

**THE EFFECT OF NUMBER HEAD TOGETHER STRATEGY
TOWARD READING RECOUNT TEXT ABILITY
OF THE GRADE XI STUDENTS MAN TAPSEL
LOCATION SIPANGE**



A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan
Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate
Degree of Education (S.Pd) in English Education Department*

Written By:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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To: Dean of Tarbiyah and Teacher
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Assalamu'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Silviana Devi, entitled "*The Effect of Number Head Together Strategy Toward Reading Recount Text Ability Grade XI Students MAN TAPSEL Location Sipange*". We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

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ABSTRACT

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This research is based on observations in class XI MAN Tapsel, which showed that some students still face difficulties in learning English, particularly in reading skills. To address this issue, this study applied the Number Head Together (NHT) strategy in teaching reading. The aim of the research is to determine whether the implementation of the NHT strategy has a significant effect on students' reading skills or not. This study was a quantitative research with a pre-test and post-test design involving experimental and control groups. The population consisted of all XI grade students at MAN Tapsel, with a sample of 50 students divided into the experimental group (XI¹, n=25) and the control group (XI³, n=25). Data were collected using reading tests administered before and after the application of the NHT strategy. The data were analyzed using a t-test with the help of SPSS version 26. The results showed that the average score of the experimental group was higher than that of the control group. The mean score of the experimental group is 83.04, while the control group mean is 70.56. Moreover, the t-value was greater than the t-table value ($4.311 > 1.677$). Therefore, this study concludes that there is a significant difference in students' reading ability before and after learning using the Number Head Together strategy in class XI at MAN Tapsel.

Keywords: *Number Head Together, Reading Recount Text, English Learning*

ABSTRAK

Nama : SILVIANA DEVI
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Judul Skripsi : Pengaruh Strategi Number Head Together Terhadap Kemampuan Membaca Teks Recount Siswa Kelas XI Man Tapsel Lokasi Sipange

Penelitian ini didasarkan pada hasil observasi di kelas XI MAN Tapsel yang menunjukkan bahwa beberapa siswa masih mengalami kesulitan dalam pembelajaran Bahasa Inggris, khususnya dalam keterampilan membaca. Untuk mengatasi permasalahan tersebut, penelitian ini menerapkan strategi *Number Head Together* (NHT) dalam pengajaran membaca. Tujuan penelitian ini adalah untuk mengetahui apakah penerapan strategi NHT berpengaruh signifikan terhadap kemampuan membaca siswa. Jenis penelitian ini adalah penelitian kuantitatif dengan desain *pre-test* dan *post-test* yang melibatkan kelompok eksperimen dan kelompok kontrol. Populasi penelitian adalah seluruh siswa kelas XI MAN Tapsel dengan jumlah sampel 50 siswa yang terbagi menjadi kelompok eksperimen (XI1, n=25) dan kelompok kontrol (XI3, n=25). Data dikumpulkan melalui tes membaca yang diberikan sebelum dan sesudah penerapan strategi NHT. Analisis data menggunakan uji-t dengan bantuan program SPSS versi 26. Hasil penelitian menunjukkan bahwa rata-rata nilai kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol, yaitu 83,04 untuk kelompok eksperimen dan 70,56 untuk kelompok kontrol. Selain itu, nilai *t-hitung* lebih besar dari *t-tabel* ($4,311 > 1,677$). Dengan demikian, dapat disimpulkan bahwa terdapat perbedaan yang signifikan dalam kemampuan membaca siswa sebelum dan sesudah pembelajaran dengan menggunakan strategi *Number Head Together* di kelas XI MAN Tapsel.

Kata Kunci: *Number Head Together, Membaca Teks Recount, Pembelajaran Bahasa Inggris*

الملخص

الاسم
رقم التسجيل
عنوان البحث
:سيلفيانا ديفي
:٢١٢٠٣٠٠٠٤٣
أثر إستراتيجية "رؤوس الأعداد معاً" على قدرة قراءة نصوص السرد لدى طلاب الصف الحادي عشر في المدرسة الثانوية الدينية الحكومية تابسيل -موقع سيبانج

تستند هذه الدراسة إلى الملاحظات الصفية التي أجريت في الصف الحادي عشر بمدرسة المنهج الديني الحكومية في تابسيل، حيث تبين أن عدداً من الطلاب ما زالوا يواجهون صعوبات في تعلم اللغة الإنجليزية، ولا سيما في مهارة القراءة. وتعود هذه الصعوبات إلى ضعف الفهم القرائي وقلة الدافعية، بالإضافة إلى اعتماد أساليب تقليدية في التدريس لا تشجع على التفاعل والتعاون بين الطلاب. ومن أجل معالجة هذه المشكلة، تم تطبيق إستراتيجية "رؤوس الأعداد معاً" وهي إحدى إستراتيجيات التعلم التعاوني التي تهدف إلى تنمية المشاركة النشطة وتحسين الفهم أثناء عملية التعلم. وتهدف هذه الدراسة إلى التعرف على مدى فعالية إستراتيجية "رؤوس الأعداد معاً" في تحسين قدرة الطلاب على قراءة نصوص السرد باللغة الإنجليزية. وقد استخدمت الباحثة المنهج الكمي القائم على التصميم التجريبي المعتمد على اختبار قبلي واختبار بعدي لمجموعتين: مجموعة تجريبية درست باستخدام الإستراتيجية الجديدة، ومجموعة ضابطة درست بالطريقة التقليدية. وتم جمع البيانات من خلال اختبارات القراءة قبل تطبيق الإستراتيجية وبعدها، ثم تحليلها إحصائياً باستخدام اختبار "ت" بمساعدة البرنامج الإحصائي للعلوم الاجتماعية. أظهرت نتائج التحليل أن أداء الطلاب الذين تعلموا باستخدام إستراتيجية "رؤوس الأعداد معاً" كان أفضل من أداء الطلاب الذين تعلموا بالطريقة التقليدية، مما يدل على وجود فروق ذات دلالة إحصائية بين المجموعتين. وبناءً على ذلك، خلصت الدراسة إلى أن إستراتيجية "رؤوس الأعداد معاً" فعالة في تطوير مهارة القراءة لدى الطلاب، كما تسهم في زيادة التفاعل والدافعية لديهم في تعلم اللغة الإنجليزية.

الكلمات المفتاحية : نمبر هيدز توغيدر، نص الحكاية، تعليم اللغة الإنجليزية

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Padangsidempuan, 20 Juni 2025
Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is an activity to understand what the text contains. As one of the language skills, reading contributes to the success of language learning together with the other skills. Reading enables students to find out information from an array of texts, ranging from textbooks, newspapers, magazines, advertisements, brochures, and the like. Reading also enables students to know how English is actually used in printed and written forms¹. Reading is a constantly developing skill. Like any skill get better at reading by practicing. From age three to one hundred and three, reading practice is what helps us become better readers.

