teacher was printed text with a story entitled "The Ant and The Dove", so the teacher prepared a narrative fable story, which is published on a piece of paper and distributed to each student. Moreover, several questions related

to the reading text are prepared by the teacher in her notebook, which will be used for numbered heads together activities.

The reading used by the teacher in reading activities carried out during two meetings was extensive reading. The teacher used this type of reading to increase students' vocabulary mastery so that they could understand reading texts well. The students only understand the text without paying attention to the linguistic features contained in the reading text. This finding is in line with the theory of the kinds of reading by Harmer, namely extensive reading. Harmer stated that the extensive reading does not pay attention to detailed construction in a reading text but rather reads for pleasure (Harmer, 2007, p. 283).

2. The Implementation Stages

The teacher always started the lesson during the first to the second observation by conducting an apperception. This is done with the aim of building students' enthusiasm to start the learning activities. This result in line with the theory of apperception purposes by Puteri et al., that is to create an atmosphere of mental readiness which is intended to stimulate students' attention to focus on what will be studied (Puteri, 2018, p. 10). The teacher carried out different apperceptions at two meetings. At the first meeting, the teacher used ice breaking, while at the second meeting, the teacher did a warmer in the form of recalling and practicing. This result in line with the theory about several activities that can be carried out when giving apperception proposed by Chatib in Ardillah namely ice breaking (Ardillah, 2019, p. 9).

In the first observation, the reading text studied at the meeting was a tourism destination titled "Borobudur Temple." The teacher debriefed in the form of questions regarding what information is available at Borobudur Temple based on the student's background knowledge. These findings in line with the theory stated by Nunan about principles of teaching reading, namely about utilizing the reader's prior knowledge. Nunan stated that

when the background knowledge is triggered, reading comprehension can be considerably improved (Nunan, 2003, p. 74).

In addition, the teacher wrote some vocabulary related to the reading text on the whiteboard as a basis for students to understand the text. This finding is in line with the theory of Moorman and Blanton as cited in Cahyono. Moorman stated that the instruction should focus on important parts of the text that can help with understanding, like vocabulary (Cahyono & Widiati, 2006, p. 45). This also applied to the second observation, by reading narrative text with a fabled theme entitled "The Ant and The Dove." The teacher conducted questions and answers in the form of vocabulary meaning from the reading title. This is done to stimulate their background knowledge about the vocabulary that students have mastered.

The teacher's efforts to stimulate background knowledge by conducting questions and answers related to the reading text aim to make students interested in the activities to be carried out and ensure students were ready to read. Moreover, the teacher provided several new vocabularies that students did not know related to the reading text. The teacher gave it to facilitate the students to understand the reading text well and carry out the assignments given by the teacher. This finding is in line with the theory of the teaching stages in reading, namely pre-reading activity proposed by Moorman and Blanton cited in Cahyono. Moorman stated that the goal of the pre-reading stage is to get students ready to read (Cahyono & Widiati, 2006, p. 45).

During the reading activity, reading aloud was used by the teacher as an example for students on how to pronounce reading texts correctly. Reading aloud was also used by the teacher as an example of how to translate the reading text into Bahasa properly and accurately. The teacher translated one sentence as an example, and then the students did the rest. The teacher used it to engage the students' participation by facilitating them on how to read and translate it correctly. This finding is in line with the

theory proposed by Moorman and Blanton cited in Cahyono that during reading activity, the teacher's role is to facilitate successful reading by encouraging student participation (Cahyono & Widiati, 2006, p. 45).

Based on the results of the interview conducted on 1st August 2023, the teacher implemented the numbered heads together strategy in teaching reading in several phases, the teacher said:

“To implement it, groups are divided first and given numbers. For example, if there is a group of five children, the five children will get numbers one to five. Then they will have a discussion about understanding the text, where all group members must understand the contents of the text. Then, when the discussion is over, I will ask questions and call the number. The fastest person to stand up will answer the question. If it is correct, I will give points to that group.”

According to the statement of the teacher above, the teacher applied the numbered heads together strategy in several phases.

- 1) The teacher divided students into several groups.
- 2) The teacher gave them a number based on the number of students in the group.
- 3) The students understand the reading text provided by the teacher and ensure that all group members understand the content of the text.
- 4) The teacher asked a question.
- 5) The teacher called a number, and the students whose number was called stood up to answer the questions given.

The procedure of numbered heads together used by the teacher in line with the theory by Kagan and Olsen cited in Richards and Rodgers about the steps of numbered heads together. There are four phases that must be included in the numbered heads together activity, namely numbering, questioning, heads together, and answering (Richards & Rodgers, 2001, p. 199).

Table 2. The steps of Numbered Heads Together by Kagan and Olsen

No.	The steps of Numbered Heads Together	Percent		Note
		Yes	No	
1.	Numbering	✓		The students were grouped into a small group and the teacher had them assign numbers to one another.
2.	Questioning	✓		The teacher gave questions related to the reading text in English orally one by one in three repetition.
3.	Heads Together	✓		The students discussed to find the correct answer to the question given and ensure that all group members knew the answer.
4.	Answering	✓		The teacher called out a number randomly. The student whose number was called stood up and raised their hands. The fastest one got the opportunity to answer the question.

a. Numbering

In numbering phases, the students were grouped into a small group and the teacher had them assign numbers to one another, so that the member would be assigned an identification number. Numbers are given based on the number of members in one group. For example, if a group consists of four students, the teacher gave the number one, two, three, and four to each member. Each student has the responsibility to answer the questions given, if the student's number is called by the teacher. This finding in line with theory by Richards and Renandya that each students in the group with four members is numbered from one to four (Richards & Renandya, 2002, p. 52).

Based on the first observation, from the number of students present, namely 32 students, eight groups were formed consisting of four members. The teacher named the groups with the following group names: group 1, group 2, group 3, group 4, group 5, group 6, group 7 and group 8. All group names are written on the whiteboard. Meanwhile, group division was done by joining with students who were nearby. After that, the teacher gave numbers one, two, three, four to members in the group, so that each individual has their own number.

In the second observation, the groups formed consisted of seven groups of five members from the total number of students present, namely 35. The teacher named the groups with the following group names: group 1, group 2, group 3, group 4, group 5, group 6, and group 7. All group names are written on the whiteboard. The selection of group members was done by counting one to five. Each student gathers according to the same number they got. For students who got number one, they join the students who got number one, as well as students who got numbers two, three, four, and five. After that the teacher gave an identification number one, two, three, four, five to members in the group, so that each student in a group has a different number from its members.



Figure 1. The teacher gave a number to students

After all students sat with their groups and were given numbers, they comprehended the reading text together in this phase. Armed with some vocabulary provided by the teacher, students translate the reading text into Indonesian. As for translating the reading text, students were not allowed to open Google Translate. Students work together by exchanging ideas to gain a common understanding of the reading text. This can help students practice improving their social skills starting from a slight scope first, namely in a small group. This finding is in line with the theory by Johnson et al., namely that one of the elements of cooperative learning is interpersonal and small group skills. Johnson state that students must be taught and encouraged to use the social skills necessary for collaborative decision-making, trust-building, communication, and conflict resolution (R. T. Johnson et al., 1998, p. 7).

According to the results from the findings during the numbering phase, it can be concluded that the teacher has carried out a fundamental part in implementing cooperative learning in the teaching activity, namely group processing. When forming a group, the teacher limits the number of members so that only a few students are in a group. This was aimed to enable students to focus on their assignments in group discussions. The results were in line with the theory proposed

by Johnson et al. about the one of the elements of cooperative learning, namely group processing. In group processing, teachers must pay attention to several factors, one of which is determining group size (R. T. Johnson et al., 1998, p. 7).

b. Questioning

After the reading activity has done, the next teacher role was conducted some questions related to the text. The goal of this activity was to check the students' understanding of the reading text. In line with the theory proposed by Brown that after the reading activity was done, the next step is about post-reading. In the post-reading phase, the role of the teacher is to assess students' comprehension of the reading text (Brown, 2000b, p. 315).

In this phase the teacher gave several questions to the students according to the reading text being studied. In the first observation, the reading text used was tourism destination entitled "Borobudur Temple", while the reading text used in the second observation was narrative text fable theme entitled "The Ant and The Dove". The teacher gave questions related to the reading text in English orally one by one in three repetition.



Figure 2. The teacher asked a question

There were two types of questions used in this phase, namely 5W+1H questions (what, where, when, why, who, how) and the

meaning of vocabulary. The teacher created a total of 60 questions which were used for each different reading text at two meetings. There were 20 5W+1H type questions and 10 words in the “Borobudur Temple” reading text, also 20 5W+1H type questions and 10 words in the reading text entitled “The Ant and The Dove”. The large number of questions used by teachers in the questioning phase aims to give students more opportunities to participate in answering questions. This finding in line with the theory about proposed by Adhini namely the numbered heads together can reach all students to participate (Adhini, 2017, p. 126).

Some of the list of questions that the teacher gave has been prepared beforehand, then the rest is done by improving. The list of questions given as follows:

Table 3. 5W+1H Questions “Borobudur Temple” Reading Text

No.	Questions
1.	What is Borobudur temple?
2.	Where is it located?
3.	How many Buddhist statue in Borobudur temple?
4.	What is Borobudur temple style?
5.	How many entrances in Borobudur?
6.	What is Mandala style reflect?
7.	What does Kamandhatu means?
8.	How many reliefs in Kamandhatu?
9.	What does Karmawibhanga means?
10.	Why the hood at the base has been permanently removed?
11.	Where is Borobudur temple museum located?
12.	What can we see at the Borobudur temple museum?
13.	What does Rupadhatu means?
14.	How many Buddhist statues in Rupadhatu?
15.	Mention the form of relief in Rupadhatu!

