

**THE EFFECT OF UTILIZING NUMBERED HEAD TOGETHER (NHT)  
TECHNIQUE ON STUDENTS' READING ACHIEVEMENT IN  
NARRATIVE TEXT**

**SKRIPSI**

*Submitted in Partial fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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**MEDAN**

**2023**



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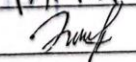
  
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Dengan ini menyatakan bahwa skripsi saya yang berjudul “The Effect of Utilizing Numbered Head Together (NHT) Technique on Students’ Reading Achievement in Narrative Text” adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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## ABSTRACT

### **Fatwaliza. 1902050005. The Effect of Utilizing Numbered Head Together (NHT) on Students' Reading Achievement in Narrative Text**

This research aimed to determine the Effect of utilizing Numbered Head Together (NHT) on Students' Reading Achievement in Narrative Text, especially in reading comprehension for narrative text. This research was conducted during the academic year 2022/2023 at SMA TAMAN SISWA Padang Tualang. This quantitative research was conducted using an experimental research design. The subjects of the study were 50 Tenth-grades students from SMA TAMAN SISWA Padang Tualang Medan who were selected using a total sampling method and then divided into two groups. Class X-IPA 1 consists of 25 students as the Experimental Group and is taught using the Numbered Head Together (NHT) Technique, while Class X-IPA 2 consists of 25 students as the Control Group and is taught using the Students-Centered-Learning. The data were acquired using a pre-test and a post-test, and then analyzed using the t-test formula in the SPSS version 22 program. The outcome indicated that the significance level was  $0.001 < 0.05$ , and the difference between the post-test mean scores of the control and experimental groups was 77.64 and 85.32. According to the results of the analysis, the  $H_a$  (alternative hypothesis) was accepted, while the null hypothesis was rejected. The findings of this study indicate that the Numbered Head Together (NHT) Technique is more effective than the Students-Centered-Learning in reading achievement narrative text at SMA TAMAN SISWA Padang Tualang, where the Numbered Head Together (NHT) Technique was implemented.

**Keywords:** NHT Technique, Reading Achievement, Narrative Text

## ACKNOWLEDGEMENTS



In the name of Allah SWT – The Beneficent and The Merciful. Firstly, All praise and gratitude to Allah SWT, who has given all His grace to the researcher to complete the thesis. Secondly, bless and upon the Prophet Muhammad SAW as the figure of good civilization, intellectual, braveness, and loving knowledge.

The title of this research is The Effect of Utilizing Numbered Head Together (NHT) Technique on Students' Reading Achievement in Narrative Text. This skripsi is written to fulfill one of the requirements for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. In writing this research, there were so many problems, obstacles, and difficulties that the researcher needed help to finish this research. Furthermore, the researcher would like to express her grateful feeling, especially to her lovely Parents, Mr. Ahmad Aslim and Mrs. Asmiati Bufitra, that has given great affection, prayer, strength, advice, support, material, and motivation during her education process. May Allah always bless them. Therefore, the researcher would like to express her thanks to the people who have given guidance, support, and spirit during the completion of this research, they are:

1. **Prof. Dr. Agussani, M.A.P** as the Rector of Universitas Muhammadiyah Sumatera Utara.
2. **Dra. Hj.Syamsuyurnita, M.Pd** as the Dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.
3. **Pirman Ginting, S.Pd., M.Hum**, as the Head of English Education Department FKIP of University of Muhammadiyah Sumatera Utara and **Rita Harisma, S.Pd., M.Hum**, as the secretary of English Education Department FKIP of University of Muhammadiyah Sumatera Utara
4. **Drs. Ali Amran M.Hum**, as the supervisor who gave the thoughts, suggestions, ideas, and critics and guided the researcher in finishing the study.
5. **All the lecturers of FKIP – UMSU**, especially those of the English department, had given valuable thoughts and knowledge as the information in teaching English during her academic years at UMSU.
6. **Staffs of Biro Administration FKIP**, University of Muhammadiyah of Sumatera Utara, who supported the administrative system service of completing requirements, so all of the business could be resolved quickly.
7. **Nyi Kurniati, S.Pd., MM**, as headmaster at SMA TAMAN SISWA PADANG TUALANG, has permitted the researcher to conduct research at the school.
8. **All teachers** at SMA TAMAN SISWA PADANG TUALANG, who had helped and guided the researcher in conducting research.

9. And all my friends who helped me complete this study, especially Bintang Pramudita. Thank you.

Medan, Agustus 2023

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The English essential abilities that students must acquire in addition to listening, speaking and writing is reading comprehension. Reading comprehension is the process of absorbing and interpreting information encoded in language form through the written media (Butterfuss et al., 2020). Through reading comprehension, they can obtain information from the text. Reading serves an essential function in language acquisition. By reading, students can acquire vocabulary, grammar, and writing skills (Bram, 2021) .The more they read, the more vocabulary they acquire.

In teaching and learning to read, the researcher wants to use Numbered Head Together Technique because during the observation of teaching class activities PLP III (*Pengenalan Lapangan Persekolahan*) students are usually unable to comprehend English because they lack the motivation to read and are required to comprehend every word of text. In the classroom, they simply continue to look up words in the dictionary to determine the meaning of the text. Reading requires greater levels of concentration and improves the reader's conversational skills (Elleman & Oslund, 2019) . Reading provided excellent models for English writing.

Students must be able to figure out and understand the text's context in order to demonstrate reading comprehension. It implies that students must acquire a great

deal of information from a text. Therefore, students must be able to comprehend and memorize important ideas as well as a variety of supporting and elaborating details in a text. Plus, they must connect the text to their knowledge base. Students can be encouraged to focus on vocabulary, grammar or punctuation at various times. Reading can also be used to demonstrate how to construct paragraphs, sentences, and entire texts. Students will then have access to quality reading examples.

In fact, reading comprehension is not as simple as many people believe (Nurmalasari & Haryudin, 2021) . It is not simple to perceive the meaning of written content and correctly understand the information. According to Dash (2008)"I understand all the words, but I don't know what the author is trying to say" is a common complaint among second-language readers. Therefore, students will need to examine the text two or three times to acquire even a general understanding. All of this takes time, and so many less-motivated students quit.

According to the results of the preliminary study, the majority of students not only lacked motivation to learn English and seemed easily tired, but they also lacked self-confidence (Dislen, 2013) . To make reading enjoyable and amusing for students, a teacher must have a variety of teaching techniques and be innovative. To solve these challenges, the researcher utilizes cooperative learning. According to (Dorji et al., 2021) cooperative learning refers to a variety of teaching methods in which students work in small groups to assist one another learn academically, to discuss and argue, to assess each other's current knowledge, and to fill in understanding voids . In addition, (Singh & Agrawal, 2011) defines cooperative learning as a group learning activity structured so that learning is dependent on the

socially structured exchange of information between learners in groups where each learner is accountable for his or her own learning and is motivated to improve the learning of others. In cooperative learning, the focus is placed on diverse organizations, positive interdependence and individual responsibility. Students are considered formally responsible for their own and one another's learning within a cooperative learning group.

Numbered Head Together is a cooperative learning technique that focuses on the group of students to achieve the learning objectives (Spencer Kagan, 2010). Each student should divide into small groups and study the material that has been selected. The purpose of forming groups is to give students opportunities to actively participate in the teaching and learning process. The simple structure of Numbered Head Together allows students to follow the lesson properly. The researcher expects that by applying the Numbered Head Together technique specifically for narrative reading, the students' reading motivation will increase and they will no longer struggle with reading. Therefore, the researcher was interested in conducting a research about *"The Effect of Utilizing Numbered Heads Together Technique on Students' Reading Achievement in Narrative Text."*

## **B. Identification of the Problem**

1. Students are more passive and individualised in learning and unwilling to ask questions and share an ideas.
2. Students with learning disabilities are unable to understand the main idea of narrative text, which affects their reading comprehension.



### **C. Scope and Limitation**

The scope of this research will focus on the Numbered Heads Together (NHT) technique in Reading Comprehension. And the limitation of this research is Narrative Text.

### **D. Formulation of the Problem**

1. What is the effect of Numbered Head Together technique on students' reading achievement in Narrative text?
2. How efficient is Numbered head Together technique on students' reading achievement in Narrative text?

### **E. The Objective of The Study**

1. To find out the effect of utilizing Numbered Head Together technique on students' reading achievement in Narrative text.
2. To find out the efficiency of Numbered head Together technique on reading comprehension.

### **F. The Significance of the Study**

#### **a. Theoretically**

Research contributes to the advancement of knowledge by providing new insights, theories, and explanations of phenomena. It helps to expand the existing knowledge base and provides a foundation for future research.

**b. Practically**

1. Teachers, to assist teachers in evaluating and revising their teaching learning activities and to expand their knowledge of the NHT technique's application when teaching narrative texts.
2. Students, to increase their motivation for learning to write, and so that they appreciate and can easily follow the lesson by writing narrative texts using the NHT technique.
3. The other researcher, it will provide preliminary information to those interested in the same study.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Numbered Head Together (NHT)**

###### **1.1 Definition of Numbered Head Together (NHT)**

Spencer Kagan (2010) developed the teaching method of Numbered Heads Together as a cooperative learning strategy. The author posits that NHT is a method of teaching that prioritizes learners as the main focus of the learning process, rather than the teacher.

According to (Ii , 2011) the NHT technique aims to cultivate students' active participation in reading discussions, promote positive independence among groups, and enhance their communicative skills. This approach was originally first introduced by Kagan in 1994, but Spencer Kagan and his teams accomplish the theory in 2010 . This approach is deemed efficient as it fosters a sense of accountability among students, as they work collaboratively in comprehending the course content. The success of the group is contingent upon the individual achievements of its members. Consequently, it is feasible to cultivate elevated levels of learning motivation and foster positive social interaction among students, thereby facilitating the exchange of ideas and collaborative learning. The utilization of a numbering system within the NHT technique fosters a sense of accountability, discipline, and heightened engagement among students in the learning process.

As per Kagan's (2010) findings. The NHT Technique prioritizes the acquisition of construction knowledge in the context of reading instruction, emphasizing collaborative and socially interactive learning. The group of students are partitioned into compact clusters consisting of one to five individuals, and each member is assigned a numerical identifier ranging from one to the highest value within the group. The teacher presents a query and students collaborate with their respective peers to deliberate upon and formulate a response.

## **1.2 The Procedures of Teaching Reading using Numbered Head Together(NHT) Technique**

The current research aims to examine the procedures involved in teaching reading through the use of the NHT technique. The present research utilized the Numbered Heads Together approach, which had been developed by Kagan and Miguel (2010). Prior to the application of the technique, the researcher provided a detailed explanation of its procedural steps to the students, thereby ensuring their comprehension of the technique's functional mechanisms. The procedures will be explained in the next paragraphs.

### **4.2.1 The Students Number off (Numbering) 1-5**

The students engage in a process of numerical identification. The researcher instructed the participants to form small clusters consisting of five individuals. It is imperative that the individuals consisting of each group possess corresponding levels of ability. Each group consists of individuals with different levels of academic performance, including excellent, average and low achievers. Afterwards,

the researcher assigned numbers that ranged from one to five to the participants within each group in a random way.

#### 4.2.2 The Teacher Posed the Question (Questioning)

The teacher presented the question and given an opportunity of thought. The researcher divided the students into smaller groups and assigned them numerical classifications. right after this, the students were given a sheet with the text and were later presented with an order of questions. Participants were given a limited amount of time for thinking in order to allow them to respond to the questions independently. The examiner provided a cue to indicate the conclusion of the time given for thought.

#### 4.2.3 Groups huddle together and come up with a common answer (Grouping)

The students made up their answers in an anonymous way. The students are required to respond to the questions on their own paper in their own time to cultivate their personal responsibility. Before they started working together, communication and collaboration among the individuals was restricted.