Reading is a very important skill that students must master because reading cannot be separated from the process of teaching and learning. Reading is one of the most important means by which it required knowledge or information from our surroundings. Safitri states that the teaching of reading is very important because it helps the students develop more skills in comprehending and interpreting the content of an English text. Through reading, learners can build vocabulary and sentences that help them improve their listening and speaking skills as well². It means that reading can develop other skills in language learning.

¹ Suud Purnomo, "Improving the Students' Reading Comprehension Through Numbered Heads Together Technique," *Journal on English as a Foreign Language* 2, no. 2 (2015): 37, <https://doi.org/10.23971/jefl.v2i2.55>.

² Sayekti Dwi Safitri, "Students' Difficulties In Reading Comprehension At The Eighth Grade Of Smp N 2 Weru In Academic Year 2022/2023," *AT-TAWASSUTH: Jurnal Ekonomi Islam* VIII, no. 1 (2023): 1–19, https://eprints.iain-surakarta.ac.id/6748/1/SKRIPSI_SAYEKTI_DWI_SAFITRI_FIX.pdf.

Furthermore, from the preliminary research in class XI MAN TAPSEL the researcher found some problems of students in reading. They are: the ability of reading of the students is still below average and students find it difficult to read, especially in recount text. They usually get difficulties in understanding the text as well as in pronouncing the words in the text. It is because students assume recount text is considered as more difficult text than other texts such as narrative or descriptive text that students has learned much at Junior high school until Senior High School. Besides, the students also have low vocabulary mastery. It makes the students get difficulty to translate the text that they read to Indonesia language. Then, it makes them difficult to understand the text well.³ Besides, the students get difficulty to understand the context and gotten the information of the text, they read the text, but they could not identifying and comprehend the text.

Furthermore, the process of teaching learning in the classroom is still pasive. The students felt bored when they learn English language, especially in reading, because the technique used the teacher in teaching reading is not interest for the students. In fact, the student read the English text, but they don't get the point from the text that they read, they are difficult to understand the text. Because they are lack of vocabulary and grammar structure. Therefore, they have to open dictionary when they want to know the mean of the difficult word. But some of them lazy to open dictionary, because it can take a long time.

According to Kagan, Numbered Heads Together (NHT) is a cooperative learning strategy that aims to increase students participation and individual

³Mukhtarul Akhir, private interview, Teacher of MAN TAPSEL (07 Oktober 2024)

responsibility in the group. Kagan explains that NHT encourages active involvement from all members because no one knows who will be called. This makes each students responsible for understanding the material thoroughly in order to represent their group.⁴ In this model, students are divided into several small groups, each member is given a number, and each group is given a task or question. The teacher then randomly calls a number, and the student with that number must represent their group in answering.

Sawin said that one learning model that is thought to be able to create active, interactive, creative, effective and enjoyable learning is the Cooperative learning model with the Number Heads Together model. The Number Heads Together of cooperative learning model has several advantages, including: this model allows for the creation of cooperation between students, all students are allowed to be actively involved in learning, each individual students is allowed to be more creative in learning, and student learning outcomes are possible to improve significantly.⁵ So, from Sawin's statement, number heads together can improve students learning, one of which is in reading.

Utama stated that the use of the Number Head Together cooperative learning model can improve English learning activities, reading text descriptive competency for students and Number Head Together can improve student learning, one of which is reading.⁶ Sugita stated that the Numbered Heads Together cooperative learning model can produce effective learning and

⁴ Spencer Kagan, (1993). *Cooperative Learning*. San Clemente: Kagan Publishing.

⁵ Sawin " Model Pembelajaran Nht Dalam Pembelajaran Pkn Di Smp",

⁶ Dwija Utama "Jurnal Pendidikan Forum Komunikasi Pengembangan Profesi Pendidik Kota Surakarta"

satisfactory learning results.⁷ From their statement, both of them said that number heads together can improve student learning

Considering the problem stated above, the researcher is interested in conducting the study to see if there is a significant effect of Number Head Together on the students' ability in reading recount text at grade XI MAN TAPSEL. Number Head Together is a strategy that involves more students in reviewing the material in a lesson and checking their understanding of the lesson content. The researcher believes this method can motivate students to more enthusiastic about learning. Number Head Together is a strategy where the students divided into some groups then the teacher gives numbers and questions to every student based on their numbers. The purpose of the Number Head Together is to develop thinking, processing information and communication, reviewing material, and checking prior knowledge.

B. The Identifications of Problems

Based on background explained previously, several problems can be identified in this research, namely:

1. Students find it difficult to read, especially in recount text.
2. Students usually get difficulties in understanding the text as well as in pronouncing the word in the text.
3. Students felt bored when learn English language.

⁷ Sugita "Model Pembelajaran Kooperatif Tipe Number Head Together Sebagai Solusi Meningkatkan Hasil Belajar"
<https://books.google.co.id/books?id=wG7eEAAAQBAJ&lpg=PR1&hl=id&pg=PR1#v=onepage&q&f=false>

By identifying these problems, it is hoped this research can provide solutions to improve students' ability to read recount text through the application of the Number Head Together learning.

C. The Limitation of the Problem

After identifying the problem above, this research limited the problem are they have difficulty to read recount text and students did not know how to spell the word correctly. The researcher chose Number Head Together as a learning strategy for this research and to see the effectiveness to reading recount text section personal recount text.

D. The Definitions of Operational Variables

This research use two variables there are Number Head Together and Recount Text.

1. Number Head Together

Number Head Together is a learning strategy when each student is given a number they make a group of work and then the teacher will call the number of students randomly.

2. Reading Recount Text

Reading recount text is the activity of understanding that retells events or experiences, usually in chronological order. This text has a distinctive structure, such as orientation, events, and reorientation. Understanding the structure of recount text is very important for students to be able to fully understand the content of story. Its main purpose is to inform or entertain

readers by sharing a personal experience or describing an event. Recount text is often written in the past tense and follow a chronological structure.

E. The Formulations of the Problem

Based on the background of the problems, so the research question of this research as follow:

1. How is the students' reading recount text ability before learning using Number Head Together at grade XI of MAN TAPSEL?
2. How is the students' reading recount text ability after learning using Number Head Together at grade XI of MAN TAPSEL?
3. Is there any significant effect of Number head together on the students' reading recount text at grade XI of MAN TAPSEL?

F. The Objectives of the Research

Based of the problems above, the objectives of this research as follow:

1. To describe the students' students reading recount text ability before learning by using Number Head Together at grade XI of MAN TAPSEL.
2. To describe the students' students reading recount text ability after learning by using Number Head Together at grade XI of MAN TAPSEL.
3. To examine the significant effect of using Number Head Together on the students' reading recount text ability at grade XI of MAN TAPSEL.