16.	What does Arupadhatu means?
17.	Why they are no ornaments or decorations in Arupadhatu?
18.	How many stupas in Arupadhatu?
19.	What is the debate about the central stupa?
20.	When is the day festival held?

Table 4. The Vocabulary of “Borobudur Temple” Reading Text

No.	Vocabularies
1.	Purity
2.	Annually
3.	Built
4.	Universe
5.	Experienced
6.	Largest
7.	Held
8.	Throughout
9.	Divided
10.	Hidden

Table 5. 5W+1H Questions “The Ant and The Dove” Reading Text

No.	Questions
1.	What does the text tell us about?
2.	When does the setting of the story take place?
3.	Where is the setting of the story?
4.	Who are the characters in the story?
5.	Why do the ants come out of their nests?
6.	Where do the ants drink water?
7.	What happens when ants drink water?
8.	What did the ant do when a swift river carried him away?

9.	What was the dove doing when she saw ants carried away by a swift river?
10.	How does the dove feel when it sees ants carried away by a swift river?
11.	How does the dove help the ant?
12.	What does the ant do when it sees a leaf nearby?
13.	How did the ants feel when he survived?
14.	What did the ant say to the dove after saving his life?
15.	Why can't the dove hear the ant's voice?
16.	Why did the hunter want to shoot the dove?
17.	What did the ant do to help the dove?
18.	How can the dove save itself from the hunter?
19.	How did the ants feel after saving the dove?
20.	What is the moral value of this story?

Table 6. The Vocabulary of “The Ant and The Dove” Reading Text

No.	Vocabularies
1.	Beak
2.	Floating
3.	Unexpectedly
4.	Plucked
5.	Perched
6.	Murmured
7.	Hunter
8.	Branch
9.	Survived
10.	Eager

c. Heads Together

In this phase, the student discussed with their group members. The time the teacher gave for discussion was short, around 10 to 15 seconds after the question was presented. In that short time, students should be discussed to find the correct answer to the question given and ensure that all group members knew the answer. The rules for discussing the answers to the 5W+1H type question was that students allowed to open their books, while to answer questions about the meaning of vocabulary type, students were not permitted to open their books and their smartphones.



Figure 3. The students discussed together

During the discussion session, students with their group partners worked together to understand the reading text. Students who know the meaning of a sentence conveyed their understanding to their group members. The purpose of this head together phase was to ensure that all group members understood the reading text well. This finding is in line with the theory of the elements of cooperative learning by Johnson et al., namely face-to-face promotive interaction. Johnson stated that the members of the group encourage each other's efforts to produce by assisting, sharing, and promoting their efforts (R. T. Johnson et al., 1998, p. 7).

Based on the finding above, the role of each student in the heads together phase was very important. They should be discussed with each other in order to reach a common understanding. Indirectly, this encourages positive interdependence in students, because participants become engaged in intellectual and social activities in order to participate, contribute to obtaining the right solution, and help each other explain the answer. This also helped students to improve simultaneous engagement, because everyone in the group should be put their heads together once the teacher has announced the questions. This finding is in line with the theory of the advantages of numbered heads together proposed by Adhini that this strategy can encourage positive interdependence and improve simultaneous engagement (Adhini, 2017, p. 126).

d. Answering

The teacher called out a number, and the pupils whose number was called raised their hands to answer the question with the answer that had been discussed with the group and provided to the entire class. In this phase, the teacher called a number randomly. Number calling was used as a way for students to give their group answers. The rule for answering questions was to stand up for the student whose number is called. The student who stood up the fastest gets the opportunity to answer the question. If the answer given by the student was correct, the group got one point written on the whiteboard, whereas if the answer from the student was wrong, the same question would be repeated. After that, the teacher would be called out a different number.



Figure 4. The student answered the question

Based on the findings of observation, it can be seen how enthusiastic the students were in answering the questions the teacher gave during the answering phase. This indicated that all members in a group understood the reading text well. In addition, students could understand the questions the teacher gave orally using English well. This indicated that their listening skills have improved to understand the teacher's questions. This finding is in line with the theory of the advantages of cooperative learning by Hill and Hill as cited in Ali namely make students enjoy and happy, increase the students' skills, and deepen students' understanding (Ali, 2021, p. 259).

In the first observation, after all the questions have been given and answered by the students, the teacher calculated the total points by adding up the points the students have obtained on the whiteboard. The points obtained from group 1, group 2, group 3, group 4, group 5, group 6, group 7, and group 8 as follows:

Table 7. Group Points Earned

No.	Group Name	Point
1.	Group 1	6
2.	Group 2	4
3.	Group 3	5
4.	Group 4	1

5.	Group 5	4
6.	Group 6	3
7.	Group 7	4
8.	Group 8	3

Based on the data from the table above, the group with the lowest points was group 4. In accordance with the initial agreement before starting the numbered heads together, the group with the lowest points would receive consequences from the teacher. The consequence given to group 4 was explaining or retelling the Borobudur Temple reading text without bringing a reading book to the next meeting. So, all members of group 4 came to the front of the class to tell the story of Borobudur Temple orally in turn.

In the second observation, after all the questions have been given and answered by the students, the teacher calculated the total points that have been obtained by the group by adding up the points on the whiteboard. The points obtained from group 1, group 2, group 3, group 4, group 5, group 6, and group 7 are as follows:

Table 8. Group Points Earned

No.	Group Name	Point
1.	Group 1	6
2.	Group 2	4
3.	Group 3	4
4.	Group 4	2
5.	Group 5	4
6.	Group 6	4
7.	Group 7	6

Based on the data from the table above, the group with the lowest points is group 4. In accordance with the initial agreement before starting numbered heads together, the group with the lowest points would receive

consequences from the teacher. The consequence given to each member of group 4 is to summarize the narrative text entitled "The Ant and The Dove" in Indonesian. The assignments are written on a piece of paper and collected at the next meeting.

3. The Evaluation Stage

After the series of reading activities using numbered heads together strategy have been finished, the teacher instructed the students to return to their seats. After that, the teacher conducted an evaluation to check students' understanding of the reading text they have studied. The task given is to answer several questions which are done individually related to the reading texts entitled "Borobudur Temple" and "The Ant and The Dove". This finding in line with theory proposed by Nunan about the principles of teaching reading namely build assessment and evaluation (Nunan, 2003, p. 74). Furthermore, it was also in line with the theory proposed by Trianto as cited in Rahmania and Salahudin about the several steps of implementing the numbered heads together strategy. He stated that after the question and answer session is done, the students are assigned individual task (Rahmania & Salahudin, 2015, p. 35).

In the first observation, there were two types of questions that teachers use to evaluated descriptive text material, namely find the meaning of vocabulary and 5W+1H questions related to the reading text entitled "Borobudur Temple". The questions used by teachers for evaluation are taken from the textbook. The students work on the questions individually without opening their smartphones. The students did the assignment by writing it on a piece of paper and collecting it. The following was a list of questions that teachers assign to work on individually:

Activity 6

Check whether you have already understood these words. Write the present tense of the words. Number one has been done for you.

- | | | | |
|------------|-----------|------------|-----------|
| 1. located | → locate | 4. divided | → |
| 2. built | → | 5. freed | → |
| 3. viewed | → | 6. held | → |

Activity 7

Read the text in Activity 5 again and answer the questions. Compare and discuss your answers with your friend.

1. What is the largest Buddhist temple in Indonesia?
2. Where is Borobudur Temple?
3. What is the Borobudur Temple style?
4. Do you like to explore Indonesian heritage sites? Explain your answer.
5. Why has the hood at the base been permanently removed?
6. Why are there no ornaments or decorations in *Arupadhatu* section?
7. If there had been no restoration in the early 20th century, what would have happened to Pawon Temple and Mendut Temple?
8. What is the debate about the central stupa?

Figure 5. Descriptive Text Evaluation Questions

In the second observation, the teacher gave assignments in the form of five 5W+1H type questions which must be done individually without opening the smartphone as student evaluation material. The questions given were still about the narrative text entitled "The Ant and The Dove". The students do the assignment, write it down on paper, then gather it. The following was a list of questions that the teacher gives to students:

Table 9. Narrative Text Evaluation Questions

No.	Questions
1.	Who are the characters of the story?
2.	Write the setting place and setting time of the story!
3.	Why did the hunter want to shoot the dove?
4.	What the ants do to save the dove from the hunter?
5.	What is the moral value of the story?

According to the theory proposed by Trianto as cited in Rahmania and Salahudin, after the students completed their individual evaluation, the next step the teacher takes is to give a conclusion (Rahmania & Salahudin, 2015, p. 35). However, based on the findings, the teacher did not have the opportunity to provide conclusions regarding the learning that has been carried out. This was because the lesson time had already ended.

Therefore, when starting the lesson, the teacher offers conclusions at the next meeting by recalling last week's material.

B. The Obstacles using Numbered Heads Together as a Cooperative Learning Strategy in Teaching Reading

Based on the interview with Teacher A and classroom observations during the lesson, there were several obstacles experienced by teacher when teaching reading using the numbered heads together strategy to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency.