#### 4.2.4 Teacher Called a Number

The researcher employed a random selection process to contact participants, and those individuals whose telephone numbers corresponded with the predetermined criteria were tasked with responding to a question. Each participant was required to provide an argument for their selected response.

4.2.5 The student with that number stands up.

The students collaborated and engaged in a group discussion. The students collaborated with other students by standing up and engaging in a group discussion focusing on their answers with the aim of showing up at the best possible answers. The students had an opportunity to collaborate and ensure that all members of the group felt the knowledge of the answer.

4.2.6 The teacher allows each standing student to share the answer that their group came up with. (Answering)

The students figured a seated position once the answer was commonly known. When receiving a signal from the researcher showing the conclusion of the discussion, the students proceeded to resume their seated positions. It should be noted that all students have already provided answers to the questions posed, as they were selected at random.

4.2.7 The Classmates Applauded to Students Who Responses

The students' responses were met with applause from their classmates. The researchers instructed the students to applaud those who were able to provide correct answers.

### **1.3 The Advantages and Disadvantages of Numbered Head Together (NHT) Technique**

The utilization of the Numbered Heads Together strategy presents several advantages (Yuliani et al., 2021) . Firstly, the implementation of NHT techniques

has the potential to enhance students' academic performance. The implementation of this technique is applicable across various subject domains and has a positive impact on the academic performance of students. The implementation of the NHT (Numbered Heads Together) technique within the pedagogical context has the potential to foster student motivation, as it enables learners to receive support from their peers and encourages active participation throughout the instructional session.

Secondly, the NHT technique has been shown to enhance the social skills of students. The utilization of this approach facilitates collaborative endeavors among students with the aim of constructing their comprehension in the process of acquiring literacy skills. The equitable distribution of responsibility for answering questions among students can foster positive social interaction.

Thirdly, the NHT technique has the potential to reduce the dominance of high-achieving students, as it requires all students, regardless of their level of confidence or academic ability, to participate in answering questions. Moreover, the NHT methodology promotes the practice of peer tutoring. Students who have achieved higher levels of academic success will provide assistance to those who have achieved lower levels of academic success. The act of tutoring peers and receiving peer tutoring can facilitate the exchange of information among students.

Beside that, Numbered head Together technique also have several disadvantages (Yuliani et al., 2021). First, the division of groups might not be equal. It is a common desire among students to form groups according to their preferences. In the NHT methodology, it is recommended that a cohort be composed of pupils

who exhibit varying levels of academic performance, including those who are high-achieving, average, and low-achieving. To address this issue, the teacher should consider grouping students based on their prior academic performance, allowing them to feel content and at ease with their respective peer groups.

Second, there is present a potentiality that the students might not get an equitable opportunity to respond to a given query, as the teacher might accidentally summon a particular number on multiple occasions. In order to mitigate this issue, teachers may consider documenting the numbers that have been called, thereby ensuring that each student is afforded an equitable opportunity to respond to questions.

Third, during the discussion, it is possible that the students might participate in cheating or overhearing with another group. In order to address this issue, the teacher must implement measures to ensure appropriate physical distancing between student groups. Additionally, it is imperative that the teacher clearly communicates to students that any instance of cheating, even if the answer provided is correct, will result in the group being ineligible to receive credit. The aforementioned were the measures taken by the researcher to anticipate and minimize disadvantages.

## **2. Reading Comprehension**

### **2.1 What is Reading comprehension?**

The process of reading includes more than simply speaking written words. According to (Wannagat et al., 2020), reading is a cognitive process that involves



deriving meaning from a written text. To put it simply, it is a form of communication whereby a sender encodes a message in written form and a receiver afterward decodes indicated message. The intended message of the author may not align with the interpretation of the recipient. Through the act of reading, students can acquire a wealth of information from various types of texts, thereby expanding their knowledge base. For students to achieve success in reading, it is imperative that they possess the ability to comprehend the text they read. Therefore, the learning of reading comprehension skills is essential for individuals to become competent readers.

The activity of reading is fundamentally related to the process of comprehension, as the fundamental objective of reading is to achieve a thorough understanding of the material being read. According to the findings of Jack and Schmidt (2002), comprehension refers to the ability of recognizing the intended significance of both oral and written forms of communication. Furthermore, in order to properly understand the central argument of the text, it is imperative that the reader comprehends every aspect of the text accurately. focusing from the previous clarifications, it can be determined that reading comprehension is a cognitive process whereby readers integrate and interpret textual information by integrating it with their pre-existing knowledge, thereby constructing meaning.

## **2.2 Reading Comprehension Achievement**

The stage of reading achievement is indicative of the level of comprehension whereby a reader has the ability to comprehend the main idea of a given text.

According to (Kane, 2017) achievement can be defined as the attainment of learning objectives by students, resulting in successful outcomes. Furthermore, as per (Snow, 2005) observations, the attainment of reading comprehension is associated with the comprehension of words, sentences, paragraphs, and texts. This study will center on the reading material for seventh-grade Junior High School students, specifically Narrative text, with a focus on word comprehension. The three types of comprehension that are commonly studied in the field of language and literacy are sentence comprehension, paragraph comprehension and text comprehension.

### **3. Narrative Text**

According to (Abbott, 2020) narrative is a form of written English discourse that aims to engage and attract readers by presenting a range of real-life experiences in diverse ways. The narrative is organized in a series of chapters, with a focus on the progression of events and a central figure or protagonist. As a result, a narrative typically involves a personalized or individualized account of events associated with the individual or individuals related. According to (Jaya, 2017) narratives are typically recounted by a narrator. Attractive material is a necessary component of a well-crafted narrative. The communication should provide information about the occasion or the target audience in order to capture their interests. Similar to a cinematic production, a narrative is a form of storytelling that presents characters engaging in activities and communicating through dialogue. Therefore, it is imperative that the information presented is both comprehensive and lucid, and organized in a coherent and efficient approach. Based on the definition previously provided, it can be concluded that narrative is a unique form of discourse that

attracts and engages its audience through the telling of compelling stories that are intricately arranged and detailed.

### **3.1 Generic Structure of Narrative Text**

According to (Sulistyo, 2013) here are four generic structure of narrative text:

#### **a. Orientation**

Orientation is the opening part of a narrative text story. This section introduces the characters in the story as well as the background of the story which includes the setting of place, time, atmosphere, and social conditions (setting).

#### **b. Complications**

This section contains the problems that occur in a story. In more detail, the complication is further divided into 3 parts:

1. Rising action: Problems begin to appear
2. Climax: The climax of the problem
3. Falling action: The tension of the problem begins to decrease, and begins to find a settlement point.

#### **c. Resolution**

This section contains the completion or ending of a narrative text story. A story can be closed with a happy ending, a sad ending, or a cliffhanger.

#### **d. Re-orientation**

The last part of the narrative text structure usually contains conclusions, moral values, or changes in character traits at the end of the story. This reorientation is optional because it doesn't always have to be present in a narrative text.

### 3.2 Language Features of Narrative Text

#### a. Utilizing an active verb

An active verb is a form of verb that necessitates an object and always indicates that the subject is involved in activity.

#### b. Use of first person and the third person

Those belonging to the first person are "I and we" while those belonging to the third person are "he, she and they.

#### c. Requires using the simple past tense

#### d. Specific Nouns

Examples of special nouns are owl, jasmine, backpack and so on.

#### e. use adjectives and adverbs

Adjective itself is an adjective like (black, far, heavy and so on). And for examples of adverbs or adverbs like (here, there and so on).

### 3.3 Kinds of Narrative Text

#### a. Fable

A fable is a short fictional story that has a moral or teaches a lesson. It is a type of narrative that uses humanized animals, objects, or parts of nature as main characters, and is therefore considered to be a sub-genre of fantasy. Some famous examples of fables include "The Tortoise and the Hare," "The Boy Who Cried Wolf," and "The Fox and the Grapes"

#### b. Fairy Tale

A fairy tale is a type of story that typically involves magical or fantastical elements, such as talking animals, enchanted objects and supernatural beings. It is

a short fictional story that is often intended for children and includes magical creatures, people, and places. Fairy tales may have characters such as princesses, princes, elves, and witches, but not necessarily fairies.

c. Myth

A myth is a traditional story that explains the beliefs, customs, or natural phenomena of a culture. It is a symbolic narrative that is usually of unknown origin and at least partially traditional, and which ostensibly relates to actual events and is especially associated with religious belief. Myths are specific accounts of gods or superhuman beings involved in extraordinary events or circumstances at a time that are unspecified but which are understood as existing apart from ordinary human experience.

d. Legend

A legend is a traditional story that is believed to be based on historical events but has not been proven to be entirely factual. It often involves heroic deeds and is passed down through generations. Legends are retold as if they are real events and were believed to be historical accounts. They usually tell stories about things that could be possible, so both the storyteller and the audience may believe they are true. Legends are associated with a particular locality or person and are told as a matter of history

e. Folktales

Folktales are stories in the oral tradition, or tales that people tell each other out loud, rather than stories in written form. They are closely related to many storytelling traditions, including fables, myths and fairy tales. Every human society

has its own folk tales; these well-known stories, handed down between generations, are an important way of passing along knowledge, information, and history. Folktales are fictional stories passed down from generation to generation orally. They are usually anonymous and often involve supernatural elements, such as talking animals or magical events. Folktales are often used to teach moral lessons and are usually short and easy to understand.

#### **4. Student-Centered-Learning**

Student-centered learning refers to instructional strategies that move the focus of instruction away from the teacher and onto the student (Glowa, n.d.). In its original sense, student-centered learning aims to foster learner autonomy and independence by putting responsibility for the learning path in the hands of students by imparting skills, the foundation for learning a specific subject, and the schemata required to meet the specific performance requirement. Student-centered education focuses on skills and practices that promote lifelong learning and problem-solving independence. The constructivist learning theory underpins student-centered learning theory and practice, emphasizing the learner's crucial role in generating meaning from new knowledge and past experience.

Student-centered learning prioritizes students' interests and recognizes student voice as crucial to the learning process (Pearson, 2008). Students determine what they will study, how they will pace their learning, and how they will assess their own learning in a student-centered learning environment by acting as the facilitator of the classroom. This is in contrast to traditional

education, often known as "teacher-centered learning," in which the instructor is predominantly "active," while students are more "passive," receptive role. In a teacher-centered learning, teachers decide what students will learn, how they will learn, and how they will be tested on their learning. Student-centered learning, on the other hand, expects students to be active, responsible participants in their own learning, at their own pace.

The term "student-centered learning" can also apply to educational philosophies or instructional approaches that emphasize individual variations in learners. In this view, student-centered learning emphasizes each student's passions, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than the class as a whole.

## **B. Previous Related Study**

Marino et al., (2015) conducted the initial research entitled "The Effect of NHT Technique at Gumukmas Islamic Middle School Jember in The 2014/2015 Academic Year." The study findings indicate that the implementation of NHT had a statistically significant impact on the reading comprehension achievement of eighth-grade students at Gumukmas Islamic Middle School Jember. The researchers used recount texts as the subject matter and found that students who received instruction in reading through the Numbered Head Together (NHT) approach demonstrated more effective reading comprehension results in comparison to their peers who did not receive any Numbered Head Together (NHT) treatment.

The second research was conducted by (Hasri, 2015) entitled "Improving the Eighth Grade Students' Participation and Their Reading Comprehension Achievement by Using Numbered Heads Together (NHT) Technique at MTs N Arjasa". This Classroom Action Research (CAR) was conducted to 30 students of class VIII C. The researcher used narrative texts as the teaching reading material. The results revealed that the Numbered Heads Together (NHT) technique could improve the students' active participation in the teaching and learning process and improve their reading comprehension.