G. The Significances of the Research

Significances of this research are:

1. For English teachers, the researcher hopes that the English language teacher is able to choose some methods that most appropriate in teaching reading. Numbered heads together is one of technique may applied in teaching reading recount text.
2. For students, this research is expected to give students particularly at grade XI MAN TAPSEL, an awareness of increasing their reading by using Numbered Heads Together model
3. For other researchers, This research is expected to give a contribution to readers, particularly the students of MAN TAPSEL, are expected to apply the Numbered Head Together strategy in teaching reading recount text.

H. The Outline of the Research

The first chapter is introduction, this chapter talks about the research background, identification of the problem, delimitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

The second chapter is literature review, this chapter presents the theoretical such us; definition of Recount Text , including the structur of Recount Text, and the understanding of Number Head Together (NHT), including components and procedures of NHT. This chapter also explains the preview study of the research and frame of thought.

The third chapter is the method of the research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

The fourth chapter is the research findings and discussion, this chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of experimental group which is taught by using Number Head Together (NHT) technique and control group which is taught by using conventional teaching, and the improvement of Number Head Together that found on both groups.

The last chapter is conclusion, this chapter is presented to describe the last chapter of the research including conclusion and suggestion. Conclusion is sample statements and gives the answer to the research question directly. The simple statements can be formed as essay or number. The suggestion is interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. Reading Recount Text

a. The Definition of Reading

Reading is a receptive skill; it is transactional between a reader and a writer. A writer can communicate with a reader throughout a text. Reading is an interactive process between the reader and the text. An interactive process happens when the readers try to understand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers.

Reading is the process of cognition, interpretation, and perception of written or printed material. Reading is a receptive language process, it is a psycholinguistics process in which the readers reconstruct the meaning. It happens in human minds; people receive the text and then process it with their minds. In the processing in their minds, they make their interpretations of the text they read.¹ So, reading is a complex and interactive cognitive process in which readers engage with the writer's ideas through written text. It involves the reconstruction and interpretation of meaning, making it both a receptive and psycholinguistic activity that occurs in the human mind as readers process and understand the information conveyed by the writer.

¹Eka Sustri Harida "Basic Reading For EFL University Student" page.1
https://books.google.com/books/about/Basic_Reading_For_EFL_University_Student.html?hl=id&id=wtRgEAAAQBAJ

Reading ability refers to the capacity of an individual to decode, comprehend, and interpret written texts. It involves recognizing words, understanding their meanings, and connecting ideas within and beyond the text. Reading is not merely translating symbols into sounds; rather, it is a complex process that includes predicting, analyzing, and synthesizing information. Grabe defines reading as an interactive process between the reader and the text, requiring various cognitive skills such as prediction, inferencing, and summarizing.² In the context of English as a Foreign Language (EFL), reading ability plays a vital role in language acquisition. It helps learners improve vocabulary, grammar awareness, and critical thinking. A student's reading proficiency also reflects their ability to engage with academic content and apply their understanding across different contexts. So, Reading ability is a complex cognitive process that involves decoding, understanding, and interpreting written texts. It requires various skills such as prediction, analysis, and synthesis, making it more than just recognizing words. In the EFL context, strong reading ability is essential for developing vocabulary, grammar, and critical thinking, as well as enhancing overall language proficiency and academic success.

² William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, 2nd ed. (Cambridge: Cambridge University Press, 2020). Available at: <https://www.cambridge.org/core/books/reading-in-a-second-language/5CEB798AD9B8A44C4B5A3EB38E4C3760>

b. Kinds of Reading

There are some kinds of reading as stated below:

According to Oktavianaju and Muthi³, extensive reading is a reading instruction technique defined as a situation where learners read large amounts of material at their reading level in a new language. Meanwhile, Fatmasari and Fitriyah⁴ classify *Silent reading* refers to reading activities done quietly, without lip or head movement, and without whispering, where the reader focuses on understanding the material internally. *Intensive reading* involves careful and detailed study of a text, usually conducted in class, focusing on comprehension through close analysis of short passages. Meanwhile, *reading aloud* is the act of reading by producing sounds or pronouncing words clearly and audibly, allowing others to hear.

According to Sadeghi⁵ there are several types of reading commonly used in EFL instruction:

- 1) Extensive Reading: which focuses on reading large amounts of text for general understanding and fluency.
- 2) Intensive Reading: which involves detailed reading of shorter texts to grasp meaning, grammar, and vocabulary.
- 3) Scanning: a technique to locate specific information rapidly.

³ Harsumi Oktovianaju & Ibnu Muthi “Upaya Keterampilan Membaca Permulaan Ekstensif Dengan Menggunakan Metode Sas Pada Pelajaran Bahasa Indonesia”

⁴ Ria Kristia Fatmasari, & Husniyatul Fitriyah, ” Keterampilan Membaca” hal.22-26

⁵ Hassan Khoshima and Behzad Sadeghi, “Types and Strategies of Reading,” *Journal of Applied Linguistics and Language Research* 5, no. 1 (2018): 145–152. Available at: <http://www.jallr.com/index.php/JALLR/article/view/801>

4) Skimming: which helps the reader get the gist or general idea of a text.

All these types serve different instructional goals and should be incorporated into classroom activities to build comprehensive reading skills. A combination of these types supports both accuracy and fluency, helping learners develop autonomy in processing texts. So, there are various types of reading such as extensive, intensive, silent, and reading aloud each serving different purposes in language learning. In EFL instruction, techniques like skimming and scanning are also essential for developing comprehension and efficiency. Combining these reading types helps learners improve both accuracy and fluency, fostering independent and effective reading skills.

c. Purposes of Reading

Reading serves various purposes depending on context and intention. Nation categorizes reading into four main purposes: reading for pleasure, reading for general understanding, reading to learn, and reading to integrate and evaluate information.⁶ Reading for pleasure promotes language exposure and motivation, while reading for academic purposes supports learning and critical comprehension.

The purpose of reading is different in the way. It saw the kind of the text will be read. Next, there are the purposes or the reason of the reading:

1. Instrumental: the mount of the reading take place because it will help us to echieve some clear aim: thus for example, we read the road sign so

⁶ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2020). Available at: <https://www.routledge.com/Teaching-ESLEFL-Reading-and-Writing/Nation/p/book/9780367331556>

that we know where to go. We are the instruction on the ticket because we need to know how operate.

2. Leasureable: the people read the magazine or spend hours burried in the Sunday paper other poetry, read illustrated cartoon or photo-story.
3. For general understanding: good reader is able to take in a tream of the discourse and understanding the gist of it without worrying too much about the detail. Reading for such „general“ comprehension means not stopping for every word, not analyzing everything that the wriiter includes the text it can use skimming.
4. For specific information: in contrast to read the gist. We frequently go to writtent text because we want specific detail. Reading in this skill is frequently refered to as scanning.
5. For detail information: sometimes we read in order to understand everything we are reading in detail usually the case with written instruction or direction, or with the description of scientific procedures, it happent when someone gives us the address and telephone number and we write down all the detail.
6. Interpreting text: reader is able to see beyond the literal meaning of word on the passage, using a variaty of clues to understand what the writer implaying.⁷.