1. Time Management

The first obstacle faced by the teacher when teaching reading using Numbered Heads Together strategy to the tenth-grade students of SMK Negeri 1 Kaligondang, Purbalingga Regency was limited time, especially in understanding a reading text. In order to understand a reading text, mastery of an extensive vocabulary was required. However, students' vocabulary mastery was limited, so the teacher needs more time to provide the new vocabulary that students needed to understand a reading text in the pre-reading activity. The teacher provided vocabulary as a provision of knowledge so that students could understand the reading text well. This difficulty is also aligned with Harmer as cited in Kusumawardani et al., that one problem experienced by students in reading is difficulty understanding the meaning of the text due to the unfamiliar words whose meanings they do not know (Kusumawardani et al., 2018, p. 21). This results in learning time being cut short for mastering vocabulary first, so that when the lesson time is finished it should be continued at the next meeting. It can be seen from the teacher statement:

"The problem that I encounter, especially with reading texts, is a lack of time to understand the text because the students' vocabulary is limited, so for example, the lesson time is only two hours with a fairly long text, which will waste time. "Sometimes there's not enough time so it has to be continued at the next meeting, it's not that exciting."

According to the teacher's statement above, it can be concluded that lack of time to comprehend long reading texts in reading class was a problem that the teacher often experienced. This was because the time used to provide vocabulary to students was too long due to the fact that their vocabulary mastery was limited. This results in class activities not being completed and having to be continued at the next meeting.

Based on the results of classroom observations, it was found that the teacher often ran out of time during the evaluation phase, namely when correcting students' work and discussing it together. Evaluations are usually given when class time is ending, so there is no time to correct and discuss it together. Based on these conditions, the teacher discuss the questions and also give the conclusions at the next meeting. This is in accordance with the teacher statement:

"There is a lack of time during the individual evaluation phase because a lot of time is cut off to understand the reading text, so that unfinished activities are continued for the next meeting."

According to the teacher's statement above, it can be concluded that the main reason the teacher did not finish the individual evaluation phase was that too much time wasted when comprehending reading texts. This required the teacher to complete learning activities at the next meeting. It can be concluded that the teacher faced obstacles in time management, namely, running out of time. This finding in line with the Yuliani's et al. research, namely ineffective management of time (Yuliani et al., 2021, p. 59).

2. Managing the Learning Activity

The second difficulty the teacher faced was managing the conditions of the classroom activity. Based on the observation, the teacher faced two main problems: the mismatch between the number called and the owner of the number and the condition of the class being crowded. These two things happened during the answering phase in implementing the numbered heads together.

a. Students stand not according to the number they have

Based on the observation, it was found that during the answering phase, namely when the teacher called a number, there were several students who stood not according to the number they had. For example, in a group each member has a different number, but when the teacher calls out a number, there were two children in the same group who stood up. This makes teacher confused about who owns the number and has the right to answer the questions. The teacher said:

“Students sometimes forget their own number, which disrupts the question and answer process.”

Based on the teacher's statement, it can be seen how important ownership of number is in the numbered heads together strategy, which was the first step in implementing this strategy. Even though numbering seems like a small thing, it can have significant consequences, as in the statement given by the teacher above. To overcome this problem, the teacher repeated from the beginning, namely asked the same question and called a different number.

b. Crowded class

After the teacher asked a question and called a number, the students had to stand up for the owner of the number called. This was where the problem occurred when each group tried to stand up as quickly as possible to get the opportunity to answer questions. They felt that their group was the first to stand up. However, based on the teacher's vision, it was different, where other groups stood up first. This made students protest against the teacher's decisions, making the class crowded. However, at the beginning there was an agreement before starting the numbered heads together strategy, namely, whoever was seen standing up the fastest by the teacher, he would have the opportunity to answer questions, so that the situation could be conducive again. This finding also align with the problem faced by

Risnaldi et al., that in implementing the numbered heads together, the class conditions tend to be noisy (Risnaldi et al., 2016, p. 117).

However, the teacher saw all these obstacles as a good thing. A crowded class during the answering phase showed students' enthusiasm to answer questions, which made the atmosphere lively. This showed that students have carried out their roles well in a group work. They were not busy with their activities but instead shared information about their understanding with their group members. Moreover, it can be indicated that students enjoy the learning process. This finding in line with hill and hill as cited in Ali about the advantages obtained when using cooperative learning in teaching activities, namely make students enjoy and happy (Ali, 2021, p. 259). The teacher said:

"The class being busy during the actual question and answer is very normal. In fact, the class became lively because students were enthusiastic in answering questions. In fact, making students willing and enthusiastic to read English texts is not very easy. Students are used to relying on the ease of translation on their cellphones. So, when they are required to read and understand texts, they tend to be passive and lazy."

Based on the teacher's statement, a crowded class during the answering phase was normal. This indicated that students have done their job well, namely reading and understanding the text. Armed with the knowledge gained from the reading text, they competed with each other to answer the questions that the teacher gave. This resulted in the class becoming noisy. Based on these conditions, it can be concluded that the numbered heads together strategy that the teacher used in the reading class has succeeded in increasing student motivation. This finding in line with the theory of the characteristics of numbered heads together proposed by Cruikshank cited in Rusmiati, namely increase student motivation (Rusmiati, 2016, p. 13).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that has been done through observation, documentation, and interviews with Teacher A, it can be concluded that the implementation of numbered heads together as a cooperative learning strategy in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency has three stages. *First*, in the preparation stage, the teacher had prepared several resources, including learning materials and learning media that used for reading activity using the numbered heads together strategy which was stated in learning module. *Second*, in the implementation stage, the teacher used four phases to carried out the learning activity, namely: numbering, the students were grouped into a small group and the teacher had them assign numbers to one another; questioning, the teacher gave questions related to the reading text in English orally one by one in three repetition; heads together, the students discussed to find the correct answer to the question given and ensure that all group members knew the answer; answering, the teacher called out a number randomly. The student whose number was called stood up and raised their hands. The fastest one got the opportunity to answer the question. *Third*, in the evaluation stage, the teacher conducted assignments in the form of questions and answers related to the reading text individually.

Based on observation and interviews with Teacher A, the researcher found two main problems faced by the teacher in implementing numbered heads together in teaching reading to the tenth-grade of SMK Negeri 1 Kaligondang, Purbalingga Regency. *First*, the obstacle faced by the teacher was limited time, especially in understanding a reading text. The students' vocabulary mastery was limited, so the teacher needs more time to provide the new vocabulary that students needed to understand a reading text in the pre-reading activity. This results in learning time being cut short for mastering vocabulary first, so that when the lesson time is finished it should be continued at the next meeting. *Second*, the difficulty the teacher faced was managing the

conditions of the classroom activity. The teacher faced two main problems: the mismatch between the number called and the owner of the number; and the condition of the class being crowded. These two things happened during the answering phase in implementing the numbered heads together. However, the teacher saw all these obstacles as a good thing. A crowded class during the answering phase showed students' enthusiasm to answer questions, which made the atmosphere lively.

B. Limitation of Study

The limitation of this study was the data provided only regarding the implementation of numbered heads together in teaching reading. The researcher has carried out four observations, namely in descriptive text material two times and in narrative text material two times. However, the implementation of the numbered heads together strategy was only carried out one meeting on each material, and the remaining meetings did not use this strategy. Based on these conditions, the researcher was only provided with data relevant to the research topic, namely about the implementation of numbered heads together in teaching reading. So that, the data gained from the remaining meetings were not presented in this study.

C. Suggestions

Considering the result of the research, the researcher would like to contribute some suggestions for the English teacher, students and further researchers.

1. For the Teacher

Teachers can use various variations in giving numbers to students to make it easier for them to remember their numbers. For example, number tags are written on paper that can be placed on students' heads or in their shirt pockets so students can recognize their number and teachers can validate their ownership.

2. For the Students

The application of this strategy aims to involve active learning and student cooperation in groups. So, in the next learning activity, students are expected to continue to play an active role in learning activities, both in groups and individually.

3. For the Further Researcher

Hopefully, future researchers will be able to develop research on numbered heads together in reading lessons by examining various aspects of what has been done and discovering more innovative variations of this strategy.



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APPENDICES

Appendix 1

The Official Letter of Official School Research

KTU/KSK/FO-003
Rev. 00 / 1 Oktober 2015



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1
KALIGONDANG

Jalan Raya Selanegara, Kaligondang, Purbalingga Kode Pos 53391 Telepon 0281-6591196
Faksimile 0281-6591195 Surat Elektronik smkn1kaligondangpbg@gmail.com

SURAT KETERANGAN

Nomor : 421.4 / 655 / 2023

Yang bertanda tangan di bawah ini :

Nama : **Drs. Khairul Sholih Retno Broto, M.M**
NIP : 19670622 199203 1 004
Pangkat/Golongan : Pembina Tingkat I, IV/b
Jabatan : Kepala Sekolah
Instansi : SMK Negeri 1 Kaligondang

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : **Kukuh Waseso Wisnu Saputro**
NIM : 1917404076
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Islam Negeri Prof. KH. Saifudin Zuhri
Purwokerto
Alamat Kampus : Jl. A.Yani No. 40A, Purwokerto
Jawa Tengah 53126
Jurusan/Prodi : Tadris Bahasa Inggris

Yang bersangkutan telah melakukan penelitian skripsi di SMK Negeri 1 Kaligondang pada tanggal 1 Agustus s.d 7 September 2023 dengan judul "The Implementation of Numbered Heads Together as a Cooperative Learning Strategy in Teaching Reading to the Tenth-Grade of SMK Negeri 1 Kaligondang, Purbalingga"