Hasanah Nurul, (2017) conducted a research titled "The Effect of Numbered Heads Together on Students' Reading Comprehension of Narrative Text" as the fourth research. The homogeneity test was performed by the researcher on two groups of eighth grade students to assess the similarity of the samples in each group. Afterwards, the researchers allocated the two groups, identifying one as the experimental group and the other as the control group. The number of participants in each class was 30. The study's results indicated that the implementation of the Numbered Heads Together strategy in the instruction of narrative text reading was efficacious. The experimental group's post-test scores exhibited a statistically significant increase in comparison to the control group's post-test scores.

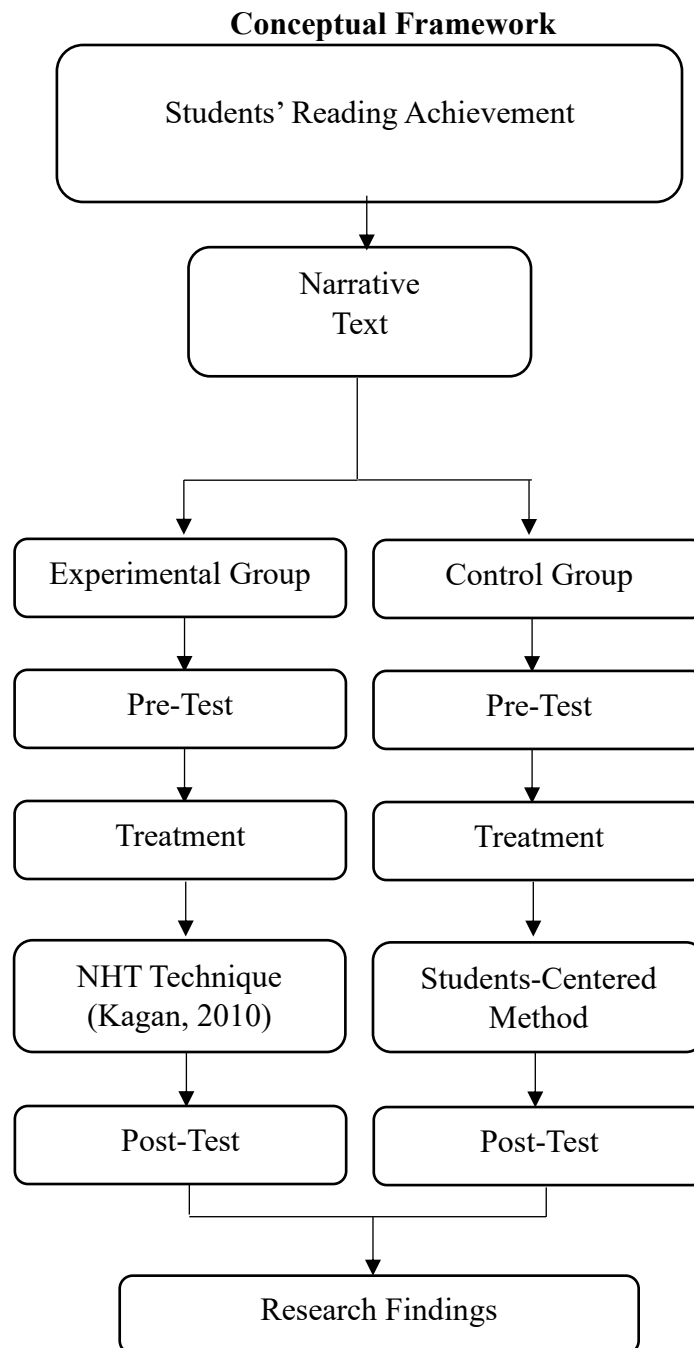
The three studies are similar that they all give positive reaction to Numbered Head Together (NHT) technique used in schools. So once researcher knows another, another commonality is that researcher combine learning modes that develop in order to get better learning results, particularly in reading comprehension, and the difference between this research and the previous research above is the kind of



conventional technique and the sample. The conventional technique is use Students Centered learning and the sample consists of students from class X SMA Taman Siswa Padang Tualang.

### C. Conceptual Framework

Figure 2.1



The research will focus on Students' reading achievement in reading especially in Narrative Text. This reseach divided into two groups, they are experimental group and control group. Both of group will receive same pre-test and post-test but different treatment. Experimental group will be use Numbered head Together (NHT) by Kagan (2010), beside that the control group will be use Students-Centered-Learning or K13. Both exprerimental and control group will acquire the research findings.

#### **D. Hypothesis**

Based on the previous problems, the hypothesis was once formulated as the following:

Ha: there is a significant effect of using Numbered Head Together Technique on the students' reading achievement in narrative text.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location

The research conducted in SMA Taman Siswa Padang Tualang which is located at Jalan Raya Batang Serangan, Jati Sari, Kec. Padang Tualang, Kab. Langkat, Sumatera Utara. This location chosen based on the observation which had been done previously and it showed that the students in the school still have difficulties in reading skills especially in narrative text.

#### B. Population and Sample

##### 1. Population

The population for this research selected from the tenth grade of SMA Taman Siswa Padang Tualang during the academic year 2023/2024, which consisted of 2 classes which is IPA-I consisted of 25 students, IPA-II consist of 25 students, so the entire of the students consists 50 students.

**Table 3.1**  
**Population of Research**

<b>Class</b>	<b>Population</b>
IPA-I	25
IPA-II	25
<b>Total</b>	<b>50</b>

## 2. Sample

In this study, class IPA-II served as control class and class IPA-I served as experimental class. A total sample is 50 students with 25 students in control class and 25 students in experimental class. The total sampling method used to collect the sample. Total sampling is a sampling technique that involves examining the entire population that have particular set of characteristic (Sugiyono, 2019). So the research used the total sample approach.

**Table 3.2**  
**Sample of Research**

No	Class	Population	Sample
1	IPA-I	25	25
2	IPA-II	25	25
<b>Total</b>		<b>50</b>	<b>50</b>

### C. Research Design

This research conducted by using Experimental Design by (Sugiyono 2007) that includes a pre-test and post-test control group. Tenth-grade students from SMA Taman Siswa Padang Tualang comprised the participants in this research. The sample separated into the experimental group and the control group. The experimental group received the Numbered Head Together (NHT) treatment, while the control group received the conventional teaching approach based on K13 which is Student-Centered-Learning method. The data collected via a test of narrative

reading comprehension, and then analyzed using both descriptive and inferential statistical techniques. The findings of this study contribute to the existing corpus of knowledge regarding the effectiveness of collaborative learning techniques in enhancing students' ability to comprehend written material.

**Table 3.2**  
**Research Design**

Group	Pre-test	Treatment	Post-test
Experimental group	✓	NHT	✓
Control Group	✓	SCL	✓

*NHT : Numbered Head Together*

*SCL : Students-Centered-Learning*

### **1. Pre-Test**

Before beginning treatment, a pre-test used to assess the students' reading abilities. Both groups, experimental and control, get a pre-test. The experimental group given a pre-test, while the control group also given a pre-test. The pre-test is helpful in determining the mean score of the experimental and control groups.

### **2. Treatment**

Students treated after the completion of the pre-test. The Numbered Head Together technique used to teach the experimental group, while the Students-Centered-Learning method used to teach the control group. The treatment applied in 4 meetings.

### **3. Post-test**

The test administered to the experimental group and the control group to determine the students' success in reading comprehension in narrative texts by utilizing the Numbered Head Together technique.

#### **D. Instrument of the Research**

This research used multiple choice test and essay test to find out students' comprehension of information that is directly stated in the text. The content in the multiple choice test and essay test is that students were asked to answer question about narrative text that consisted of 20 questions. While, the source of this test was taken from *Buku Penunjang Bahasa Inggris Untuk Kelas X SMA/MA*. After they finished, the answer sheets were collected for further evaluation.

#### **E. Technique of Collecting Data**

Students administered the test to gather the data. Several procedures are used to collect the data:

- a. Give the pre-test to both groups.
- b. Provide them with three opportunities to complete an multiple choice exam depending on their performance.
- c. Collect the answer papers from the students and evaluate their answers.
- d. Apply the treatment to the experimental group using Numbered head Together technique, while the control group is instructed using the students centered method.
- e. Give a post-test to both groups.

f. Provide them with three opportunities to complete an essay writing exam depending on their performance.

#### **F. Technique of Analyzing Data**

According to (Caplova & Svabova, 2020) used SPSS to generate test statistics and a paired sample test of quantitative data obtained through testing. This reesearch utilized SPSS version 22.0 because it is simpler to calculate descriptive statistics such as mean, standard deviation, percentage, etc. This is supported by prior research by (Pendy & Mbagho, 2020) which also employs SPSS version 22.0



## CHAPTER IV

### DATA & DATA ANALYSIS

#### A. Data

This study used a quantitative method. Experimental research methods were carried out to obtain the expected data. The pre-test and post-test instruments were used in this study, and were distributed to the control class and the experimental class. Class (XI IPA-1) SMA TAMAN SISWA PADANG TUALANG, which was the experimental class in this study consisted of 25 students. Who had pre-test and post-test which were carried out after the learning process with narrative text material, utilizing NHT Techniques. While the class (XI IPA-2) of SMA Taman Siswa Padang Tualang which was the control class consisted of 25 students. They did pre-test and post-test which were carried out after the learning process with narrative text material using the Students-Centered-Learning Method.

#### 4.1 The Data of Control Class and Experimental Class

They did pre-test and post-test which were carried out after the learning process with narrative text material using the Students-Centered-Learning and Numbered Head Together (NHT) technique.

The following data are:

#### 4.1.2 The Control Class

**Table 4.1**  
**Students Learning Outcomes Control Class**

No	Students' Initial	Control Class	
		Pre-Test	Post-Test
1	A	66	69
2	ASR	77	89

3	AA	54	67
4	DST	55	72
5	DAS	71	75
6	DSAR	73	79
7	GAS	80	83
8	IDV	70	83
9	IAHH	69	79
10	II	55	77
11	KE	66	79
12	MAP	67	81
13	MA	60	76
14	MJ	68	72
15	MTH	70	78
16	NTE	70	77
17	PPSG	71	79
18	RA	63	76
19	RVR	62	77
20	SA	60	78
21	S	61	76
22	SS	84	87
23	SAN	66	78
24	WA	72	76
25	ZP	75	78

The data table above demonstrates that the control class's pre-test results were 3 students scored below 60, 11 students scored below 70, 9 student scored below 80 and 2 students scored below 90. Then the post-test scores of control class, 2 students who scored below 70, 18 of them increased to below 80 and 5 of them increased to below 90, From these data, there were 25 students who experienced an increased in scores, 0 student were constant, and 0 student decreased.

#### 4.1.2 The Experimental Class

**Table 4.2**  
**Students Learning Outcomes Experimental Class**

No	Students' Initial	Experimental Class	
		Pre-Test	Post-Test
1	AFN	77	88
2	AK	66	83
3	BAP	71	86
4	CA	70	85
5	DPK	72	85
6	DR	70	86
7	ES	80	90
8	FRHL	80	86
9	HS	80	84
10	H	81	92
11	IRP	76	85
12	JV	85	88
13	J	72	86
14	KH	80	85
15	MIR	82	90
16	MAS	76	81
17	M	74	84
18	NSA	65	80
19	RN	73	80
20	R	71	82
21	SNL	76	86
22	SHH	78	84
23	SP	82	88
24	WS	80	84
25	WCA	78	85

In comparison, the Experimental Class's pre-test results obtained were 2 students scored below 70, 14 students scored below 80 and 9 students scored below 90. Then the post-test scores of experimental class, 22 students who scored below 90 and then 3 students scored below 100. So, from these data there were 25 students

who experienced an increase in scores, 0 students were constant, and 0 student decreased.