So in conclusion, reading serves various purposes depending on the reader's needs, such as gaining practical information, enjoying leisure,

⁷ Simatupang Nurkholilah and Lubis Fitriadi, "Students' Reading Recount Text Mastery," *English Education : English Journal for Teaching and Learning* 8, no. 2 (2021): 155–65, <https://doi.org/10.24952/ee.v8i2.3237>.

understanding general ideas, finding specific details, comprehending information in depth, and interpreting the writer's implied meanings.

d. Principle of Teaching Reading

Teaching reading requires strategies that are student-centered and communicative. Richards and Farrell emphasize that reading instruction should include pre-reading, while-reading, and post-reading stages.⁸ These stages help learners activate prior knowledge, comprehend texts in real time, and reflect on their understanding.

Another principle is using authentic materials real-world texts that reflect natural language use. Teachers should also scaffold learning by offering support and gradually encouraging independence. Teaching reading strategies such as predicting, questioning, clarifying, and summarizing equips learners with tools to understand complex texts on their own.

Effective reading instruction must be explicit, systematic, and integrative, addressing both word recognition and comprehension simultaneously. They emphasize that comprehension instruction “should begin early and be integrated with instruction in decoding and word recognition rather than taught in isolation,”¹ ensuring that children do not see reading merely as a decoding task but as a process of constructing meaning. This principle underscores the need for teachers to design lessons that blend phonics, vocabulary, and comprehension so that students connect printed words to

⁸ Jack C. Richards and Thomas S. C. Farrell, *Practice Teaching: A Reflective Approach* (Cambridge: Cambridge University Press, 2019). Available at: <https://www.cambridge.org/core/books/practice-teaching/7D9394D0F6D06A50755F4A4E41A9807A>

understanding and communication.⁹ In conclusion, effective reading instruction should integrate word recognition, decoding, vocabulary, and comprehension from the early stages of learning so that students view reading not merely as decoding words, but as a meaningful process of understanding and communication.

So, teaching reading effectively requires a comprehensive and student-centered approach that integrates strategy, structure, and meaningful content. It involves guiding learners through pre-reading, while-reading, and post-reading stages to build comprehension, activate prior knowledge, and encourage reflection. The use of authentic materials and scaffolding fosters real-world engagement and learner autonomy. Moreover, reading instruction must be explicit, systematic, and integrated addressing decoding, vocabulary, and comprehension together. Ultimately, reading should not be seen merely as recognizing words but as constructing meaning, enabling students to connect written language to real communication and understanding.

e. The Definitions of Recount Text

Recount text is the simplest text in the many types in genre text. A recount text is a text that tells the reader about historical events, typically in the order in which they occurred. It's mentioned that recount text were a type of writing that educates the reader about the events and activities that happened to someone's experience in the past. It's clear from the

⁹ Duke, Ward, and Pearson, *The science of reading comprehension instruction. The Reading Teacher*, 74(6), 663–672. <https://doi.org/10.1002/trtr.1993>

explanation above that the recount text is a retelling of the past event that the writer experienced.¹⁰ In conclusion, a recount text is a simple form of writing that retells past events or personal experiences in chronological order with the purpose of informing or sharing what happened in the past.

Recount text tells the past events occurred in a sequence. This similarity between narrative and recount text is that both tell the past events so they use the Past Tense, either Simple Past Tense or Past Perfect Tense. Besides they use sequence of time in telling the past events.¹¹ Recount text is a piece of text that retells past events, usually in the order in which they happened.

So in conclusions, a recount text is a simple form of writing that retells past events or experiences in chronological order. It aims to inform or share past experiences using past tense forms such as the Simple Past Tense or Past Perfect Tense, and often includes time sequences to show the order of events.

f. The Kinds of Recount Text

Recount texts can be classified into several types based on their purpose and content. Each type has its own characteristics that distinguish one from another.

¹⁰ Havid Ardi, Nur Rosita, M. Affandi Arianto, Carbiriena Solusia, Rizaldy Hanifa, „Proceedings Of The International Conference On English Language And Teaching (Icoelt 2022) https://books.google.co.id/books?id=yHDrEAAAQBAJ&pg=PA105&dq=recount+text&hl=id&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&ved=2ahUKEwjTgLO-xreJAxWCzDgGHU9WMNAQ6wF6BAgKEAU#v=onepage&q=recount%20text&f=false

¹¹ Selviana Napitupulu, Kisno, „Teaching English As A Foreign Language (Tefl 1) https://books.google.co.id/books?id=2SmWDwAAQBAJ&pg=PA145&dq=recount+text&hl=id&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&ved=2ahUKEwjTgLO-xreJAxWCzDgGHU9WMNAQ6wF6BAgGEAU#v=onepage&q=recount%20text&f=false

1. Personal Recount Text

This text aims for the purpose of retelling the author's personal experience. Personal recount text is a type of recount text that tells the author's personal experiences, such as holiday experiences at school or event unforgettable experiences that make us continue to remember the incident.

2. Factual Recount Text

This text aims to explain factual events based on facts in the field for example writing containing the sequence of events of a accident or theft in a police report. Factual recount text is a type of recount text that discusses something that really happened in the past.

3. Imaginative Recount Text

This text aims to tell the author's imaginative, unreal/not factual experiences from the past.¹²

In conclusion, whether personal, factual, or imaginative, each type of recount text serves as a way to retell events and experiences, allowing readers to understand stories from different perspectives and contexts.

g. The Generic Structures of Recount Text

In order to understand a recount text effectively, it is important to recognize its generic structure. This structure guides both the writer in organizing ideas and the reader in comprehending the flow of events.

1. Orientation

¹²Mahfud Efendi, "E-Modul Pegangan Siswa," 2021, 5–30, <https://emodul.mtsn5tulungagung.sch.id/wp-content/uploads/2021/01/E-MODUL-BAHASA-INGGRIS-KELAS-8-TEKS-RECOUNT-JADI.pdf>.

The opening section provides the background information, such as the setting and introduces the participants in the recounted event. It answers the questions of who, what, when, and where. According to Derewianka a recount text typically begins with a direction or orientation that provides the reader with the past knowledge required to comprehend the narrative (who was complicated, where it occurred, and when it occurred).

2. Events

It is the main body of the text where the writer narrates the series of events chronologically. The events are typically presented logically to maintain coherence and clarity.