Demikian surat keterangan ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Kaligondang, 11 September 2023

Kepala Sekolah



Drs. Khairul Sholih Retno Broto, M.M
NIP. 19630509 198403 1 009

Appendix 2

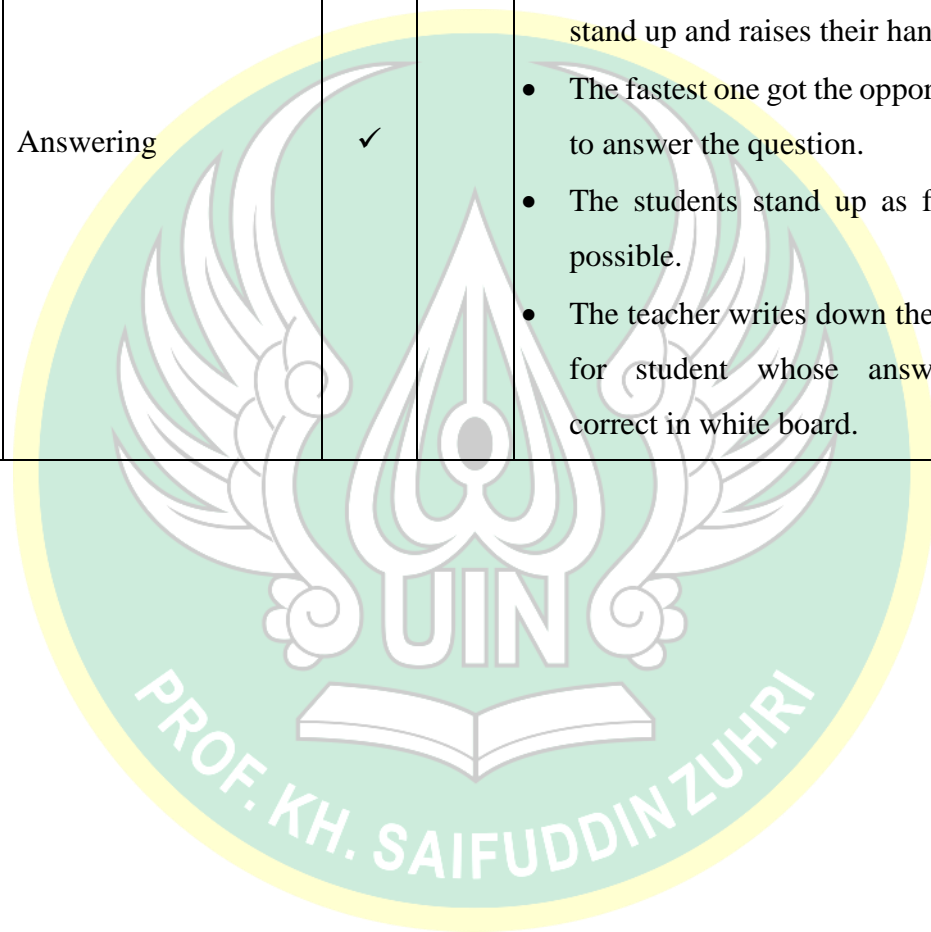
Observation Checklist

School : SMK Negeri 1 Kaligondang
 Subject : Teacher A
 Class : X TPFL 2
 Observation date : 9th August 2023
 Time : 07.00-09.40

The Steps of Teaching Reading by Using Numbered Heads Together by Kagan and Olsen cited in Richards and Rodgers.

No.	The steps of Numbered Heads Together	Percent		Note
		Yes	No	
1.	Numbering	✓		<ul style="list-style-type: none"> The students are grouped into a small group. The group formed are 8 groups. The teacher had them assign numbers to one another.
2.	Questioning	✓		<ul style="list-style-type: none"> The teacher gives several questions in English orally one by one in three repetition. There are 30 questions. 20 5W+1H type questions. 10 the meaning of vocabulary type questions.
3.	Heads Together	✓		<ul style="list-style-type: none"> After the teacher poses a question, the students discuss to find the correct answer to the question given and ensure that all group members knew the answer.

				<ul style="list-style-type: none"> • The time for discussion around 10-15 seconds. • The students prepare for being called.
4.	Answering	✓		<ul style="list-style-type: none"> • The teacher called out a number randomly. • The student whose number is call stand up and raises their hands. • The fastest one got the opportunity to answer the question. • The students stand up as fast as possible. • The teacher writes down the point for student whose answer is correct in white board.



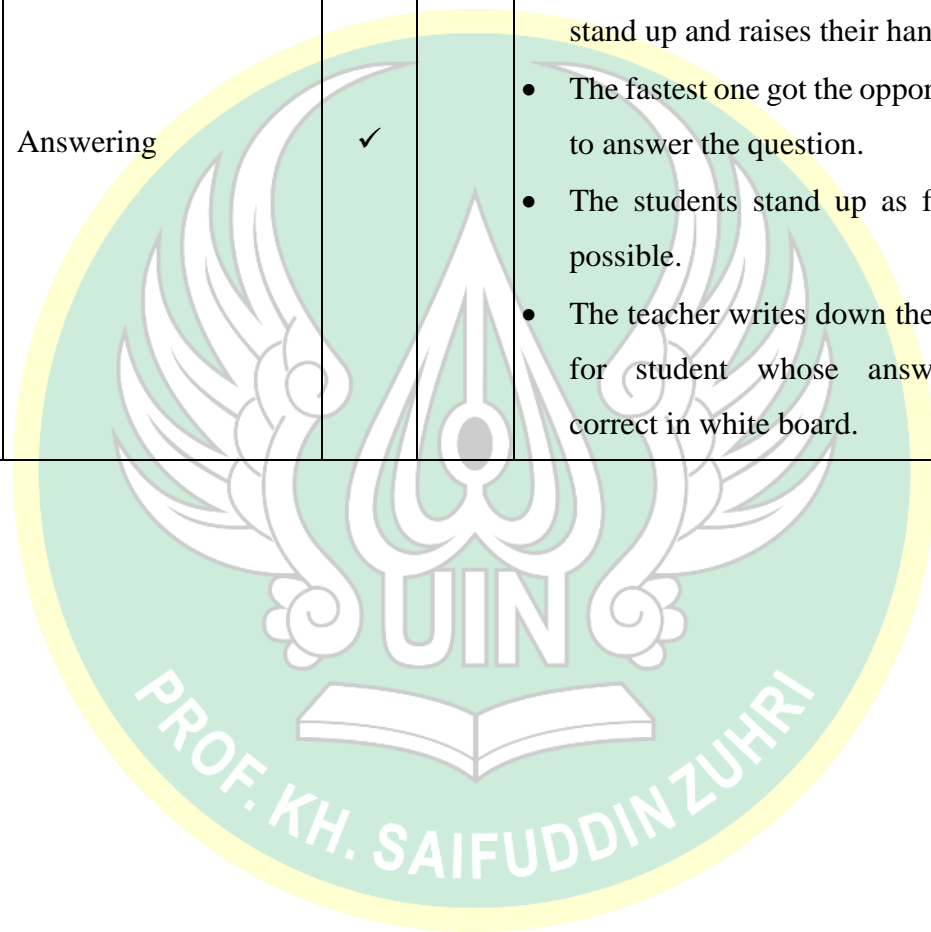
Observation Checklist

School : SMK Negeri 1 Kaligondang
 Subject : Teacher A
 Class : X TPFL 2
 Observation date : 6th September 2023
 Time : 07.00-09.40

The Steps of Teaching Reading by Using Numbered Heads Together by Kagan and Olsen cited in Richards and Rodgers.

No.	The steps of Numbered Heads Together	Percent		Note
		Yes	No	
1.	Numbering	✓		<ul style="list-style-type: none"> • The students are grouped into a small group. • The group formed are 7 groups. • The teacher had them assign numbers to one another.
2.	Questioning	✓		<ul style="list-style-type: none"> • The teacher gives several questions in English orally one by one in three repetition. • There are 30 questions. • 20 5W+1H type questions. • 10 the meaning of vocabulary type questions.
3.	Heads Together	✓		<ul style="list-style-type: none"> • After the teacher poses a question, the students discuss to find the correct answer to the question given and ensure that all group members knew the answer.

				<ul style="list-style-type: none"> • The time for discussion around 10-15 seconds. • The students prepare for being called.
4.	Answering	✓		<ul style="list-style-type: none"> • The teacher called out a number randomly. • The student whose number is call stand up and raises their hands. • The fastest one got the opportunity to answer the question. • The students stand up as fast as possible. • The teacher writes down the point for student whose answer is correct in white board.