## 4.2 Analysis Data with SPS. 22

### 1. Data Descriptive Statistics

**Table 4.3**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	25	65	85	75,80	5,220
Post-Test Experimental	25	80	92	85,32	2,968
Pre-Test Control	25	54	84	67,40	7,577
Post-Test Control	25	67	89	77,64	4,847
Valid N (listwise)	25				

There are a total of 25 students in the Control Class. Pre-Test mean scores for the Control Class is 67.40, with a minimum grade of 54 and a maximum grade of 84. The control class's post-test mean score is 77.64, with a minimum grade of 67 and a maximum grade of 89. It is clear from this that the grade has improved after learning process is carried out using Students-Centered-Learning Method, with a 10,24 difference between the average Pre-Test and Post-Test's scores. Meanwhile in the experimental class with a total of 25 students, the average pre-test score was 75,80 with a minimum grade of 65 and a maximum grade of 85. Post-test average score is 85.32 with a minimum grade of 80 and a maximum grade of 92. With a mean score difference of 9,52 between the Pre-Test and Post-Test, this shows that there has been a great increase in student learning outcomes following the utilizing of NHT techniques in the learning process. It is clear from these numbers that student scores between the two classes different. The NHT Techniques produced better results than the Students-Centered-Learning Method.

## 2. Test of Normality

A data distribution's normalcy can be ascertained using the Test of Normality. The modus, mean, and median are in the middle of the symmetrical normal distribution. There is a decision-making guideline that can be used to determine if a data distribution is normal or not. If the value of Sig. or the significance or probability value is less than 0.05, the distribution is not normal,\* and if it is greater than 0.05, the distribution is normal. (Nuryadi et al., 2017).

With the use of the SPSS 22.0 application, the researcher utilized the Kolmogorov-Smirnov and Shapiro-Wilk tests in this investigation to determine whether the data were normal:

**Table 4.4**  
**Tests of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	Pre-Test Experimental (NHT Techniques)	,149	25	,154	,959	25	,403
	Post-Test Experimental (NHT Techniques)	,169	25	,062	,961	25	,431
	Pre-Test Control (Students-Centered-Learning Method)	,107	25	,200*	,977	25	,818
	Post-Test Control (Students-Centered-Learning Method)	,190	25	,021	,947	25	,215
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

It may be inferred from the result above that the study data is normally distributed because the significance value (sig) for all data on the Kolmogorof-Smimov Test and the Shapiro-Wilk Test is larger than 0.05.

### **3. Paired Simple T-Test**

A technique for evaluating hypotheses when the data being utilized are not independent (pairs) is the paired sample T-test (Nuryadi et al., 2017). The average of two paired samples can be compared using the Paired Sample T-test to see if there is a difference.

In order to determine whether there is a difference in the mean scores between the two paired samples, the researcher in this study performed a Paired Sample T-test on the data from the Control Class Pre-Test and the Control Class Post-Test (Students-Centered-Learning Method) and the data from the Experimental Pre-Test and the Experimental Post-Test (NHT Techniques).

A technique for evaluating hypotheses when the data being utilized are not independent (pairs) is the paired sample T-test (Nuryadi et al., 2017). The average of two paired samples can be compared using the Paired Sample T-test to see if there is a difference. In order to determine whether there is a difference in the mean scores between the two paired samples, the researcher in this study performed a Paired Sample T-test on the data from the Control Class Pre-Test and the Control Class Post-Test (Students-Centered-Learning Method Method) and the data from the Experimental Pre-Test and the Experimental Post-Test (Numbered Head Together Technique). With the aid of the SPSS 22.0 application, the test is conducted as follows

**Table 4.5**  
**Paired Samples Test**

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test Experimental - Post-Test Experimental	-9,520	4,204	,841	-11,255	-7,785	-11,322	24	<,001	<,001
Pair 2	Pre-Test Control - Post-Test Control	-10,240	5,547	1,109	-12,530	-7,950	-9,230	24	<,001	<,001

The output pair 1's value of sig. (2 tailed) of  $0.001 < 0.5$  indicates that there is a difference in the mean student score between the Pre-Test Control Class and the Post-Test Control Class (Students-Centered-Learning Method). Following that, it can be inferred that there is a difference in the mean score of the students for the Pre-Test Experimental Class and Post-Test Experimental Class (NHT Technique) based on the result of pair 2 and the sig value (2 tailed) of  $0.001 < 0.5$ . Therefore, it is possible to draw the conclusion that the NHT Technique has an effect on student learning outcomes in reading comprehension of narrative text based on the discussion of output pair 1.

**Table 4.6**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental	75,80	25	5,220	1,044
	Post-Test Experimental	85,32	25	2,968	,594
Pair 2	Pre-Test Control	67,40	25	7,577	1,515
	Post-Test Control	77,64	25	4,847	,969

It is clear from the output above that the experimental class's average score on the Pre-Test and Post-Test has increased significantly. In other words, it may be said that the Numbered Head Together Technique significantly increases reading comprehension in narrative Text.

#### 4. Test of Homogeneity

A statistical technique called the Test of Homogeneity aims to demonstrate that two or more groupings of sample data originate from populations with the same variance (Nuryadi et al., 2017). The homogeneity test is thus utilized in this study to examine if the post-test data groups for the control class (Students-Centered-Learning Method Method) and the post-test experimental class (Numbered Head Together Technique) are homogenous (same) or heterogeneous (not the same). In order to determine if data are homogeneous according to the homogeneity test, the significance value must be more than 0.05; otherwise, the data cannot be considered homogeneous. With the aid of the SPSS 22.0 application, the test is conducted as follows:

**Table 4.7**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	2,057	1	48	,158
	Based on Median	2,077	1	48	,156
	Based on Median and with adjusted df	2,077	1	38,425	,158
	Based on trimmed mean	2,083	1	48	,155



It can be inferred from the output above that the variance of the post-test data for the experimental class and the control class is homogenous or equal because the significance value (sig) based on the mean is known to be  $0.158 > 0.05$ .

### 5. Independent Simple T-Test

To calculate the average difference between two independent populations/data sets, the Independent Sample T-Test is utilized (Nuryadi et al., 2017). This Independent Sample t-test has assumptions/conditions that must be met, namely the data is normally distributed, the two groups of data are independent (free) and the variables are linked numeric and categorical form (with only 2 groups). The Independent Sample t-test was used in this study to see if there were any differences between how to write narrative text utilizing the Students-Centered-Learning Method Method and Numbered head Together Technique. Using the SPSS 22.0 program, this test was conducted on post-test data for the experimental class (Numbered Head Together Technique) and post-test data for the control class (Students-Centered-Learning Method):

**Table 4.8**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Side d p	Two-Side d p			Lower	Upper
Students Learning Outcomes	Equal variances assumed	2,057	,158	6,757	48	<,001	<,001	7,680	1,137	5,395	9,965

	Equal variances not assumed			6,757	39,783	<,001	<,001	7,680	1,137	5,382	9,978
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It can be concluded from the output above that there is a difference between the average post-test of students utilizing the Students-Centered-Learning Method and the NHT Technique because the value of sig. (2 tailed) is  $0.001 < 0.05$ .

**Table 4.9**  
**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students Learning Outcomes	Post-Test Experimental (NHT Techniques)	25	85,32	2,968	,594
	Post-Test Control Class (Students-Centered-Learning Method)	25	77,64	4,847	,969

The output shows that the average post-test scores for the experimental class (NHT Technique) are higher than the average post-test scores for the control class (Students-Centered-Learning Method). Therefore, it can be said that the NHT Technique is more successful than the Students-Centered-Learning Method.

## **B. Data Analysis**

The purpose of this research is to determine the effect by utilizing the NHT Technique and the achievement students reading comprehension. Research that has been conducted by researchers shows that in general there is a significant effect of utilizing the Numbered Head Together Technique on the learning outcomes of class X IPA-1 SMA TAMAN SISWA Padang Tualang on reading comprehension of narrative text based on the management of the data obtained. from sig. (2 tailed) for

the paired sample t-test is  $0.001 < 0.05$ . If the results of the significance for the paired sample t-test are less than 0.05, it is assumed that variable X affects variable Y; but if the significance value is more than 0.05, it is assumed that variable X has no effect on variable Y (Nuryadi et al., 2017). Therefore, it can be concluded that the Numbered Head Together Technique that the effect on student learning outcomes in reading comprehension on narrative text. The difference between the pretest and posttest mean values of the experimental class shows the magnitude of this effect. The average pre and post test scores for the experimental class increased from 75.80 to 85.32. In other words, it can be said that the NHT Technique significantly effect on reading comprehension in narrative text. The alternative hypothesis is approved, while the null hypothesis is rejected, due to an increase in the average value of student learning outcomes from the paired sample t-test statistic. This means that there is an increase in the use of the Numbered Head Together Technique on students' ability to reading comprehension on narrative text.

According to the Independent Samples T-Test, students who utilizing the Students-Centered-Learning Method and those who utilizing the Numbered Head Together Technique had different average post-test scores, with a sig. (2 tailed) score of  $0.001 < 0.05$ . The group statistics table clearly shows how much the two groups differ; post-test mean scores for the Experimental Class (Numbered Head Together Technique) and the Control Class (Students-Centered-Learning Method) were 77.64 and 85.32, respectively. When compared to the Control Class (Students-Centered-Learning Method), the average post test score (Numbered Head Together Technique) of the Experiment Class is higher. Therefore, it can be said that the

Numbered Head Together Technique is more successful than the Students-Centered-Learning Method.

## **4.2 The Effectiveness SWELL Method Applied in Teaching Analytical Exposition Text**

The utilization of the NHT technique in teaching narrative text has been shown to improve, as evidenced by data from field observations, which may be separated into two indicators: teaching learning process and improvement in students' ability to reading narrative text.

They were identified as follows:

### **4.2.1 Teaching Learning Process**

NHT technique is effective to be applied in teaching learning process which can be seen from several factors namely, students activities and teacher response. They were as follows:

#### **4.2.1.1 Students Activity**

As stated by (Ramadhanty et al., 2019), utilizing NHT is beneficial if the students are collaborative, inclusive, creative, active, and participation. Based on the researchers' observations, those indicators have been identified in the experimental class.

Firstly, when the teacher was giving the Narrative topic about Fairytale they were feeling with enthusiasm, and it was proven that some of them were more giving some question to the teacher even though the teacher hadn't mentioned anything but the students directly ask to the teacher and the classroom atmosphere is proven to encourage cooperation and collaboration between students. In reading

narrative text activities, students are encouraged to discuss and share ideas. This collaboration can be evident in group discussions, pair work, or co-authoring.

Second, the classroom atmosphere has been proven to improve creativity and students' freedom of expression. In reading narrative text activities, students feel free to express their ideas and create their arguments. The anxiety of making mistakes or making negative comments must be minimized so that students could develop their reading and language abilities with confidence.

Lastly, the atmosphere of class has been proven to improve active student participation. Students are encouraged to get their ideas out, ask questions, and express their opinions on the reading narrative text topic being discussed. The teacher stimulates discussion by asking open-ended questions and allowing each student to contribute. This makes students feel more interested in their studies and improves their spoken language abilities.

Based on the perspective researchers in the classroom by creating a collaborative, creative, active and participative classroom atmosphere, teachers can increase the effectiveness of learning to use NHT technique in learning narrative text. This positive and supportive atmosphere will encourage students to participate, interact, and develop their English skills be better.

#### **4.2.1.2 Teacher Responses**

Based on the teacher responses, the teachers thinks the swell is effective because there are several factors as follows:

Firstly, the importance of Collaboration and Social Interaction. The teacher perspective in the classroom, the teacher sees that the focus on collaboration

and social interaction in the NHT Technique is something positive. Good communication skills involve not only the ability to write correctly, but also the ability to interact with others in various contexts. By encouraging students to participate in group discussions and activities, NHT Technique helps students understand how language is used in real situations.

**Improved Writing Skills:** Students are required to be able to compile and reading to express, ask questions, and answer expressions of making ideas and arguments as seen by basic competent 4.1 in curriculum. therefore the teacher is very concerned about this and according to the teacher NHT is one suitable techniqueto help and fulfill these learning achievements. Through the NHT technique, students can be involved in collaborative writing, such as writing collaborative essays or stories together. This gives them the opportunity to develop more complex reading skills.