3. Reorientation

Some recount texts may include a closing section summarizing or reflecting on the events. It is not always present in all recount texts but may be included to provide closure or offer insights gained from the experience. It summarizes the story by summarizing the results or outcomes, assessing the topic's importance, or providing individual commentary or ideas. It may project into destiny by predicting what will occur next.¹³

In summary, the generic structure of a recount text consisting of orientation, events, and reorientation serves as the foundation that shapes

¹³ Tenry Colle, "Definition, Generic Structure, and Example of Recount Text," 2023. <https://tenrycolle.com/skills/writing/definition-generic-structure-and-example-of-recount-text/>

the narrative, ensures clarity, and helps the reader grasp the meaning and significance of the recounted experience.

h. The Language Features of Recount Text

The language features of the recount text are as follows:

1) Using the simple past tense,

a) Definition: The simple past tense is used to express an action or event that happened and finished in the past.

b) Form: Regular verbs use -ed (visited, watched), while irregular verbs use the second form (went, saw, had).

c) Examples:

She visited the museum yesterday.

They played football last Sunday.

I went to school by bus yesterday.

2) Adverbs of place

a) Definition: Adverbs of place are words that tell where an action happens.

b) Examples of adverbs of place: here, there, at home, in the park, on the table, outside, everywhere, abroad, downstairs.

c) Examples in sentences:

The children played outside.

I met my friend at the park.

She is waiting there.

3) Adverbs of time

- a) Definition: Adverbs of time are words that tell when an action happened.
- b) Examples of adverbs of time: yesterday, last night, two days ago, in 1945, 100 years ago, at midnight, last year.
- c) Examples in sentences:

He was born in 1945.

My grandparents got married 50 years ago.

*I finished my homework last night.*¹⁴

Simple past tense is important to describe actions that already happened in the past. To make sentences clearer, we often add adverbs of place to show *where* the action happened and adverbs of time to show *when* it happened. By combining these three elements, we can create complete, meaningful, and well-structured sentences about past events.

i. Example of Recount Text

My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there.

Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we

¹⁴ Sultan Qaimuddin Kendari, *Modul Pembelajaran Bahasa Inggris Recount Text*, vol. 4, 2014.

did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view!

After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

From the text above, we can analyze its structure:

1) Orientation

In the text above, orientation is in the sentence: “Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi,

Eveline, and Yoko.”. In this section, the author answers the question: who (who is the figure/character what is in the story), when (when the event/experience occurred), and where (where the event occurred). Based on the text above, the characters in the story are the author himself (I), Sarah, Andi, Eveline, and Yoko. The time this incident occurred was last December (Last September). Meanwhile, the place or location where the event or experience occurred is on Pari Island.

2) Events

If you look at paragraphs two to five, there are several sequences of events. The series of events can be seen from what the author and other characters in the story do. To make it easier to memorize, this incident can be seen from sentences that use the second form of the verb (verb-2).

From the text above we can write a series of events. First, the writer depart from Muara Angka. The next incident is that the writer arrived at Pari Island. Continuing, the writer went to the inn. After that, the author borrowed a bicycle/motorbike, continued with lunch, and so on.

From the series of events above, it can be depicted in the following illustration: Departed from Muara Angke → Arrived ast pari Island→ Went to the guest house → Rent bicycle and cycling → Had lunch → Snorkeling → Getting dinner → Take some walk → → Ate some delicious sea foods.

3) Re-orientation

This recount text contains a fun story. This can be seen from the author's final statement or impression of all these events. Re-orientation in this text is found in the sentence, "In summary, my first trip to Pari Island was so enjoyable".¹⁵

2. Number Head Together

a. The Definition of Number Head Together

The strategy used in this research is cooperative learning, and the type is "Number Head Together". Number Head Together of cooperative learning model was created by Spencer Kagan in 1993. Kagan, a professor of education at Harvard University, developed it as a way to increase student engagement in learning and encourage collaboration. Before Number Head Together, the commonly used learning methods were lectures and traditional group discussions. However, Kagan observed that in conventional group discussions, often only a few students dominate the conversation, while other students are passive and not actively involved. Number Head Together is here as a solution to overcome this problem.¹⁶

The Number Head Together is starting to be implemented by various educational practitioners throughout the world. Initial research shows that it is effective in improving students' learning achievement, as well as developing their critical thinking and collaboration skills. Then in the 2000s, the it continued to develop and be modified. Variations of this model such

¹⁵ Efendi, "E-Modul Pegangan Siswa."

¹⁶ Kagan, S. (1993). *Cooperative Learning*. San Juan Capistrano, CA: Kagan Publishing.

as Number Head Together - Plus and Number Head Together -Inside-Outside Circle were created to meet different learning needs. Then in the 2010s until now. The Number Head Together model remains a popular and widely used cooperative learning model.

Numbered Head Together is one of cooperative learning strategies. Cooperative learning is a learning model in which students learn and work in small groups collaboratively whose members consist of four to five students with a heterogeneous group structure. The Number Head Together cooperative method is a part of the structural cooperative learning model which emphasizes special structures designed to influence student interaction patterns. This is so that students work together cooperatively.¹⁷

Numbered Heads Together strategy the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one of the ways to ensure more equitable response opportunities by stop calling on students who raise their hands. Besides that, it can give same opportunities for each student to actively engage in the teaching and learning process. Here, the teacher poses a question and students “put their heads together” to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. Numbered

¹⁷ Simamora B. Aprido, Panjaitan B. Mukhtar, and Dkk, *Model Pembelajaran Kooperatif*, n.d., <https://uhnp.ac.id/wp-content/uploads/2024/03/Model-Pembelajaran-Kooperatif-Ebook.pdf>

Heads Together is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be.¹⁸ So, the Numbered Heads Together strategy is an effective cooperative learning technique that promotes equal participation among students. By assigning numbers and requiring group collaboration before calling a random member to answer, this method ensures that all students stay engaged, work together to find solutions, and take responsibility for their group's understanding.

Numbered Head Together is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to problem or question asked by the teacher or other group. From definitions we can conclude that numbered heads together is a group working which not only consider about the group comprehension in answering or explaining the answer but also focus on the comprehension of each member of the group. So, each member in the group has a responsibility in certifying that each member knows the right answer.¹⁹ So, the Numbered Heads Together is a cooperative learning strategy that emphasizes both group and individual understanding. It ensures that every

¹⁸ Indri Yani, "The Effectiveness of Numbered Heads Together Technique in Reading Comprehension of Mts Ma'arif Klego," no. June (2021): 1–73, <http://etheses.iainponorogo.ac.id/id/eprint/15322>.

¹⁹ Anggia N Septona and Indrawati Pusparini, "The Use of Number Head Together To Improve Vocabulary Mastery of the Eight Grade Students of Smpn 16 Malang in Academic Year 2019/2020," *Verba: Journal of Applied Linguistics* 1, no. (2022): 25–32, <http://jurnal.anfa.co.id/index.php/verba/issue/view/8> <https://jurnal.anfa.co.id/index.php/verba/article/view/41> <https://jurnal.anfa.co.id/index.php/verba/article/view/41>.

member actively participates, takes responsibility, and comprehends the material so that the whole group can achieve success together.