Appendix 3

Field Notes

Observer : Kukuh Waseso Wisnu Saputro

Date : 9th August 2023

Time : 07.00-09.40

Class : X TPFL 2

a. Opening

- 1) *Guru memasuki ruang kelas, mengucapkan salam dan menanyakan kabar siswa*
- 2) *Menyanyikan lagu Indonesia Raya bersama-sama*
- 3) *Guru mengecek kesiapan dan kehadiran siswa*
- 4) *Siswa menjawab dengan cara mengucapkan "I am ready to study English"*
- 5) *Guru memberikan ice breaking kepada siswa berupa permainan yang dilakukan dengan cara mengikuti ataupun berlawanan dari instruksi yang guru berikan.*
- 6) *Guru menjelaskan fokus dan tujuan pembelajaran*
- 7) *Guru menanyakan pekerjaan rumah siswa*

b. Main Activity

- 1) *Guru membaca teks deskripsi yang berjudul "Borobudur Temple" yang kemudian diikuti oleh siswa*
- 2) *Guru menanyakan beberapa kosa kata yang terdapat pada teks bacaan dan mengartikan bersama dengan siswa*
- 3) *Guru menuliskan beberapa kosa kata dipapan tulis dan mengucapkannya yang kemudian diikuti oleh siswa*
- 4) *Guru menunjuk beberapa siswa untuk membacakan terjemahan dari teks bacaan*
- 5) *Siswa masih kesulitan dalam menterjemahkan teks bacaan, sehingga guru meminta siswa untuk membuat kelompok secara mandiri, dengan cara bergabung bersama teman yang terdekat dengan tempat duduknya. Terbentuk 8 kelompok dengan jumlah anggota sebanyak 4 siswa*

- 6) Guru memberikan instruksi untuk berdiskusi memahami teks bacaan dengan cara dengan cara menuliskan beberapa kata sulit menggunakan internet untuk menterjemahkan teks bacaan dalam waktu 30 menit
- 7) Guru menginformasikan kegiatan yang akan dilakukan menggunakan numbered heads together. Guru memberikan nomor kepada setiap anggota dalam sebuah kelompok, memberikan pertanyaan terkait teks bacaan, dan memanggil sebuah nomor. Bagi yang nomornya terpanggil langsung berdiri untuk menjawab pertanyaan. Siswa yang tercepat berdiri berkesempatan untuk menjawab pertanyaan guru. Apabila jawaban benar, mereka dapat satu poin. Kelompok dengan nilai terendah akan mendapat tugas tambahan.
- 8) Guru memberikan beberapa pertanyaan terkait teks bacaan yang dilakukan secara lisan menggunakan bahasa inggris dalam tiga kali pengulangan. Terdapat dua jenis pertanyaan yang digunakan oleh guru, yaitu 5W+1H berjumlah 20 soal dan finding the meaning of vocabulary berjumlah 10 kosa kata
- 9) Setelah pertanyaan diberikan oleh guru, siswa berdiskusi bersama teman kelompoknya dalam waktu 10-15 detik untuk menemukan jawaban. Adapun dalam berdiskusi mencari jawaban, siswa tidak diperbolehkan untuk membuka internet
- 10) Guru memanggil sebuah nomor. Siswa berebutan berdiri untuk menjawab pertanyaan. Guru memberikan satu poin dengan cara menuliskan pada papan tulis pada kelompok yang dapat menjawab dengan benar. Apabila jawaban yang diberikan salah, maka akan dilakukan pengulangan pemberian pertanyaan dan memanggil dengan nomor yang berbeda
- 11) Guru memberikan tugas tambahan kepada kelompok 4 berupa menceritakan kembali teks bacaan yang berjudul "Borobudur Temple" tanpa membawa buku catatan pada pertemuan berikutnya
- 12) Guru meminta siswa kembali ketempat duduknya masing-masing dan memberikan tugas individu berupa mengerjakan soal 5W+1H dan the meaning of vocabulary pada selembar kertas dan dikumpulkan

c. Closing

- 1) *Guru mengecek pemahaman siswa dengan cara bertanya kepada siswa mengenai materi yang telah dipelajari*
- 2) *Guru menginformasikan untuk pembahasan tugas individu dilakukan pada pertemuan berikutnya*
- 3) *Berdoa dipimpin oleh ketua kelas*
- 4) *Guru mengucapkan salam*
- 5) *Guru meninggalkan ruang kelas*



Field Notes

Observer : Kukuh Waseso Wisnu Saputro

Date : 6th September 2023

Time : 07.00-09.40

Class : X TPFL 2

a. Opening

- 1) *Guru memasuki ruang kelas dan meminta siswa untuk menyiapkan kelas dipimpin oleh ketua kelas*
- 2) *Guru mengucapkan salam, menyapa, dan menanyakan kabar siswa*
- 3) *Guru mengecek kehadiran siswa*
- 4) *Siswa menjawab "I am ready to study English"*
- 5) *Guru menanyakan pekerjaan rumah siswa*
- 6) *Guru memberitahukan fokus dan tujuan pembelajaran*

b. Main Activity

- 1) *Guru menunjuk satu siswa untuk mempraktikkan pekerjaan rumah mereka yaitu membaca keras teks bacaan yang berjudul "The Ant and The Grasshopper"*
- 2) *Guru memberikan contoh bagaimana cara membaca keras teks bacaan sebanyak satu kalimat dengan benar yang kemudian diikuti oleh siswa*
- 3) *Guru menuliskan beberapa kosa kata dipapan tulis dan mengucapkannya bersama-sama dengan siswa*
- 4) *Guru menunjuk satu siswa untuk maju membaca keras teks bacaan dengan benar*
- 5) *Guru membahas isi dari teks bacaan bersama-sama dengan siswa*
- 6) *Guru menginformasikan pembelajaran yang akan dilakukan, yaitu numbered heads together seperti pada pertemuan yang sebelumnya saat materi teks deskripsi*
- 7) *Guru membagi siswa menjadi 7 kelompok yang beranggotakan 5 anak dengan cara berhitung 1 sampai 5. Bagi siswa yang mendapat nomor 1 maka mereka bergabung dengan siswa yang mendapat nomor 1, begitu pula untuk yang nomor 2, 3, 4, dan 5.*

- 8) *Guru memberikan nomor 1 sampai 5 sebagai identitas pada masing-masing anggota dalam kelompok*
- 9) *Guru memberikan teks narrative yang berjudul “The Ant and The Dove” kepada masing-masing siswa dibantu oleh dua siswa*
- 10) *Guru meminta siswa untuk membaca dan memahami teks bacaan bersama dengan kelompoknya tanpa membuka handphone mereka*
- 11) *Guru menuliskan beberapa kosa kata yang terdapat pada teks bacaan dipapan tulis*
- 12) *Guru meminta siswa untuk menuliskan kosa kata yang mereka tidak ketahui dipapan tulis*
- 13) *Guru memberikan contoh cara melafalkan kosa kata yang sudah ditulis dipapan tulis dengan benar beserta artinya diikuti oleh siswa*
- 14) *Guru meminta siswa untuk kembali berdiskusi memahami teks bacaan berbekal dengan beberapa kosa kata yang sudah dipelajari*
- 15) *Setelah waktu diskusi selesai, guru memberikan beberapa pertanyaan terkait dengan teks bacaan. Adapun jenis pertanyaan yang digunakan guru ada dua, yaitu 5W+1H sebanyak 20 soal dan find the meaning of vocabulary sebanyak 10 kosa kata. Pertanyaan diberikan secara lisan satu persatu menggunakan bahasa inggris dalam tiga kali pengulangan*
- 16) *Setelah pertanyaan diberikan oleh guru, siswa berdiskusi bersama teman kelompoknya dalam waktu 10-15 detik untuk menemukan jawaban. Adapun dalam berdiskusi mencari jawaban, siswa tidak diperbolehkan untuk membuka internet*
- 17) *Guru memanggil sebuah nomor. Siswa berebutan berdiri untuk menjawab pertanyaan. Guru memberikan satu poin dengan cara menuliskan pada papan tulis pada kelompok yang dapat menjawab dengan benar. Apabila jawaban yang diberikan salah, maka akan dilakukan pengulangan pemberian pertanyaan dan memanggil dengan nomor yang berbeda*
- 18) *Guru memberikan tugas tambahan kepada kelompok 4 karena perolehan poin yang paling rendah berupa meringkas teks narrative yang berjudul “The Ant and The Dove”*

19) Guru menginstruksikan siswa untuk kembali ketempat duduknya masing-masing dan memberi tugas individu sebagai bahan evaluasi berupa mengerjakan 5 soal terkait dengan teks bacaan. Dikerjakan dalam selembar kertas dan dikumpulkan

c. Closing

- 1) Guru mengulas kembali materi yang telah dipelajari bersama-sama dengan siswa
- 2) Guru menginformasikan untuk pembahasan soal individu dilakukan pada pertemuan berikutnya dikarenakan waktu pelajaran telah selesai
- 3) Berdoa dipimpin oleh ketua kelas
- 4) Guru mengucapkan salam dan meninggalkan ruang kelas



Appendix 4**Interview Guideline**

Interviewee : Teacher A

Date : 1st August 2023

Time : 13.30-14.00

1. *Strategi mengajar seperti apa yang Ibu gunakan dalam pembelajaran Bahasa Inggris?*
2. *Sudah berapa lama Ibu menggunakan strategi numbered heads together dalam pembelajaran reading?*
3. *Apa alasan Ibu memilih strategi numbered heads together dalam pembelajaran reading?*
4. *Apa media yang Ibu gunakan dalam penggunaan strategi numbered heads together pada pembelajaran reading?*
5. *Bagaimana langkah-langkah dalam menerapkan strategi numbered heads together pada pembelajaran reading?*
6. *Apa kendala yang Ibu alami dalam penerapan strategi numbered heads together pada pembelajaran reading?*
7. *Bagaimana langkah evaluasi yang Ibu lakukan dalam mengatasi kendala yang dihadapi pada penerapan strategi numbered heads together dalam pembelajaran reading?*

Interview Guideline

Interviewee : Teacher A

Date : 6th September 2023

Time : 09.00-09.15

1. *Berdasarkan dari pembelajaran reading yang telah dilakukan, apakah Ibu mengalami kesulitan saat kegiatan pembelajaran menggunakan numbered heads together?*
2. *Menurut pendapat Ibu, apa saja kelebihan dan kekurangan penggunaan strategi numbered heads together dalam pembelajaran yang sudah dilakukan?*