**Lastly, challenges and disadvantages in NHT implementation:** The teacher thinks NHT implementation presents several challenges. according to the teacher Time management is one thing that needs to be considered carefully. Group discussions and activities can take longer than planned if not managed properly. In addition, managing groups with students of varying ability levels such as students who are passive in class may require an effective differentiation strategy.

In conclusion, teachers think and see a lot of positive potential in the NHT learning technique. However, as with every technique, effective implementation and adaptation to student needs is the key to success. the teacher will be happy to try and adapt this method according to the needs and characteristics of their class.

#### **4.2.2 The Improvements Students' Ability in Reading Narrative Text**

Increasing students' ability in Reading Narrative text can be seen from the value factor. before the students in the experimental class were treated using the NHT technique the total score obtained was 75.80 but after the students in the experimental class were treated using the NHT technique the scores increased. the total value of the wholeness obtained is 85.32. it can be said that the NHT technique significantly improves writing skills in analytical exposition text.

The success of the NHT technique is also followed by several factors as previously explained, which that the NHT has succeeded in making students collaborative, creative, active and participative.

#### **C. Findings**

The result of the analysis and the data obtained showed that the Numbered Head Together (NHT) Techniques that can effect for teaching narrative text and significantly effect students reading comprehension of narrative text, as demonstrated by paired sample t-test analysis. The results of the paired sample t-test of the two samples are there is an influence from the utilizing the Numbered Head Together Techniques on students reading comprehension on narrative text. The magnitude of this effect is evident from the mean score Post-Test of the Experimental Class which has improved from 75.80 to 85.32. So it can be said that there is a significant effect on reading comprehension of narrative text by utilizing the Numbered Head Together Technique.

The effectiveness of the Numbered Head Together Technique can also be seen from the teaching learning process, which includes student activities where students

become collaborative, creative, active and participative in the classroom, all of which effectiveness of their reading comprehension.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research results that have been presented, it can be concluded that there is the effect and significantly achievement on students reading comprehension of the utilizing Numbered Head Together (NHT) Techniques. The results of the paired sample t-test of the two samples are there is an influence from the utilizing the Numbered Head Together Technique on students reading comprehension in narrative text. The magnitude of this effect is evident from the mean score Post-Test of the Experimental Class which has improved from 75.80 to 85.32. So it can be said that there is a significant increase in reading comprehension of narrative text by utilizing the Numbered Head Together Technique.

The effectiveness of the Numbered Head Together Technique can be seen from the teaching learning process, which includes student activities where students become collaborative, creative, active and participative in the classroom, all of which achievement their reading comprehension.

As a result, it may said that there is a effect and significant increase in reading comprehension of narrative text by using Numbered Head Together Technique in class X IPA-1 SMA TAMAN SISWA Padang Tualang and the Numbered Head Together Technique is more successful than Students-Centered-Learning Method.

## **B. Suggestion**

For further research, The researcher recommends conducting more in depth research on the advantages and utilizing the Numbered Head Together Technique. Researchers should pay more attention to student activity when learning activities take place, for example such as asking questions or providing opportunities to raise inquiries regarding material that has not been fully grasped. This is done to investigate whether students really understand the learning material or not. Further research can also investigate other factors were not found in this study that can improve students' ability in reading skill.

In connection with the foregoing conclusion, the following suggestions are also made:

### 1. To students

Students must practice their honesty for the sake of learning and progress in their education because students must participate actively in the process of learning as well as open a mind set, not hesitate or be ashamed to ask questions and express their opinions.

### 2. To Teachers

Numbered Head Together Technique can help English teachers increase their students' learning ability, focus, motivation, and independence especially when it comes to writing skill in narrative text. Cooperation and interaction between teacher and students during learning must be considered so that the learning atmosphere becomes more conducive, and students can more easily understand learning materials.

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# **APPENDIX**

**LEARNING IMPLEMENTATION PLAN  
(CONTROL CLASS)**

Education Unit : Senior High School

Subjects : English

Grade : X-II

Main Material : Narrative Text

Time Allocation : 2 JP x 45 minutes

**A. LEARNING OBJECTIVES:**

1. Through reading narrative text, students can search/find information from narrative text correctly so that they can actively participate in learning activities.
2. Through discussion activities in class, students can explain the social function of narrative text and identify/understand the generic structure of narrative text
3. Through observation activities, students can analyze the sentence patterns of narrative text provided properly and correctly.

<b>Activities</b>	<b>Activities Descriptions</b>	<b>Time Allocation</b>
<b>Preliminary</b>	<ol style="list-style-type: none"><li>1. The teacher greets the students</li><li>2. The teacher starts the activity by praying together</li><li>3. The teacher checks student attendance (<b>Orientation</b>)</li><li>4. The teacher explains the learning objectives or basic competencies to be achieved</li><li>5. The teacher relates the previous material to the material to be studied and is expected to be able to associate it with the student's experience (<b>Apperception</b>)</li><li>6. The teacher provides an overview of the benefits of studying the lessons to be learned in everyday life (<b>Motivation</b>)</li></ol>	10 Minutes

<p><b>Content</b></p>	<p>Students observe the information contained in the narrative text and answer several questions regarding the information contained in the narrative text.</p> <ul style="list-style-type: none"> <li>• Students exchange information with their classmates and analyze each other's information.</li> <li>• Students ask some things that are not understood related to the material given.</li> <li>• Students analyze information and social functions in narrative text. (<b>Literacy</b>)</li> <li>• Students explain information and social functions in narrative text. (<b>Creativity and Innovation</b>) According to the students profile “discuss”</li> <li>• Students are divided into groups, each consisting of 4-5 students. (<b>Mutual cooperation</b>)</li> <li>• Each group discusses the generic structure and sentence patterns contained in the narrative text.</li> </ul> <p>According to the students profile “like stories”</p> <ul style="list-style-type: none"> <li>• Students are given a story in the form of a narrative text and some questions related to the story in the form of a narrative text</li> <li>• Students independently seek/find information from the story in the form of a narrative text to answer the questions given. (<b>Creativity and Innovation</b>)</li> </ul>	<p>70 minutes</p>
<p><b>Closing</b></p>	<ul style="list-style-type: none"> <li>• Students and teachers reflect and evaluate learning activities and the benefits of learning.</li> <li>• The teacher provides information about the lesson plan for the next meeting.</li> </ul>	<p>10 Minutes</p>



	<ul style="list-style-type: none"><li>• Students and teachers say goodbye.</li></ul>	
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## **ASSESSMENT**

Assessment of this material can be done according to the needs of the teacher, namely from observation of attitudes, knowledge tests and presentations of performance or work/projects with an assessment rubric.

Medan, Juli 2023

Researcher

Fatwaliza

## Assessment

Component	Criteria	Score
Accuracy of answers	Excellent to very good (Knowledgeable, substantive, relevant to assigned topic)	1
	Very poor (Does not show knowledge of the subject, non-substantive, not enough to evaluate)	0
Comprehension	Excellent to very good (Deep text understanding, understanding a text with a deeper level of analysis, interpretation, and reflection, beyond surface understanding. This includes understanding the main themes, language, writing style, and implied meaning in the text)	20-16
	Good to average (Basic text understanding, the ability to understand text with a basic understanding, including understanding the literal meaning and information expressed in the text. This involves understanding the words, facts, and ideas explicitly conveyed in the text without analyzing or interpreting in depth.)	15-11
	Fair to poor (Limited level of understanding of the text. This includes a basic understanding of the literal meaning and most apparent information in the text, but does not include deeper understanding or more complex interpretations.)	10-5
Text analysis	Excellent to very good (Analyzing in-depth, a process involving careful investigation, understanding, and evaluation of a subject or problem with greater depth. This includes extracting hidden information and considering the subject's various aspects, consequences, or implications.)	15-11
	Good to average (Analyzing in a basic, simple, surface evaluation process on a subject or problem. It involves understanding the basic facts, most obvious information, or significant	10-6

	components of the subject without undertaking in-depth analysis or deeper exploration.)	
	Fair to poor (Limited analyzing, an evaluation process that has very limited and shallow coverage of a subject or problem. This involves a very basic understanding of the most superficial information, often limited to basic facts or the most obvious elements in the subject.)	5-1
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	15-11
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	10-6
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).	5-1
Finding	Excellent to very good (A precise finding, a brief summary of important information or results obtained from an argument, conversation, or text. This finding should describe the key points or main message clearly and concisely.)	15-11
	Good to average (A reasonable finding, a final summary that reflects the results or findings that can be drawn based on existing evidence or information. These finding are based on logic and available evidence, and do not include speculation or unproven assumptions.)	10-6
	Fair to poor (Inappropriate finding, final summaries that do not properly reflect the information or evidence that has been presented. Such finding may not be supported by sound facts or logic, or may contain incorrect assumptions.	5-1
	Excellent to very good (Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing).	15-11

Mechanics	Good to average (Occasional errors or spelling, punctuation, capitalization, paragraphing but meaning not obscured).	10-6
	Fair to poor (Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured).	5-1
TOTAL		100

Name : Selsy Saftiri  
Class : X - IPA 2  
Subject : English  
Topic : Narrative Text

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Read the text below and answer the questions number 1 to 4:

#### Talaga Warna

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people called the lake Talaga Warna. It means 'Lake of Colours'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colours, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colours are from the princess's necklace, which still lies in pieces at the bottom of the lake.

1. Which of the following statements is correct?

- a. King Prabu and his queen had lots of children.
- b. The little princess was a very good child.

c. Prabu gave his wife a necklace for her birthday.

The people in Prabu's kingdom loved their royal family.

e. The people envied to see the king's happiness to have a beautiful princess

2. The people were shocked

a. by Prabu's words to his daughter.

by the princess's bad behaviour.

c. when the royal family appeared.

d. when the queen began to cry.

e. because of her kindness

3. "I don't want it! It's ugly!" The underlined word means:

not pretty

b. cheap

c. attractive

d. not modern

e. inexpensive

4. The lake is called Talaga Warna because...

a. of the necklace that lies at the bottom.

of the colours reflected in the water.

c. that was the name of the princess.

d. it is located in Puncak.

e. they had dreamt for a child for a very long time.

The following questions numbered 5 to 8 are related to the text below:

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights.

He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village. Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?"

Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill.

In the meantime, heavy rain fell day and night. It continued until water entered the houses. Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was under water. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man.

Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water.

After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could re-build their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari'.

5. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

6. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields.
- e. The villagers were all with Pak Bong up the hill

7. 'After she had drowned, the water dried up.' The underlined word means:

- a. died underwater

- b. fallen into the water
- c. jumped into the water
- d. sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- b. Pak Bong and his family
- c. Pak bong and the oldman
- d. The villagers and Pak bong
- e. The old man and Banjarsary

#### A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

9. What separated between one village to another a long time ago in the New Territories ?
- a. Another village
  - b. Mountains



- Forests  
d. Hills ve. Towers and logs

10. Who was Ah Tim ?  
a. The young woman's brother  
b. The young woman's son  
c. The young woman's brother and nephew  
 The young woman's brother's son  
e. One of the men who fetched a stick

11. Who walked in front when they were in the forest ?  
 Ah Tim  
b. The woman  
c. The woman's son  
d. Her brother's nephew  
e. The baby and his mother

12. How could the wolves catch Ah Tim ?  
 He was afraid  
b. He was stumbled by a stone  
c. He ran slowly  
d. The woman cried  
e. The wolves were good runners

13. The woman gave her son to the wolves because  
a. She loved her nephew than her son.  
 She thought about how her brother would be  
c. She wanted her son was eaten by the wolves  
d. She was crazy  
e. She kept a grudge on his brother

14. What did the villagers bring sticks for ?  
 For the weapon to beat the wolves  
b. To bring the woman's nephew  
c. For the fire woods.  
d. For play  
e. For building a house for the woman.