From some definition above, it can be concluded that Numbered Heads Together is a strategy that helps students to understand the purpose of teaching learning process and to increase their activity.

b. The Advantages and Disadvantages of Numbered Heads Together

Every learning model offers unique strengths that can enhance the teaching and learning process. Similarly, the Numbered Heads Together strategy provides several advantages that support active and meaningful student engagement in the classroom there are:

1. Increasing Student Participation and Accountability: Number Head Together requires all students to be actively involved in discussions and presentations. This increases student participation and accountability in the learning process.
2. Improve Critical Thinking and Problem Solving Skills: Number Head Together encourages students to exchange ideas and opinions with their friends. This helps them to develop critical thinking and problem solving skills.
3. Improving Communication and Collaboration Skills: Number Head Together trains students to communicate and collaborate with their friends in completing assignments. This helps them to develop communication and cooperation skills.

4. Increasing Sense of Responsibility and Mutual Respect: Number Head Together helps students to develop a sense of responsibility towards their group and respect each other's opinions.

In conclusion, the advantages of Numbered Heads Together highlight its potential to foster active participation, critical thinking, communication, collaboration, as well as responsibility and respect among students, making it an effective cooperative learning strategy.

Despite its many strengths, the Numbered Heads Together strategy also presents certain limitations that educators need to consider before applying it in the classroom there are:

1. Requires Sufficient Time: Implementation of Number Head Together requires sufficient time for discussions and presentations. This can be an obstacle if learning time is limited.
2. Difficulties in Managing the Class: Teachers need to have good skills in managing the class so that Number Head Together learning can run effectively.
3. Dominance by Certain Students: In some cases, more dominant students may dominate discussions and presentations. This can hinder the participation of other students.

4. Students' Inability to Cooperate: Some students may have difficulty collaborating with their peers. This can disrupt the Number Head Together learning process.²⁰

In summary, while these disadvantages such as time constraints, classroom management challenges, student dominance, and difficulties in cooperation can pose obstacles, they also provide opportunities for teachers to refine their instructional strategies and create a more balanced learning environment.

c. The Implementations of Number Head Together

There are some steps for implementing Numbered Head Together:

1. Numbering in this phase, the teacher divides students into groups of 4-5. Each group member receives a different number. Likewise, other groups also receive different numbers. This ensures that each group within the class has the same number.
2. Asking Questions. In this second phase, the teacher's next activity is to pose questions to students. The questions are expected to be varied and can be specific and, of course, interrogative.
3. Thinking Together. From these questions, students discuss and synthesize their ideas. Each member of their team knows all the answers. Group members who have difficulty answering questions are assisted by their teammates.

²⁰ Simamora B. Aprido, Panjaitan B. Mukhtar, and Dkk, *Model Pembelajaran Kooperatif*, n.d., <https://uhnp.ac.id/wp-content/uploads/2024/03/Model-Pembelajaran-Kooperatif-Ebook.pdf>

4. Answering. In this activity, the teacher randomly calls out a number. Students with the number raised their hands and answer the teacher's question in front of the class. Students from other groups with the same number respond.
5. Assessment and Feedback. In this step, the teacher asks other students to provide feedback, answers, and input on the answers from the students in phase 4.²¹

In the statement above, implementing Number Head Together has 5 stages. The Numbered Head Together (NHT) strategy involves several structured steps numbering, asking questions, thinking together, answering, and providing feedback. This cooperative learning strategy encourages active participation, teamwork, and shared responsibility, allowing all students to engage in discussion, exchange ideas, and develop a deeper understanding of the material through collaboration and teacher-guided feedback.

d. Teaching Recount Text By Using Number Head Together

Teaching Recount Text by using Number Head Together is consist to 4 stage there are class presentation, team, Number Head Together, and group presentation, as the follow in table below :

²¹ Sugita “Model Pembelajaran Kooperatif Tipe Number Head Together Sebagai Solusi Meningkatkan Hasil Belajar”
<https://books.google.co.id/books?id=wG7eEAAAQBAJ&lpg=PR1&hl=id&pg=PR1#v=onepage&q&f=false>

reading recount text could be seen from related findings. The research which is relevant to present study was done by Maman and Rajab it can be concluded that the implementation of the Number Heads Together model improved the competence in reading comprehension in the aspects: find the main problems, distinguish between fact and opinion; identifying information, find key information, and formulate the problem from the main problems. Besides, the improvement of learning activities with good and very good category in all aspects observed, namely participation, cooperation, creativity, responsibility, and the students' attitude in learning the Indonesian language.²³ Based on these findings, it is suggested that language teachers use cooperative learning model Numbered Heads Together to improve students' competence in reading comprehension in learning the Indonesian language.

The others research was conducted by Simarmata and Siregar was significant effect of applying Numbered Heads Together model on students' achievement in reading descriptive text. Besides that, the students' attitude and skill was also significantly improved from the first until the third meeting while being taught by using Numbered Heads Together model.²⁴ It implies that Numbered Heads Together a significant technique for teaching reading recount text

²³ Mayong Maman, and Andi Aryani Rajab." The Implementation of Cooperative Learning Model 'Number Heads Together (NHT)' in Improving the Students' Ability in Reading Comprehension" <http://doi.org/10.11591/ijere.v5i2.4536>

²⁴ Freddy Simarmata, and Masitowarni Siregar." The Effect Of Numbered Heads Together Technique On Students' Achievement In Reading Recount Text" <https://doi.org/10.24114/genre.v6i4.8528>

The others research was conducted by Selong that it could improve the students participation in a reading for comprehension class. Besides, students were able to comprehend the text literally and make inferences or draw conclusion of the reading text that have been learnt in classroom. Furthermore, the use of Number Head Together model could change the students' attitude or behavior. It also gave positive influence to the students' attention.²⁵

The others research was by Ulandari conducted a classroom action research study at SMPN 4 Kuta Utara, focusing on improving students' reading comprehension through the *Numbered Heads Together* technique. The results showed a significant improvement in students' reading scores, from a mean score of 59.37 in the pre-cycle to 82.81 in cycle II. The questionnaire results also revealed that 94% of students agreed that NHT made the learning process more enjoyable and helped them better understand the reading materials. The study concluded that NHT is a highly effective cooperative learning strategy for enhancing students' reading comprehension skills, particularly in recount texts.²⁶

The last, was conducted by Saptono examined the effectiveness of the *Numbered Heads Together* model in improving students' learning outcomes. The study revealed that NHT not only enhanced students' cognitive performance but also increased their motivation and engagement during lessons. It was found that the cooperative structure of NHT encouraged active participation from all members, helping students better understand the material and develop

²⁵ Yustina Selong, "Improving Students' Reading Comprehension Through The Use Of Numbered Head Together (Nht) Technique" <https://doi.org/10.31932/jees.v2i2.500>

²⁶ Ulandari, (2024). *Improving Reading Comprehension Through the Use of Numbered Heads Together Technique*. *Journal of English Language Teaching*, 11(2), 1–10. Retrieved from <https://e-journal.unmas.ac.id/index.php/joselt/article/view/9118>

communication skills in a collaborative learning environment. The research confirmed that the use of NHT could significantly improve learning effectiveness and foster students' positive attitudes toward learning.²⁷

From those three researchers that have been described using Number Head Together model, can be prove students ability in reading Recount Text. There are differences and similarities between previous researchers and current researchers. Previous researchers examined increasing students' reading competence in recount texts. Researchers are currently examining The Effect of Number Head Together on Students Reading Recount Text. The similarity is that researchers both use the Number Head Together.