Appendix 5

Transcription of Interview Results

Interviewee : Teacher A

Date : Tuesday, 1st August 2023

Time : 13.00 – 13.30

Researcher : *“Strategi mengajar seperti apa yang Ibu gunakan dalam pembelajaran Bahasa Inggris?”*

Teacher A : *“Beberapa diantaranya yang sering digunakan yaitu cooperative learning, kemudian discovery learning. Paling itu saja.”*

Researcher : *“Strategi apa yang ibu gunakan dalam menerapkan cooperative learning pada pembelajaran Bahasa Inggris?”*

Teacher A : *“Kalau untuk teks biasanya saya menggunakan numbered heads together. Itu yang sering saya gunakan.”*

Researcher : *“Sudah berapa lama Ibu menggunakan numbered heads together dalam pembelajaran reading?”*

Teacher A : *“Sudah lama, sepertinya sejak awal mengajar saya sudah tau tentang numbered heads together, jadi mulai mempraktikkan dikelas.”*

Researcher : *“Berapa referensi yang Ibu gunakan dalam penerapan strategi tersebut?”*

Teacher A : *“Saya kenal numbered heads together itu waktu masih kuliah. Baca-baca buku tapi saya lupa referensinya apa. Ketika penerapan dikelas, saya mencari informasi lebih dalam melalui internet.”*

Researcher : *“Apa alasan Ibu memilih strategi numbered heads together dalam pembelajaran reading?”*

Teacher A : *“Numbered heads together cooperative learning itu kan membuat suasana kelas lebih hidup. Anak lebih bekerjasama dalam tim. Jadi, harapannya ketika ada satu atau dua anak yang tidak bisa akan tercover oleh timnya, jadi dibantu oleh rekan timnya. Cooperative kan seperti itu.”*

- Researcher : *“Apa media yang Ibu gunakan dalam penggunaan strategy numbered heads together pada pembelajaran reading?”*
- Teacher A : *Media yang saya gunakan adalah power point, kemudian untuk teks biasanya kita ambil dari buku atau dari internet.”*
- Researcher : *“Bagaimana langkah-langkah dalam menerapkan strategi numbered heads together pada pembelajaran reading?”*
- Teacher A : *“Biasanya si dibagi kelompok terlebih dahulu, satu kelompok misal lima anak. kemudian mereka nanti diskusi memahami teks, dimana semua anggota kelompok harus paham isi teksnya kemudian nanti kalau sudah diskusi saya kasih pertanyaan, sebelum dikasih pertanyaan nanti masing-masing anak dikasih angka satu sampai lima, kemudian nanti saya kasih pertanyaan, saya panggil nomornya. Yang tercepat yang berdiri itu nanti yang menjawab pertanyaan. Jika benar nanti saya kasih point untuk kelompok itu.”*
- Researcher : *“Apa kendala yang Ibu alami dalam penerapan strategi numbered heads together pada pembelajaran reading?”*
- Teacher A : *“Kendala yang saya temui terutama pada teks bacaan itu kekurangan waktu dalam memahami teks, karena kosa kata yang dimiliki siswa itu terbatas, jadi misal pelajaran hanya dua jam dengan teks yang lumayan Panjang itu akan menguras waktu. Kadang kurang waktunya sehingga harus dilanjutkan dipertemuan berikutnya kan kurang seru. Paling kendalanya itu kekurangan waktu.”*
- Researcher : *“Bagaimana langkah evaluasi yang Ibu lakukan dalam mengatasi kendala yang dihadapi pada penerapan strategi numbered heads together dalam pembelajaran reading?”*
- Teacher A : *“Paling untuk mengatasi yang itu kita kasih teks dulu dipertemuan sebelumnya. jadi mereka baca dulu, cari kata-kata sulit dulu dirumah, jadi tidak dilakukan dikelas, karena kalau dikelas memang menghabiskan waktu sekali. Jadi paling itu kasih teks dulu sebelumnya baru nanti dikelas kembali diskusi sudah punya background pengetahuan tentang teks yang akan dibahas.”*

Transcription of Interview Results

Interviewee : Teacher A

Date : 6th September 2023

Time : 09.00 – 09.15

Researcher : *“Berdasarkan dari pembelajaran reading yang telah dilakukan, apakah Ibu mengalami kesulitan saat kegiatan pembelajaran menggunakan NHT?”*

Teacher A : *“Sebenarnya tidak ada kendala yang berarti saat penerapan NHT, namun ada beberapa catatan yang perlu diperhatikan. Pertama, penguasaan vocabulary siswa yang masih kurang, sehingga butuh waktu yang lama untuk memahami teks yang mengakibatkan kekurangan waktu pada saat evaluasi individu siswa. Kedua, suasana kelas yang ramai pada saat question and answer session. Namun, kelas yang ramai saat question and answer sebenarnya merupakan hal yang sangat wajar. Malah kelas menjadi hidup karena siswa antusias dalam menjawab pertanyaan. Sesungguhnya membuat siswa mau dan antusias untuk membaca teks bahasa Inggris itu sangat tidak mudah. Siswa terbiasa mengandalkan kemudahan translate di hp masing-masing, sehingga ketika mereka dituntut untuk membaca dan memahami teks, mereka cenderung pasif dan malas.”*

Researcher : *“Menurut pendapat Ibu, apa saja kelebihan dan kekurangan penggunaan strategi NHT dalam pembelajaran yang sudah dilakukan?”*

Teacher A : *“Untuk kelebihan penggunaan NHT yang pertama siswa memahami teks secara berkelompok, jadi ada proses diskusi sehingga siswa bisa saling membantu dan bertukar informasi. Kedua, setiap anak diberikan nomor sehingga mereka akan lebih bertanggung jawab karena apa yang mereka sampaikan mewakili jawaban kelompok. Ketiga, proses question and answer yang seru menjadikan kelas menjadi hidup dan tidak monoton sehingga membuat siswa antusias untuk mengikuti*

pembelajaran. Keempat, melatih listening siswa karena mereka harus bisa memahami pertanyaan yang diberikan oleh guru dalam bahasa Inggris. Adapun untuk kekurangannya yang pertama siswa terkadang lupa dengan nomornya sendiri sehingga mengganggu saat proses question and answer. Kedua, penguasaan vocabulary siswa yang masih kurang sehingga perlu waktu yang cukup lama dalam memahami teks.”



Appendix 6

Learning Module



Direktorat Sekolah Menengah Kejuruan
Direktorat Jendral Pendidikan Vokasi
Kementerian Pendidikan Kebudayaan Riset dan Teknologi



SMK
FASE E
(KELAS X)

A. Informasi Umum

1. Identitas Sekolah	: a. Sekolah : SMK Negeri 1 Kaligondang b. Penyusun : Endah Sarwo Kurniasih, M.Pd c. Program Keahlian : TPFL d. Mata Pelajaran : Bahasa Inggris e. Kelas : X f. Alokasi waktu : 1 pertemuan 4 X 40 menit
2. Kompetensi Awal	: - Siswa memiliki kosakata adjective word dan adverb of place yang berhubungan dengan deskripsi tempat.
3. Profil Pelajar Pancasila	: Beriman dan bertaqwa kepada Tuhan YME dan Berakhlak mulia, Bernalar kritis, Kreatif
4. Sarana dan Prasarana a. Sarana ➤ Alat ➤ Bahan b. Prasarana ➤ Sumber belajar ➤ Media Ajar ➤ Belajar ➤ Alternatif	: ➤ Laptop, LCD, Speaker ➤ Kertas HVS/Buku , Alat Tulis ➤ Buku Paket, Modul ➤ Audio ➤ Ruang Kelas ➤ Ruang terbuka
5. Capaian Pembelajaran	: Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
6. Elemen	Membaca - Memirsa
7. Strategi/Model /Metode Pembelajaran	Cooperative Learning

8. Materi Pembelajaran	:	Descriptive Text (Tourism Spot)
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B. Komponen Inti

1. Tujuan Pembelajaran

- 1.1 Peserta didik mampu menganalisis dan menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskripsi sebuah tempat wisata dengan benar.
- 1.2 Peserta didik mampu menemukan ide pokok paragraf yang ada dalam teks descriptive dengan baik.
- 1.3 Peserta didik mampu menangkap informasi tersirat dan tersurat yang ada dalam teks descriptive dengan baik.

2. Pemahaman Bermakna

Setelah mempelajari modul ini, peserta didik mengetahui:

- a. Informasi detail yang tersirat dan tersurat tentang sebuah tempat wisata.
- b. Fungsi sosial, struktur teks dan unsur kebahasaan teks deskripsi sebuah tempat wisata.
- c. Ide-ide pokok dalam sebuah text tentang tempat wisata.

3. Pertanyaan Pemantik

- Do you like travelling?
- What is your favourite place to visit?
- Have you ever visited Borobudur Temple?
- Where is Borobudur Temple located?
- What can you enjoy in Borobudur Temple?

4. Persiapan Pembelajaran

Mempersiapkan materi, sumber referensi, merancang presentasi, checking kelas, sarana dan prasarana

5. Kegiatan Pembelajaran

Pertemuan 1

Alokasi Waktu	Kegiatan
Kegiatan awal 15 menit	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; 2. Memberikan pertanyaan pemantik: <ul style="list-style-type: none"> • Do you like travelling? • What is your favorite place to visit? • Have you ever visited Borobudur Temple? • Where is Borobudur Temple located? • What can you enjoy in Borobudur Temple?