15. " all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :  
a. Received  
b. Caught  
 Got  
d. Hit  
e. Lifted

Read the text below and answer the questions number 16 to 20:

### "The Enchanted Forest"

Once upon a time, in a hidden corner of the world, there lay an enchanted forest. This forest was unlike any other, for it was alive with magic. Ancient trees whispered secrets to those who would listen, and mythical creatures roamed its depths. It was said that the forest held the key to unlocking one's deepest desires.

One sunny morning, a young woman named Eliza, known for her insatiable curiosity, stumbled upon the forest's entrance. Her heart raced with excitement as she ventured deeper into the woods, guided by the gentle glow of fireflies. Along her journey, she encountered talking animals who offered sage advice, and she learned to harness the power of the forest's enchantment.

As days turned into weeks, Eliza's spirit grew stronger, and her sense of wonder deepened. She uncovered ancient spells that could heal the wounded and bring joy to the hearts of those who had lost it. But she also discovered that the forest had a guardian, a majestic unicorn, who challenged her to prove her worthiness.

Eliza faced trials and tribulations, and in doing so, she transformed into a wise and compassionate soul. When she finally met the guardian, she was asked to make a selfless wish. She wished for the forest's enchantment to be shared with all who sought it.

The moment her wish was granted, the forest shimmered with newfound brilliance, and its magic extended far and wide. The enchantment spread across the land, touching the lives of people near and far, reminding them of the beauty of curiosity and the power of selflessness.

Eliza's journey in the enchanted forest became a legend, a tale of wonder and transformation, a testament to the magic that lies within the hearts of those who dare to explore the unknown.

16. The following are Eliza's characteristics, except...

- a. Curious
- b. Adventurous
- c. Confident
- d. Recoursesful
- e. Coward

17. What is the key events in the story??

- a. The mystery and magic of the enchanted forest
- b. Eliza is a fearless adventurous young girl
- c. Discovery of ancient spells
- d. Eliza's encounter with talking animals
- e. None of above

18. What is the significance of the forest setting that it creates an atmosphere of enchantment?
- a. The story's magical elements believable and immersive
  - b. The forest's isolation, its ancient trees, and the presence of magical creatures
  - c. All contribute to the atmosphere of enchantment
  - d. the importance of embracing curiosity and the transformative impact of connecting with nature
  - e. there is wonder and magic to be found in the unexplored
19. What is the main themes explored in the story and relate to Eliza's journey and her encounters in the enchanted forest?
- a. Curiosity
  - b. The power of nature
  - c. Fearless young girl
  - d. Magical creatures
  - e. Personal growth
20. What message do you think the author is trying to convey through this narrative?
- a. Exploring the unknown and embracing one's curiosity can lead to personal growth and a deeper connection with the world
  - b. There is wonder and magic to be found in the unexplored
  - c. Be brave and don't be afraid to explore the unknown world
  - d. Exploring the unknown world can leading personal growth
  - e. Curiosity makes you exploring new world

Name : Selsy Saftiri  
Class : X - IPA 2  
Subject : English  
Topic : Narrative Text

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Read the text below and answer the questions number 1 to 4:

#### Talaga Warna

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people called the lake Talaga Warna. It means 'Lake of Colours'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colours, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colours are from the princess's necklace, which still lies in pieces at the bottom of the lake.

1. Which of the following statements is correct?

- a. King Prabu and his queen had lots of children.
- b. The little princess was a very good child.

- c. Prabu gave his wife a necklace for her birthday.
- d. The people in Prabu's kingdom loved their royal family.
- e. The people envied to see the king's happiness to have a beautiful princess

2. The people were shocked
- a. by Prabu's words to his daughter.
  - b. by the princess's bad behaviour.
  - c. when the royal family appeared.
  - d. when the queen began to cry.
  - e. because of her kindness

3. "I don't want it! It's ugly!" The underlined word means:
- a. not pretty
  - b. cheap
  - c. attractive
  - d. not modern
  - e. inexpensive

4. The lake is called Talaga Warna because...
- a. of the necklace that lies at the bottom.
  - b. of the colours reflected in the water.
  - c. that was the name of the princess.
  - d. it is located in Puncak.
  - e. they had dreamt for a child for a very long time.

The following questions numbered 5 to 8 are related to the text below:

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights.



He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village. Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?"

Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill.

In the meantime, heavy rain fell day and night. It continued until water entered the houses. Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was under water. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man.

Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water.

After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could re-build their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari'.

5. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

6. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields. e. The villagers were all with Pak Bong up the hill

7. 'After she had drowned, the water dried up.' The underlined word means:

- a. died underwater

- b. fallen into the water
- c. jumped into the water
- sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- Pak Bong and his family
- c. Pak bong and the oldman
- d. The villagers and Pak bong
- e. The old man and Banjarsary

#### A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

9. What separated between one village to another a long time ago in the New Territories ?
- a. Another village
  - b. Mountains

- b. fallen into the water
- c. jumped into the water
- sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- Pak Bong and his family
- c. Pak bong and the oldman
- d. The villagers and Pak bong
- e. The old man and Banjarsary

#### A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

9. What separated between one village to another a long time ago in the New Territories ?
- a. Another village
  - b. Mountains





- Forests  
d. Hills vs. Towers and logs

10. Who was Ah Tim ?  
a. The young woman's brother  
b. The young woman's son  
c. The young woman's brother and nephew  
 The young woman's brother's son  
e. One of the men who fetched a stick
11. Who walked in front when they were in the forest ?  
 Ah Tim  
b. The woman  
c. The woman's son  
d. Her brother's nephew  
e. The baby and his mother
12. How could the wolves catch Ah Tim ?  
 He was afraid  
b. He was stumbled by a stone  
c. He ran slowly  
d. The woman cried  
e. The wolves were good runners
13. The woman gave her son to the wolves because  
a. She loved her nephew than her son.  
 She thought about how her brother would be  
c. She wanted her son was eaten by the wolves  
d. She was crazy  
e. She kept a grudge on his brother
14. What did the villagers bring sticks for ?  
 For the weapon to beat the wolves  
b. To bring the woman's nephew  
c. For the fire woods.  
d. For play  
e. For building a house for the woman.
15. " all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :  
a. Received  
b. Caught  
 Got  
d. Hit  
e. Lifted

Read the text below and answer the questions number 16 to 20:

### "The Enchanted Forest"

Once upon a time, in a hidden corner of the world, there lay an enchanted forest. This forest was unlike any other, for it was alive with magic. Ancient trees whispered secrets to those who would listen, and mythical creatures roamed its depths. It was said that the forest held the key to unlocking one's deepest desires.

One sunny morning, a young woman named Eliza, known for her insatiable curiosity, stumbled upon the forest's entrance. Her heart raced with excitement as she ventured deeper into the woods, guided by the gentle glow of fireflies. Along her journey, she encountered talking animals who offered sage advice, and she learned to harness the power of the forest's enchantment.

As days turned into weeks, Eliza's spirit grew stronger, and her sense of wonder deepened. She uncovered ancient spells that could heal the wounded and bring joy to the hearts of those who had lost it. But she also discovered that the forest had a guardian, a majestic unicorn, who challenged her to prove her worthiness.

Eliza faced trials and tribulations, and in doing so, she transformed into a wise and compassionate soul. When she finally met the guardian, she was asked to make a selfless wish. She wished for the forest's enchantment to be shared with all who sought it.

The moment her wish was granted, the forest shimmered with newfound brilliance, and its magic extended far and wide. The enchantment spread across the land, touching the lives of people near and far, reminding them of the beauty of curiosity and the power of selflessness.

Eliza's journey in the enchanted forest became a legend, a tale of wonder and transformation, a testament to the magic that lies within the hearts of those who dare to explore the unknown.

16. The following are Eliza's characteristics, except...

- a. Curious
- b. Adventurous
- c. Confident
- d. Recourscesful
- e. Coward

17. What is the key events in the story??

- a. The mystery and magic of the enchanted forest
- b. Eliza is a fearless adventrurous young girl
- c. Discovery of ancients spells
- d. Eliza's encounter with talking animals
- e. None of above

18. What is the significance of the forest setting that it creates an atmosphere of enchantment?

- a. The story's magical elements believable and immersive
- b. The forest's isolation, its ancient trees, and the presence of magical creatures
- c. All contribute to the atmosphere of enchantment
- d. the importance of embracing curiosity and the transformative impact of connecting with nature
- e. there is wonder and magic to be found in the unexplored

19. What is the main themes explored in the story and relate to Eliza's journey and her encounters in the enchanted forest?

- a. Curiosity
- b. The power of nature
- c. Fearless young girl
- d. Magical creatures
- e. Personal growth

20. What message do you think the author is trying to convey through this narrative?

- a. Exploring the unknown and embracing one's curiosity can lead to personal growth and a deeper connection with the world
- b. There is wonder and magic to be found in the unexplored
- c. Be brave and don't be afraid to explore the unknown world
- d. Exploring the unknown world can leading personal growth
- e. Curiosity makes you exploring new world

## LEARNING IMPLEMENTATION PLAN (EXPERIMENTAL CLASS)

Education Unit : Senior High School

Subjects : English

Grade : X-I

Main Material : Narrative Text

Time Allocation : 2 JP x 45 minutes

**C. LEARNING OBJECTIVES:**

1. Through the activity of watching narrative text video before learning activities, students can search/find information from narrative text video correctly so that they can actively participate in learning activities.
2. Through discussion activities in class, students can explain the social function of narrative text and identify/understand the generic structure of narrative text
3. Through observation activities, students can analyze the sentence patterns of narrative text provided properly and correctly.

<b>Activities</b>	<b>Activities descriptions</b>	<b>Allocation Time</b>
<b>Preliminary</b>	<ol style="list-style-type: none"><li>1. The teacher greets the students</li><li>2. The teacher starts the activity by praying together</li><li>3. The teacher checks student attendance (<b>Orientation</b>)</li><li>4. The teacher explains the learning objectives or basic competencies to be achieved</li><li>5. The teacher relates the previous material to the material to be studied and is expected to be able to associate it with the student's experience (<b>Apperception</b>)</li><li>6. The teacher provides an overview of the benefits of studying the lessons to be learned in everyday life (<b>Motivation</b>)</li></ol>	10 Minutes

<p><b>Content</b></p>	<ul style="list-style-type: none"> <li>• Students observe the information contained in the narrative text through the video that has been given via infocus.</li> <li>• Students answer several questions regarding the information contained in the narrative text based on the content of the video.</li> <li>• Students exchange information with their classmates and analyze each other's information.</li> <li>• Students ask some things that are not understood related to the material given.</li> <li>• Students analyze information and social functions in narrative text. (<b>Literacy</b>)</li> <li>• Students explain information and social functions in narrative text. (<b>Creativity and Innovation</b>)</li> </ul> <p>According to the students profile “discuss”</p> <ul style="list-style-type: none"> <li>• Students are divided into groups, each consisting of 4-5 students. (<b>Mutual cooperation</b>)</li> <li>• Each group discusses the generic structure and sentence patterns contained in the narrative text. According to the students profile “like stories”</li> <li>• Students are given a story in the form of a narrative text and some questions related to the story in the form of a narrative text</li> <li>• Students independently seek/find information from the story in the form of a narrative text to answer the</li> </ul>	<p>70 Minutes</p>
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	questions given. ( <b>Creativity and Innovation</b> )	
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Students and teachers reflect and evaluate learning activities and the benefits of learning.</li> <li>• The teacher provides information about the lesson plan for the next meeting.</li> <li>• Students and teachers say goodbye.</li> </ul>	10 Minutes

## ASSESSMENT

Assessment of this material can be done according to the needs of the teacher, namely from observation of attitudes, knowledge tests and presentations of performance or work/projects with an assessment rubric