C. The Conceptual Framework

The ability to read a basic skills that is very important in the learning process. Students need to have good reads to be able understand and absorb information from various texts, including recount text. However, there are still many students who experience difficulties in understanding recount text. One learning approach that can be prove to students' understanding of recount text is Number Head together.

This research aims to determine the effect of using the Number Head Together learning strategy on students' reading recount text at XI MAN TAPSEL. It's hope that this research can provide new insights for teacher in choosing effective learning approaches to improve students' understanding recount text.

²⁷ Saptono, B. (2024). *The Effectiveness of Numbered Head Together in Learning*. *Jurnal Prima Edukasia*, 12(2), 293-299. <https://doi.org/10.21831/jpe.v12i2.74975>

In experimental class the research taught Number Head Together, while in control class use teachers' method. So that in post-test it known whether this method has an effect or not on students' Number Head Together. Based on the above, conceptual framework can be see from the figure below :

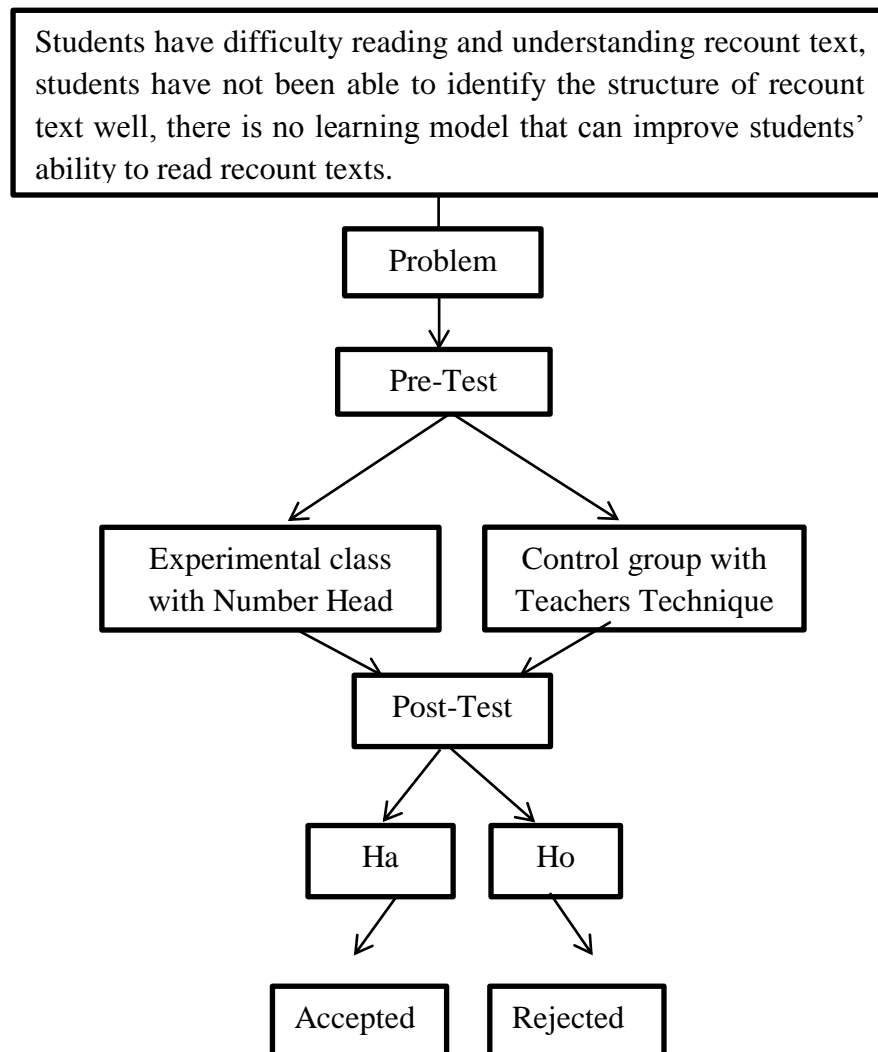


Figure II.1: The Diagram of the Conceptual Framework of the Research

D. The Hypothesis

This study formulates the hypothesis of the research as : Alternative hypothesis (Ha) : There is a significant effect of Number Head Together On Students' Reading Recount Text At MAN TAPSEL.

CHAPTER III

RESEARCH METHOD

A. The Time and The Location of the Research

The location of the research is in MAN TAPSEL LOK SIPANGE, Kec. Sayurmatinggi, Kab.Tapanuli Selatan, North Sumatra. This research begin on October 2024 up to Agustus 2025.

B. The Research Design

The kinds of this research is quantitative research with experimental method. This research used experimental design with Pre-Test and Post-Test control group design, that means there are two classes have been selected, then gave Pre-Test to know the basic condition of the two classes. This research use two classes, which were experimental class and control class. The experimental class with the Number Head Together as a treatment and control class with a teacher's technique. Next, the both of class gave Post-Test. The result of the text compore to know the different effect of treatment to experimental class.

Table III.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	NHT	O2
Control	O1	-	O2

Where: O1 = Pre-test of experimental and control class

O2 = Post-test of experimental and control class

X = Treatment using Number Head Together Strategy¹.

¹ Sugiyono, *Metode Penelitian Pendidikan (Pendektaan Kuantitatif, Kualitatif, dan R&D)*, ed. oleh Sugiyono, 22 ed. (Bandung: ALFABETA, cv, 2015).

In this model, both of classes was given pre-test (O1). Then, in experimental group will given a treatment (X) and control class is not given a treatment. After giving a treatment, both of classes was given post-test (O2).

C. The Population and the Sample

1. Population

The population of this research is all of students at XI grade MAN TAPSEL. They consist of 50 students in 2 classes.

Table III.2 The Population of XI Grade Students

NO	CLASS	TOTAL
1.	XI ¹	25
2.	XI ²	25
3.	XI ³	25
Total		75

2. Sample

In this research, the researcher choose the random sampling as a sample technique. Researchers used random sampling by randomizing numbers. Based on design above the researcher takes them all of the population as the sample. In this research the researcher choosen XI¹ as the experimental class and XI³ as a control class.