Alokasi Waktu	Kegiatan
	3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; 4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran. 5. Menjelaskan asesmen yang akan didapatkan peserta didik.
Kegiatan Inti 140 menit	1. Peserta didik diberikan text mengenai sebuah tempat wisata. 2. Peserta didik berkelompok 5 anak untuk berdiskusi memahami isi teks, termasuk memahami kosakata, ide pokok kalimat, dan informasi-informasi detail dalam teks. 3. Masing-masing peserta didik diberikan penomoran oleh guru dalam setiap kelompok. 4. Peserta didik diberi pertanyaan terkait informasi yang ada dalam teks. 5. Guru memanggil nomor, peserta didik yang memiliki nomor tersebut harus berdiri. Yang tercepat mendapat kesempatan untuk menjawab pertanyaan. Jika benar, maka kelompok tersebut mendapatkan poin. 6. Kelompok yang memiliki paling banyak poin, maka kelompok tersebut menang. 7. Apresiasi dan Konsekuensi untuk kelompok yang menang dan yang kalah. 8. Peserta didik diberikan evaluasi individu. 9. Peserta didik bersama dengan guru mengoreksi hasil evaluasi.
Kegiatan Penutup (10 menit)	1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

6. Assessment

a) Asesmen Diagnostik

1. Asesmen Diagnostik Non Kognitif

Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)

Waktu pengerjaan : 10 menit

Persiapan : Menyiapkan media misalnya ke daring

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	1. Apakah kamu suka bepergian/travelling?

	2. Sebutkan tempat wisata yang sudah pernah dikunjungi! 3. Adakah hal baru yang kamu dapatkan setelah mengunjungi sebuah tempat wisata?
Pengenalan jenis teks	1. Bagaimana cara mendeskripsikan sebuah tempat wisata?

2. Asesmen Diagnostik Kognitif

Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)

Waktu pengerjaan : 10 menit

Persiapan : Menyiapkan media misalnya kertas/formulir daring

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Materi yang diujikan : Deskriptif Teks tentang Owabong

Pertanyaan	Skor (Kategori)	Rencana Tindak Lanjut
What is Owabong?	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	Paham sebagian	Memberikan pembelajaran remedial
	Tidak paham	Memberikan pembelajaran remedial
Where is it located?	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	Paham sebagian	Memberikan pembelajaran remedial
	Tidak paham	Memberikan pembelajaran remedial
What can we enjoy in Owabong?	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	Paham sebagian	Memberikan pembelajaran remedial
	Tidak paham	Memberikan pembelajaran remedial

b) Asesmen Formatif dan Sumatif

Rancangan Asesmen Formatif

Waktu dilakukan : Setiap pertemuan

Persiapan : Menyiapkan LKPD

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Assessment	Waktu Pelaksanaan	Jenis Asesmen
Siswa menjawab pertanyaan berdasarkan teks.	Pertemuan 1	Tertulis

Rubrik :

Skor	Kriteria
5	Jawaban lengkap dan benar, tidak ada kesalahan penulisan dan tata bahasa.
4	Jawaban benar tapi kurang lengkap, tidak ada kesalahan penulisan dan tata bahasa.
3	Jawaban benar tapi terdapat banyak kesalahan penulisan dan tata bahasa.
2	Jawaban kurang tepat dan banyak kesalahan penulisan dan tata bahasa.
1	Ada jawaban walaupun salah.
0	Tidak ada jawaban.

Rancangan Asesmen Sumatif

Waktu dilakukan : Akhir pertemuan ke-4

Persiapan : Menyiapkan daftar soal

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
Peserta didik mampu menganalisis fungsi social, menangkap informasi rinci tersurat dan tersirat dalam teks descriptive.	20	Soal Tertulis
PENGAYAAN DAN REMEDIAL		
Hasil tes sumatif diolah kemudian dianalisis agar diperoleh butir soal yang lebih banyak jawaban salahnya dan diketahui peserta didik yang memiliki nilai dibawah KKM		
Pengayaan		
Bagi siswa yang nilainya sudah baik (memenuhi atau melebihi nilai KKM dan hanya memiliki beberapa soal dengan jawaban salah maka akan di berikan pengayaan diberikan Latihan tambahan denga level diatas standar dan pembahasan soal yang dijawab salah		
Remedial		
Peserta didik yang memiliki nilai dibawah KKM akan diberikan pendalaman materi dan tes remedial. Soal-soal yang diberikan untuk mereka jawab adalah soal-soal yang belum mampu mereka tuntaskan pada saat mengikuti Penilaian. Nilai yang diberikan sebagai nilai akhir bagi para peserta didik yang menempuh remedial adalah nilai akhir yang berhasil diraih dan dengan pertimbangan lainnya dari guru		
d. Refleksi Guru		

1. Apakah ada kendala pada kegiatan pembelajaran ?
2. Apakah peserta didik merespon dengan baik ?
3. Apakah peserta didik mudah mendeskripsikan pelajaran ini ?
4. Apakah capaian pembelajaran dapat dicapai?
5. Apakah peserta didik dianggap tuntas dalam pembelajaran ini?
6. Mempersiapkan strategi untuk peserta didik yang belum tuntas atau belum kompeten.

Kaligondang, 9 Juni 2023

Mengetahui,
Plt. Kepala SMK N 1 Kaligondang

Guru Mata Pelajaran,



Dra. Murtiatmi Warnaningtyas
M.Pd
NIP. 19690116 199512 2 004
013

Endah Sarwo Kurniasih,
NIP. 19890717 202221 2



Direktorat Sekolah Menengah Kejuruan
Direktorat Jendral Pendidikan Vokasi
Kementrian Pendidikan Kebudayaan Riset dan Teknologi



MODUL AJAR

**MATA PELAJARAN
BAHASA INGGRIS**

PROF. KH. SAIFUDDIN ZUURI

**SMK
FASE E
(KELAS X)**

A. Informasi Umum

1. Identitas Sekolah	:	a. Sekolah : SMK Negeri 1 Kaligondang b. Penyusun : Endah Sarwo Kurniasih, M.Pd c. Program Keahlian : TPFL d. Mata Pelajaran : Bahasa Inggris e. Kelas : X f. Alokasi waktu : 1 pertemuan 4 X 40 menit
2. Kompetensi Awal	:	- Siswa memiliki dapat menjelaskan contoh-contoh narrative teks.
3. Profil Pelajar Pancasila	:	Beriman dan bertaqwa kepada Tuhan YME dan Berakhlak mulia, Bernalar kritis, Kreatif
4. Sarana dan Prasarana	:	a. Sarana <ul style="list-style-type: none"> ➤ Alat ➤ Bahan b. Prasarana <ul style="list-style-type: none"> ➤ Sumber belajar ➤ Media Ajar ➤ Belajar ➤ Alternatif
5. Capaian Pembelajaran	:	Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
6. Elemen		Membaca - Memirsa
7. Strategi/Model /Metode Pembelajaran		Cooperative Learning

8. Materi Pembelajaran	:	Narrative Text (Fable)
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B. Komponen Inti

1. Tujuan Pembelajaran

- 1.1 Peserta didik mampu menganalisis dan menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan teks narrative dengan benar.
- 1.2 Peserta didik mampu menemukan ide pokok paragraf yang ada dalam teks narrative dengan baik.
- 1.3 Peserta didik mampu menangkap informasi tersirat dan tersurat yang ada dalam teks narrative dengan baik.

2. Pemahaman Bermakna

Setelah mempelajari modul ini, peserta didik mengetahui:

- a. Informasi detail yang tersirat dan tersurat tentang sebuah cerita fable.
- b. Fungsi sosial, struktur teks dan unsur kebahasaan teks narrative.
- c. Ide-ide pokok dalam sebuah text narrative.

3. Pertanyaan Pemantik

- Do you remember what is narrative text?
- Can you mention some examples of narrative text?

4. Persiapan Pembelajaran

Mempersiapkan materi, sumber referensi, merancang presentasi, checking kelas, sarana dan prasarana

5. Kegiatan Pembelajaran

Alokasi Waktu	Kegiatan
Kegiatan awal 15 menit	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; 2. Memberikan pertanyaan pemantik: <ul style="list-style-type: none"> • Do you remember what narrative text is? • Can you mention some examples of narrative text? 3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; 4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran. 5. Menjelaskan asesmen yang akan didapatkan peserta didik.
Kegiatan Inti 140 menit	<ol style="list-style-type: none"> 1. Peserta didik diberikan sebuah teks narrative. 2. Peserta didik berkelompok 5 anak untuk berdiskusi memahami isi teks, termasuk memahami kosakata, ide pokok kalimat, dan informasi-informasi detail dalam teks.

Alokasi Waktu	Kegiatan
	3. Masing-masing peserta didik diberikan penomoran oleh guru dalam setiap kelompok. 4. Peserta didik diberi pertanyaan terkait informasi yang ada dalam teks. 5. Guru memanggil nomor, peserta didik yang memiliki nomor tersebut harus berdiri. Yang tercepat mendapat kesempatan untuk menjawab pertanyaan. Jika benar, maka kelompok tersebut mendapatkan poin. 6. Kelompok yang memiliki paling banyak poin, maka kelompok tersebut menang. 7. Apresiasi dan Konsekuensi untuk kelompok yang menang dan yang kalah. 8. Peserta didik diberikan evaluasi individu. 9. Peserta didik bersama dengan guru mengoreksi hasil evaluasi.
Kegiatan Penutup (10 menit)	1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya

6. Assessment

a) Asesmen Diagnostik

1. Asesmen Diagnostik Non Kognitif

Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)

Waktu pengerjaan : 10 menit

Persiapan : Menyiapkan media misalnya ke daring

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	1. Apakah kamu suka membaca cerita-cerita fiksi? 2. Sebutkan buku atau cerita fiksi yang pernah kamu baca! 3. Apa yang membuatmu tertarik membaca cerita fiksi? 4. Adakah pesan moral yang dapat diambil dari cerita-cerita tersebut?