Medan, Juli 2023

Researcher

Fatwaliza

## Assessment

Component	Criteria	Score
Accuracy of answers	Excellent to very good (Knowledgeable, substantive, relevant to assigned topic)	1
	Very poor (Does not show knowledge of the subject, non-substantive, not enough to evaluate)	0
Comprehension	Excellent to very good (Deep text understanding, understanding a text with a deeper level of analysis, interpretation, and reflection, beyond surface understanding. This includes understanding the main themes, language, writing style, and implied meaning in the text)	20-16
	Good to average (Basic text understanding, the ability to understand text with a basic understanding, including understanding the literal meaning and information expressed in the text. This involves understanding the words, facts, and ideas explicitly conveyed in the text without analyzing or interpreting in depth.)	15-11
	Fair to poor (Limited level of understanding of the text. This includes a basic understanding of the literal meaning and most apparent information in the text, but does not include deeper understanding or more complex interpretations.)	10-5
Text analysis	Excellent to very good (Analyzing in-depth, a process involving careful investigation, understanding, and evaluation of a subject or problem with greater depth. This includes extracting hidden information and considering the subject's various aspects, consequences, or implications.)	15-11
	Good to average (Analyzing in a basic, simple, surface evaluation process on a subject or problem. It involves understanding the basic	10-6



	facts, most obvious information, or significant components of the subject without undertaking in-depth analysis or deeper exploration.)	
	Fair to poor (Limited analyzing, an evaluation process that has very limited and shallow coverage of a subject or problem. This involves a very basic understanding of the most superficial information, often limited to basic facts or the most obvious elements in the subject.)	5-1
Organization	Excellent to very good (Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive).	15-11
	Good to average (Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing).	10-6
	Fair to poor (Non-fluent, ideas confused or disconnected, lacks logical sequencing and development).	5-1
Finding	Excellent to very good (A precise finding, a brief summary of important information or results obtained from an argument, conversation, or text. This finding should describe the key points or main message clearly and concisely.)	15-11
	Good to average (A reasonable finding, a final summary that reflects the results or findings that can be drawn based on existing evidence or information. These finding are based on logic and available evidence, and do not include speculation or unproven assumptions.)	10-6
	Fair to poor (Inappropriate finding, final summaries that do not properly reflect the information or evidence that has been presented. Such finding may not be supported by sound facts or logic, or may contain incorrect assumptions.	5-1
	Excellent to very good (Students are able to consistently and accurately respond to various questions demonstrating thorough	15-11

Mechanics	understanding and proficiency in providing appropriate and correct answers).	
	Good to average (Students are able to answer various questions showing understanding and proficiency in providing appropriate and correct answers. but does not show a deep understanding and is inconsistent in interpreting a text).	10-6
	Fair to poor (Due to a lack of knowledge or understanding, students are consistently unable to provide answers to questions properly and correctly, often resulting in inaccurate or inappropriate responses.).	5-1
TOTAL		100

Name : Martani  
Class : X - IPA 1  
Subject : English  
Topic : Narrative Text

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Read the text below and answer the questions number 1 to 4:

### **Talaga Warna**

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people called the lake Talaga Warna. It means 'Lake of Colours'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colours, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colours are from the princess's necklace, which still lies in pieces at the bottom of the lake.

1. Which of the following statements is correct?
  - a. King Prabu and his queen had lots of children.
  - b. The little princess was a very good child.

- c. Prabu gave his wife a necklace for her birthday.
- The people in Prabu's kingdom loved their royal family.
- e. The people envied to see the king's happiness to have a beautiful princess

2. The people were shocked

- a. by Prabu's words to his daughter.
- by the princess's bad behaviour.
- c. when the royal family appeared.
- d. when the queen began to cry.
- e. because of her kindness

3. "I don't want it! It's ugly!" The underlined word means:

- not pretty
- b. cheap
- c. attractive
- d. not modern
- e. inexpensive

4. The lake is called Talaga Warna because...

- a. of the necklace that lies at the bottom.
- of the colours reflected in the water.
- c. that was the name of the princess.
- d. it is located in Puncak.
- e. they had dreamt for a child for a very long time.

The following questions numbered 5 to 8 are related to the text below:

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights.

He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village. Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?"

Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill.

In the meantime, heavy rain fell day and night. It continued until water entered the houses. Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was under water. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man.

Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water.

After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could re-build their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari'.

5. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

6. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields. e. The villagers were all with Pak Bong up the hill

7. 'After she had drowned, the water dried up.' The underlined word means:

- a. died underwater

- b. fallen into the water
- c. jumped into the water
- d. sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- b. Pak Bong and his family
- c. Pak bong and the oldman
- d. The villagers and Pak bong
- e. The old man and Banjarsary

#### A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

9. What separated between one village to another a long time ago in the New Territories ?
- a. Another village
  - b. Mountains



- c. Forests  
d. Hills vs. Towers and logs
10. Who was Ah Tim ?  
a. The young woman's brother  
b. The young woman's son  
 c. The young woman's brother and nephew  
d. The young woman's brother's son  
e. One of the men who fetched a stick
11. Who walked in front when they were in the forest ?  
a. Ah Tim  
b. The woman  
c. The woman's son  
 d. Her brother's nephew  
e. The baby and his mother
12. How could the wolves catch Ah Tim ?  
 a. He was afraid  
b. He was stumbled by a stone  
c. He ran slowly  
d. The woman cried  
e. The wolves were good runners
13. The woman gave her son to the wolves because  
a. She loved her nephew than her son.  
 b. She thought about how her brother would be  
c. She wanted her son was eaten by the wolves  
d. She was crazy  
e. She kept a grudge on his brother
14. What did the villagers bring sticks for ?  
 a. For the weapon to beat the wolves  
b. To bring the woman's nephew  
c. For the fire woods.  
d. For play  
e. For building a house for the woman.
15. " all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :  
a. Received  
b. Caught  
 c. Got  
d. Hit  
e. Lifted

Read the text below and answer the questions number 16 to 20:

### "The Enchanted Forest"

Once upon a time, in a hidden corner of the world, there lay an enchanted forest. This forest was unlike any other, for it was alive with magic. Ancient trees whispered secrets to those who would listen, and mythical creatures roamed its depths. It was said that the forest held the key to unlocking one's deepest desires.

One sunny morning, a young woman named Eliza, known for her insatiable curiosity, stumbled upon the forest's entrance. Her heart raced with excitement as she ventured deeper into the woods, guided by the gentle glow of fireflies. Along her journey, she encountered talking animals who offered sage advice, and she learned to harness the power of the forest's enchantment.

As days turned into weeks, Eliza's spirit grew stronger, and her sense of wonder deepened. She uncovered ancient spells that could heal the wounded and bring joy to the hearts of those who had lost it. But she also discovered that the forest had a guardian, a majestic unicorn, who challenged her to prove her worthiness.

Eliza faced trials and tribulations, and in doing so, she transformed into a wise and compassionate soul. When she finally met the guardian, she was asked to make a selfless wish. She wished for the forest's enchantment to be shared with all who sought it.

The moment her wish was granted, the forest shimmered with newfound brilliance, and its magic extended far and wide. The enchantment spread across the land, touching the lives of people near and far, reminding them of the beauty of curiosity and the power of selflessness.

Eliza's journey in the enchanted forest became a legend, a tale of wonder and transformation, a testament to the magic that lies within the hearts of those who dare to explore the unknown.

16. The following are Eliza's characteristics, except...

- a. Curious
- b. Adventurous
- c. Confident
- d. Recourscesful
- e. Coward

17. What is the key events in the story??

- a. The mystery and magic of the enchanted forest
- b. Eliza is a fearless adventrurous young girl
- c. Discovery of ancients spells
- d. Eliza's encounter with talking animals
- e. None of above



18. What is the significance of the forest setting that it creates an atmosphere of enchantment?
- a. The story's magical elements believable and immersive
  - b. The forest's isolation, its ancient trees, and the presence of magical creatures
  - c. All contribute to the atmosphere of enchantment
  - d. the importance of embracing curiosity and the transformative impact of connecting with nature
  - e. there is wonder and magic to be found in the unexplored
19. What is the main themes explored in the story and relate to Eliza's journey and her encounters in the enchanted forest?
- a. Curiosity
  - b. The power of nature
  - c. Fearless young girl
  - d. Magical creatures
  - e. Personal growth
20. What message do you think the author is trying to convey through this narrative?
- a. Exploring the unknown and embracing one's curiosity can lead to personal growth and a deeper connection with the world
  - b. There is wonder and magic to be found in the unexplored
  - c. Be brave and don't be afraid to explore the unknown world
  - d. Exploring the unknown world can leading personal growth
  - e. Curiosity makes you exploring new world

Name : Harbati  
Class : X - IPA-1  
Subject : English  
Topic : Narration Text

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Read the text below and answer the questions number 1 to 4:

### Talaga Warna

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people called the lake Talaga Warna. It means 'Lake of Colours'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colours, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colours are from the princess's necklace, which still lies in pieces at the bottom of the lake.

1. Which of the following statements is correct?

- King Prabu and his queen had lots of children.
- b. The little princess was a very good child.

- c. Prabu gave his wife a necklace for her birthday.
- d. The people in Prabu's kingdom loved their royal family.
- e. The people envied to see the king's happiness to have a beautiful princess

2. The people were shocked
- a. by Prabu's words to his daughter.
  - b. by the princess's bad behaviour.
  - c. when the royal family appeared.
  - d. when the queen began to cry.
  - e. because of her kindness

3. "I don't want it! It's ugly!" The underlined word means:
- a. not pretty
  - b. cheap
  - c. attractive
  - d. not modern
  - e. inexpensive

4. The lake is called Talaga Warna because...
- a. of the necklace that lies at the bottom.
  - b. of the colours reflected in the water.
  - c. that was the name of the princess.
  - d. it is located in Puncak.
  - e. they had dreamt for a child for a very long time.

The following questions numbered 5 to 8 are related to the text below:

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights.

He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village. Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?"

Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill.

In the meantime, heavy rain fell day and night. It continued until water entered the houses. Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was under water. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man.

Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water.

After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could re-build their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari'.

5. What is the best title for the story?

- a. The climate in Banten
- b. How Banjarsari village got its name
- c. Pak Bong's dreams
- d. Pak Bong and his family
- e. The beautiful woman, Banjarsari

6. Which of the following is correct?

- a. There was no warning about the flood.
- b. Nobody listened to Pak Bong.
- c. Nyi Banjarsari died to save the village.
- d. The villagers were able to save their rice fields. e. The villagers were all with Pak Bong up the hill

7. 'After she had drowned, the water dried up.' The underlined word means:

- a. died underwater



- b. fallen into the water
- c. jumped into the water
- sank underwater
- e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...

- a. The villagers
- Pak Bong and his family
- c. Pak bong and the oldman
- d. The villagers and Pak bong
- e. The old man and Banjarsary

#### A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

9. What separated between one village to another a long time ago in the New Territories ?
- a. Another village
  - b. Mountains





- c. Forests
- d. Hills vs. Towers and logs

10. Who was Ah Tim ?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son
- e. One of the men who fetched a stick

11. Who walked in front when they were in the forest ?

- a. Ah Tim
- b. The woman
- c. The woman's son
- d. Her brother's nephew
- e. The baby and his mother

12. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried
- e. The wolves were good runners

13. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy
- e. She kept a grudge on his brother

14. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods.
- d. For play
- e. For building a house for the woman.

15. " all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :

- a. Received
- b. Caught
- c. Got
- d. Hit
- e. Lifted



Read the text below and answer the questions number 16 to 20:

### "The Enchanted Forest"

Once upon a time, in a hidden corner of the world, there lay an enchanted forest. This forest was unlike any other, for it was alive with magic. Ancient trees whispered secrets to those who would listen, and mythical creatures roamed its depths. It was said that the forest held the key to unlocking one's deepest desires.

One sunny morning, a young woman named Eliza, known for her insatiable curiosity, stumbled upon the forest's entrance. Her heart raced with excitement as she ventured deeper into the woods, guided by the gentle glow of fireflies. Along her journey, she encountered talking animals who offered sage advice, and she learned to harness the power of the forest's enchantment.

As days turned into weeks, Eliza's spirit grew stronger, and her sense of wonder deepened. She uncovered ancient spells that could heal the wounded and bring joy to the hearts of those who had lost it. But she also discovered that the forest had a guardian, a majestic unicorn, who challenged her to prove her worthiness.

Eliza faced trials and tribulations, and in doing so, she transformed into a wise and compassionate soul. When she finally met the guardian, she was asked to make a selfless wish. She wished for the forest's enchantment to be shared with all who sought it.

The moment her wish was granted, the forest shimmered with newfound brilliance, and its magic extended far and wide. The enchantment spread across the land, touching the lives of people near and far, reminding them of the beauty of curiosity and the power of selflessness.

Eliza's journey in the enchanted forest became a legend, a tale of wonder and transformation, a testament to the magic that lies within the hearts of those who dare to explore the unknown.

16. The following are Eliza's characteristics, except...

- a. Curious
- b. Adventurous
- c. Confident
- d. Recoursesful
- e. Coward

17. What is the key events in the story??

- a. The mystery and magic of the enchanted forest
- b. Eliza is a fearless adventurous young girl
- c. Discovery of ancient spells
- d. Eliza's encounter with talking animals
- e. None of above

18. What is the significance of the forest setting that it creates an atmosphere of enchantment?

- a. The story's magical elements believable and immersive
- b. The forest's isolation, its ancient trees, and the presence of magical creatures
- c. All contribute to the atmosphere of enchantment
- d. the importance of embracing curiosity and the transformative impact of connecting with nature
- e. there is wonder and magic to be found in the unexplored

19. What is the main themes explored in the story and relate to Eliza's journey and her encounters in the enchanted forest?

- a. Curiosity
- b. The power of nature
- c. Fearless young girl
- d. Magical creatures
- e. Personal growth

20. What message do you think the author is trying to convey through this narrative?

- a. Exploring the unknown and embracing one's curiosity can lead to personal growth and a deeper connection with the world
- b. There is wonder and magic to be found in the unexplored
- c. Be brave and don't be afraid to explore the unknown world
- d. Exploring the unknown world can leading personal growth
- e. Curiosity makes you exploring new world







## APPENDIX 4

### Research Documentation







## APPENDIX 5




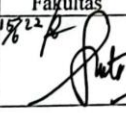
MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Fatwaliza  
NPM : 1902050005  
Program Studi : Pendidikan Bahasa Inggris  
IPK Kumulatif : 3.56

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
 15 JUNI 2023	The Effect of Numbered Head Together (NHT) Technique on Students' Reading Achievement in Narrative Text	 15/6/23
	Diagnosing Argumentation of Public Debates in Digital Platforms: Social Media Sentiment Analysis	
	Students' Perceptions Towards Using Quillbot as Modify Phrases and Paragraphs to Prevent Plagiarism in Thesis Writing.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 Juni 2023

Hormat Pemohon,



Fatwaliza

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan



## APPENDIX 6



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Fatwaliza  
NPM : 1902050005  
Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
The Effect of Numbered Head Together (NHT) Technique on Students' Reading Achievement in Narrative Text	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 15 Juni 2023

Disetujui oleh

Dosen Pembimbing

(Drs. Ali Amran, M.hum.)

Hormat Pemohon

(Fatwaliza)

## APPENDIX 7



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Fatwaliza  
NPM : 1902050005  
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Numbered Head Together (NHT) Techique on Students' Reading Achievement in Narrative Text.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Drs. Ali Amran, M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 Juni 2023  
Hormat Pemohon,

Fatwaliza

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan

## APPENDIX 8

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 2370 /II.3/UMSU-02/F/2023  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .

Nama : Fatwaliza  
N P M : 1902050005  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Numbered Head Together ( NHT ) Technique on Students' Reading Achievement in Narrative Text.

Pembimbing : Drs. Ali Amran,, M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 16 Juni 2024

Medan 27 Dzulqaidah 1444 H  
16 Juni 2023 M

Wassalam  
Dekan



  
**Dra. Hj. Svamsuwarnita, MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

**WAJIBMENGIKUTISEMINAR**



APPENDIX 9



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umma.ac.id> E-mail: [fkip@umma.ac.id](mailto:fkip@umma.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Fatwaliza  
 NPM : 1902050005  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Utilizing Number Head Together (NHT) Technique on Students' Reading Achievement in Narrative Text.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
4 Juni 2023	Discussion about The Title of The Research	
11 Juni 2023	Discussion Revision Chapter I	
13 Juni 2023	Discussion Revision Chapter II	
20 Juni 2023	Discussion Revision Chapter III	
24 Juni 2023	Approval Chapter I - III	

Medan, Juni 2023

Diketahui oleh:  
 Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

## APPENDIX 10



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Selasa Tanggal 27 Bulan Juni Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Fatwaliza  
 N.P.M : 1902050005  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Di Effect of Utilizing Number Head Together (NHT) Technique on Students' Reading Achievement in Narrative Text.

No	Masukan dan Saran
Judul	
Bab I	<ul style="list-style-type: none"> <li>- mention the place of your previous observation</li> <li>- Revise formulation of the problem (No.2)</li> <li>- Revise the objective of the Study (No.2).</li> </ul>
Bab II	<ul style="list-style-type: none"> <li>- Add Students centered learning Method (control group)</li> <li>- Mention the similarities and the differences of your research in previous related study.</li> </ul>
Bab III	<ul style="list-style-type: none"> <li>- Mention the School as place of location research</li> <li>- Mention the population clearly</li> <li>- Mention the form of test, sum of item kst and reference of your test.</li> </ul>
Lainnya	<ul style="list-style-type: none"> <li>- Pay attention of typing and grammar</li> <li>- Pay attention of typing reference.</li> </ul>
Kesimpulan	<input type="checkbox"/> Disetujui <span style="margin-left: 150px;"><input type="checkbox"/> Ditolak</span> <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



## APPENDIX 11



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Fatwaliza  
N.P.M : 1902050005  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Utilizing Number Head Together (NHT) Technique on Students' Reading Achievement in Narrative Text.

Pada hari Selasa, tanggal 27, bulan Juni, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Agustus 2023

Disetujui oleh:

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

Diketahui oleh  
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

## APPENDIX 12

### UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA Fakultas Keguruan dan Ilmu Pendidikan

#### SURAT PERNYATAAN

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama lengkap	: FATWALIZA
Tempat/ Tgl. Lahir	: Tanjung Selamat, 22 Desember 2001
Agama	: Islam
Status Perkawinan	: Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa	: 1902050005
Program Studi	: Pendidikan Bahasa Inggris
Alamat Rumah	: Tanjung Selamat Telp/Hp: 0812-6947-0847
Pekerjaan/ Instansi	: -
Alamat Kantor	: -

Melalui surat permohonan tertanggal September 2023 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya,:

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun;
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya Yang Menyatakan,



FATWALIZA

## APPENDIX 13



**UMSU**

Unggul | Cerdas | Terpercaya  
Bila menulis surat ini agar diutamakan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KPIPT/10/2022  
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003  
🌐 <https://fkip.umsu.ac.id> ✉ [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) 📠 umsumedan 📺 umsumedan 📺 umsumedan 📺 umsumedan

Nomor : 3228/II.3/UMSU-02/F/2023  
Lamp : ---

Medan, 28 Shafar 1445 H  
14 September 2023 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
SMA Taman Siswa Padang Tualang  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Fatwaliza  
N P M : 2002050005  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Utilizing Number Head Together ( NHT ) Technique on Students' Reading Achievement in Narrative Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



\*Pertinggal

Wassalam  
a.n. Dekan  
Wakil Dekan I



**Dr. Hj. Dewi Kesuma Nst., M.Hum.**  
NIDN : 0106087503





## APPENDIX 14



YAYASAN PERSATUAN PERGURUAN TAMANSISWA  
BERPUSAT DI YOGYAKARTA  
PERGURUAN TAMANSISWA CABANG PADANG TUALANG  
**Bagian Taman Madya (SMA)**  
Alamat : Jl. Batang Serangan, Desa Jati Sari Kecamatan Padang Tualang  
Kabupaten Langkat 20852  
e-mail : [sma.tamsis.patul@gmail.com](mailto:sma.tamsis.patul@gmail.com)

NSS : 302071021248

NPSN : 69953550

Nomor : 169/SMA -TS/PTL/IX/KN/2023  
Hal : Menerima Izin Penelitian

Kepada Yth,

Bapak/Ibu Pimpinan  
Universitas Muhammadiyah Sumatera Utara  
Fakultas Keguruan Dan Ilmu Pendidikan  
Di  
Tempat

Dengan hormat,

Sehubungan dengan surat 3228/II.3/UMSU-02/F/2023 tanggal 14 September 2023, tentang izin melaksanakan penelitian di Sekolah, maka dengan ini SMA Swasta Tamansiswa Padang Tualang memberikan izin kepada :

Nama : FATWALIZA  
NPM : 2002050005  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Utilizing Number Head Together (NHT) Technique on Students' Reading Achievement in Narrative Text.

Untuk melaksanakan penelitian di SMA Swasta Tamansiswa Padang Tualang.  
Demikian surat ini kami sampaikan, atas perhatian kami ucapkan Terima Kasih.

Padang Tualang, 15 September 2023

Kepala Sekolah

  
NYL. KURNIATI, S.Pd. MM

APPENDIX 15



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Fatwaliza  
 NPM : 1902050005  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effect of Utilizing Numbered Head Together (NHT) Technique on Students' Reading Achievement in Narrative Text.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14 Aug 2023	Data and Data Analysis	
21 Aug 2023	Data Analysis Research Findings	
30 Aug 2023	Discussion & Writing System	
6 Sep 2023	Abstract & Acknowledgement	
18 Sep 2023	Final Review & Approval	

Medan, September 2023

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Aliamran, M.Hum.)

## APPENDIX 16

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
*Fakultas Keguruan dan Ilmu Pendidikan*

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**PERMOHONAN UJIAN SKRIPSI**

Kepada Yth : Medan, September 2023  
Bapak/Ibu Dekan \*)  
di  
Medan

**Assalamu'alaikum Wr. Wb**

Dengan hormat, saya yang bertanda tangan di bawah ini:

Nama : FATWALIZA  
NPM : 1902050005  
Program studi : Pendidikan Bahasa Inggris  
Alamat : Tanjung Selamat

Mengajukan permohonan mengikuti ujian skripsi, bersama ini saya lampirkan persyaratan:

1. Transkrip/Daftar nilai kumulatif (membawa KHS asli Sem 1 s/d terakhir dan Nilai Semester Pendek (kalau ada sp). Apabila KHS asli hilang, maka KHS Foto Copy harus dileges di Biro FKIP UMSU).
2. Foto copy STTB/Ijazah terakhir dilegalisir 3 rangkap (Boleh yang baru dan boleh yang lama)
3. Pas foto ukuran 4 x 6 cm, 15 lembar.
4. Bukti lunas SPP tahap berjalan (difotocopy rangkap 3)
5. Foto copy compri 3 lembar
6. Foto copy toefl 3 lembar
7. Foto copy kompetensi kewirausahaan 3 lembar
8. Surat keterangan bebas perpustakaan
9. Surat permohonan sidang yang sudah ditanda tangani oleh pimpinan Fakultas
10. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh dekan fakultas.

Demikianlah permohonan saya untuk pengurusan selanjutnya. Terima kasih, wassalam.

Pemohon,



**Fatwaliza**

Medan, September 2023  
Disetujui oleh:  
A.n. Rektor  
Wakil Rektor I

**Prof. Dr. Muhammad Arifin, S.H., M.Hum**

Medan, September 2023  
Dekan



**Dra. Hj. Syamsuyurnita, M.Pd**