2. Asesmen Diagnostik Kognitif

Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)

Waktu pengerjaan : 10 menit

Persiapan : Menyiapkan media misalnya kertas/formulir daring

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
 Tindak lanjut : melakukan pengolahan pada hasil asesmen
 Materi yang diujikan : Teks Narrative (Fable)

Pertanyaan	Skor (Kategori)	Rencana Tindak Lanjut
Where is the setting place and time?	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	Paham sebagian	Memberikan pembelajaran remedial
	Tidak paham	Memberikan pembelajaran remedial
Who are the characters of the story?	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	Paham sebagian	Memberikan pembelajaran remedial
	Tidak paham	Memberikan pembelajaran remedial
What are the moral lesson of the story?	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	Paham sebagian	Memberikan pembelajaran remedial
	Tidak paham	Memberikan pembelajaran remedial

b) Asesmen Formatif dan Sumatif

Rancangan Asesmen Formatif

Waktu dilakukan : Setiap pertemuan

Persiapan : Menyiapkan LKPD

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Assessment	Waktu Pelaksanaan	Jenis Asesmen
Siswa menjawab pertanyaan berdasarkan teks.	Setelah pertemuan	Tertulis

Rubrik :

Skor	Kriteria
5	Jawaban lengkap dan benar, tidak ada kesalahan penulisan dan tata bahasa.
4	Jawaban benar tapi kurang lengkap, tidak ada kesalahan penulisan dan tata bahasa.
3	Jawaban benar tapi terdapat banyak kesalahan penulisan dan tata bahasa.
2	Jawaban kurang tepat dan banyak kesalahan penulisan dan tata bahasa.
1	Ada jawaban walaupun salah.
0	Tidak ada jawaban.

Rancangan Asesmen Sumatif

Waktu dilakukan : Akhir pertemuan ke-8

Persiapan : Menyiapkan daftar soal

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
Peserta didik mampu menganalisis fungsi social, menangkap informasi rinci tersurat dan tersirat dalam teks narrative.	20	Soal Tertulis
PENGAYAAN DAN REMEDIAL		
Hasil tes sumatif diolah kemudian dianalisis agar diperoleh butir soal yang lebih banyak jawaban salahnya dan diketahui peserta didik yang memiliki nilai dibawah KKM		
Pengayaan		
Bagi siswa yang nilainya sudah baik (memenuhi atau melebihi nilai KKM dan hanya memiliki beberapa soal dengan jawaban salah maka akan di berikan pengayaan diberikan Latihan tambahan denga level diatas standar dan pembahasan soal yang dijawab salah		
Remedial		
Peserta didik yang memiliki nilai dibawah KKM akan diberikan pendalaman materi dan tes remedial. Soal-soal yang diberikan untuk mereka jawab adalah soal-soal yang belum mampu mereka tuntaskan pada saat mengikuti Penilaian. Nilai yang diberikan sebagai nilai akhir bagi para peserta didik yang menempuh remedial adalah nilai akhir yang berhasil diraih dan dengan pertimbangan lainnya dari guru		
d. Refleksi Guru		

7. Apakah ada kendala pada kegiatan pembelajaran ?
8. Apakah peserta didik merespon dengan baik ?
9. Apakah peserta didik mudah mendeskripsikan pelajaran ini ?
10. Apakah capaian pembelajaran dapat dicapai?
11. Apakah peserta didik dianggap tuntas dalam pembelajaran ini?
12. Mempersiapkan strategi untuk peserta didik yang belum tuntas atau belum kompeten.

Kaligondang, 9 Juni 2023

Mengetahui,
Plt. Kepala SMK N 1 Kaligondang

Guru Mata Pelajaran,




Dra. Murtiatmi Warnaningtyas
M.Pd
NIP. 19690116 199512 2 004
013


Endah Sarwo Kurniasih,
NIP. 19890717 202221 2

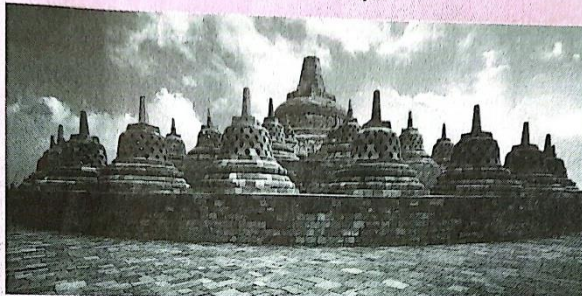
UIN
PROF. KH. SAIFUDDIN ZUHRI

Appendix 7

Reading Text

Read the text and find the meaning of the words in the column.

Borobudur Temple



Source: pixabay.com

Borobudur Temple is one of my favourite places to visit. It is the largest Buddhist temple in Indonesia and is located in Magelang, Central Java. This temple is so wonderful because there are 504 Buddhas with meditative postures and six different hand positions throughout the temple.

In Buddhist belief, Borobudur was built in the Mandala style which reflects the universe. The structure of the building is square with four entrances and a circular center point. When we view the temple from outside to inside, we can see that it is divided into two main parts. They represent the natural world, with three zones on the outside and the realm of Nirvana in the center.

Zone 1 is called *Kamadhatu*, which means the natural world that is seen and is being experienced by current humans. *Kamadhatu* consists of 160 reliefs that explain the *Karmawibhanga Sutra*, namely the law of cause and effect. The hood at the base has been permanently removed so that visitors can see the relief hidden at the bottom. A photo collection of all 160 relief photos can be seen at the Borobudur Temple Museum, located in the Borobudur Archaeological Park.

Zone 2 is called *Rupadhatu*, which means the transitional realm, where humans have been freed from worldly affairs. *Rupadhatu* consists of a gallery of stone relief carvings and Buddha statues. There are 328 Buddha statues which also have reliefs on the carvings. According to Sanskrit manuscripts, this section consists of 1.300 reliefs in the form of *Gandhawyuha*, *Lalitawistara*, *Jataka*, and *Awadana*. The whole stretches for 2,5 km with 1.212 panels.

Zone 3 is called *Arupadhatu*, which means the highest realm, the house of God. Three circular porches lead to the central dome or stupa which represents the resurrection from the world. There are no ornaments or decorations here, which means that it represents the highest purity. The porch consists of a circular stupa with holes, inverted bells, and it

contains a Buddha statue that leads to the outside of the temple. There are 72 stupas in total. The largest stupa in the center is not as tall as the original version, 42 metres in height above the ground with a diameter of 9,9 metres. The central stupa is empty. However, it raises debate between people who believe there is actually content but there are also those who think that the stupa is truly empty.

Two smaller temples were discovered during restoration in the early 20th century. They are Pawon and Mendut Temple which are in line with Borobudur Temple. There is a belief that there is a religious relationship between the three temples, but the ritual process is still unknown. The three temples form the route for the Vesak Day Festival which is held annually during the full moon in April or May. The festival commemorates the birth and death of Gautama Buddha, as well as the enlightenment he gave.

The Ant and The Dove

One very beautiful afternoon. After it rains, an ant comes out of the nest. He headed for a river to drink water. However, the ant did not realize that the river flow became very heavy after the rain fell.

Arriving at the river, the ant drinks water immediately. However, when he was cool to drink, unexpectedly, he was carried away by a very swift river. He also tried to save himself and ask for help. "Help me! Anyone who hears my voice, help me!" The ant screams out in fear, but because the sound is so weak, no one can hear it.

However, a dove was cool relaxing on a tree branch. He accidentally saw the ants trying to save themselves. The dove feels very sorry. He immediately helped the ant. He plucked a leaf with his beak and dropped it right near the ant.

The ant immediately rises to the leaf. He was very happy and floating on these leaves. Finally, the water flow took the ant to the river's edge. The ant lives are safe. He was very grateful to the dove. "Thank you, kindly dove. You have saved my life," The ant said, pleased. But, of course, the dove does not hear the very little ant at all.

A few days after the incident, the dove is relaxed being cool perched on a branch. He was completely unaware that a hunter was watching him. "The dove is very beautiful. Surely, the bird will be shot by me." Hunters murmured to himself. An ant who was looking for food saw the incident. He was eager to help the dove from being shot by the hunter. Very carefully, the ant approaches the hunter.

When the hunter is ready to shoot the dove with his gun, suddenly, the ant bit the hunter's leg. The hunter screamed in pain and dropped his rifle to the ground. The hunter's cry startled the dove that was perched. He immediately flew to save himself.

However, before the dove flew to save themselves, he had a chance to thank the ant because it saved his life from the hunter. The ant hears the dove's thanks. He was happy because he had succeeded in repaying the kindness of the dove to him.

Appendix 8

The Documentation of Research Activities



Interview with the teacher



The Teacher Reads Aloud “Borobudur Temple” Story



The Students Comprehend the Reading text with Their Group



The Teacher Explains Learning Material about Narrative Text



The Student Reads Aloud “The Ant and The Dove” Story



The Students Work on Individual Assignments