Table III.3 The Sample of the Research

No	Grade	Total
1	XI ¹ (Experimental Class)	25
2	XI ³ (Control Class)	25
Total		50

D. The Instrument of Data Collection

The researcher used a multiple-choice test as the instrument for collecting data in this study. The test consisted of 50 items, with 25 items for the pre-test and 25 items for the post-test. This test was administered to both the experimental and control groups. Each correct answer was awarded 4 points, resulting in a maximum possible score of 100 for the test.

Table III.4 The indicator of the Text

Indicator	Sub Indicator	Number item	Total Items	Score	Total score
Recount Text	Ability to analyze the generic structure of Recount Text 1. Orientation 2. Events 3. Re-orientation	1,2,3,4,5,16,17,18,19	9	4	36
	Ability to analyze the language features of Text Recount	6,7,8,9,10,20,21,22	8	4	32
	Ability to comprehend the text	11,12,13,14,15,23,24,25	8	4	32
Total			25		100

From the text above, the maximum score is 100. The final score get by students score divided by maximum score times 100. The score make by researcher. The right answer was score 4, while the wrong answer was score by 0. By this the total score was 100.

E. The Validity and the Reliability of Instruments

1. Test of Validity

Validity is one of the characteristics that make a good learning outcome test. It be able to determine whether a learning outcome test has the validity or accuracy of measuring. Sugiyono stated that valid means that the instrument can be used to measure what is supposed to measure.² To make it sure that the test is valid, this research will validate the test by using item validity. Used to test the feasibility of research instruments used to determine whether a test is valid or not. In validating the test, the researcher used the Pearson Product Moment formula.

- a. If r value $>$ r table at the significance of 5 %, it means that the instrument is valid.
- b. If r value $<$ r table at the significance of 5 %, it means that the instrument is valid.

The Formula:

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

Explanation :

R_{xy} = Coeficient of Validity

N = The Number of Students

$\sum x$ = The number of score item

$\sum Y$ = The total of score

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta, 2017)

$\sum xy$ = The result of the number of score item X the total of score³

In the 30 question multiple choice test, there are 25 valid questions., they are question numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16, 18, 20, 21, 22, 24, 25, 26, 28, 29, 30. There were 5 out of 30 questions that were not valid, were numbers 11, 12, 19, 23, & 27

Based on the explanation above, the researcher decided to select 25 questions from the pre-test and post-test to be used as the tests in this research.

2. Reliability

Reliability is related to the accuracy of the instrument in measuring what is measured, the accuracy of the measurement result, and how accurate it is if a re-measurement is made. Learning outcome test can be said to be reliable if they provide relatively consistent measurement result of learning outcomes.

In this context, this research tested the reliability of instrument using the Cornbach Alpha formula.

- a. If $\alpha_{cornbach} > r_{table}$ at the level of significance 5%, it means that the instrument is reliable.
- b. If $\alpha_{cornbach} < r_{table}$ at the level of significance 5%, it means that the instrument is not reliable.

In this research, the result of reliability that found 0.808. That means $\alpha_{cornbach} > r_{table}$ (0.808 > 0.396). So, it means that the instrument is reliable.

³ Sugiyono, *Statistika untuk penelitian*, (Penerbit Alfabeta, Bandung, 2023)

F. The Research Procedures

In this research, the researcher give Pre-Test, Treatment and Post-Test to collect the data.

1. Pre – Test

Pre-test is test that give before doing the treatment. Pre-test is give to experimental and control class. Pre-test means to see the students basic knowledge in experimental and control class before giving the treatment to experimental class The researcher do some steps for pre-test. The steps can be see below :

- a) The researcher gives the test paper to experimental and control class.
- b) The researcher tells to students what students to answer the test.
- c) The researcher gives the time to students to answer the test.
- d) The researcher collects the paper test.
- e) The researcher see and checks the students answer and calculated the students' score.

2. Treatment

Treatment is where the researcher did the learning model. Researcher carried out treatment in the experimental class twice and the researcher give material to the students about recount text. The way of teaching for the two classes is different, in the experimental class the researcher taught using the Number Head Together. Meanwhile, the control class was taught by a teacher without learning model or media.

- a) The researcher prepares the material
- b) The researcher gives the material to the experimental class
- c) The researcher gives the material about Recount Text
- d) The researcher uses the Number Head Together to teach the material about Recount Text

3. Post – Test

Following treatment, the researcher use a Post – Test, which is different from the Pre-Test and was not done in the earlier study. This Post-Test is the last assessment in the study, particularly in terms of determining whether an effect exists or not. The researcher follows a certain procedure. There are :

- a) The researcher gives the test paper to the experimental and control group students
- b) The researcher explains what students do
- c) The researcher gives student time to answer the question
- d) The students responds to the question
- e) The students gives their paper test to the researcher
- f) The researcher checks the answer of students and finds the mean score of control and experimental class.

G. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

The data that would be analysis in this normality test Pos-Test value data in the experimental class and control class, the aims of Normality test was to determine whether the data of each class is normally distribute or not. In this research, the researcher use Chi Quadrant, where H_0 = normal distribution and H_1 = not normal distribution.

- 1) If $x^2 \text{ table} < x^2 \text{ count}$, therefore H_0 is accepted and H_1 is rejected. So, the data is normal distribution.
- 2) If $x^2 \text{ count} \leq x^2 \text{ table}$ therefore H_1 is accepted and H_0 is rejected. So the data is not normal distribution.

The results of the normality test for the experimental in pre-test was 0.13, it means $0.13 < 0.05$. So, the data is normal.

b. Homogeneity Test

To test whether the variance of the two samples are homogeneous, the variance equality test is used. The researcher used test of homogeneity of variance with using SPSS v.26. The criteria of acceptance and rejection of homogeneity test are :

If $\text{sig} > 0.05$, the variance is homogeneous

If $\text{sig} < 0.05$, the variance is not homogeneous

It showed that variance between groups based on mean have significances 0.058. It means $\text{sig} > \alpha = 0.05$, $0.058 > 0.05$. the data of the groups were homogenous.

2. Hypothesis Test

a. Mean (Average Score)

The mean score is statistic measure that represents the average value of a set of numerical data points. This provides a central point that reflects the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable. identify the mean scores by the interpretation of mean score, as follows:

Table III.5 The Interpretation of Mean Score⁴

No	Interval	Predicate
1.	80-100	Very good
2.	60-79	Good
3.	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

To know the mean of students' reading narrative text ability, then seen from the mean score value. This mean score is searched using SPSS v.26.

b. Hypothesis Test

The research use T-test to investigate the hypothesis. The researcher use Independent Sample T-test with using SPSS v26. The result can be see from the mean of score. The mean score would be show whether there is the

⁴Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), p.117.

difference between mean score of control class and mean score of experimental class that means the technique useful or not.

The researcher should make the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} . If $t_{\text{co}} > t_{\text{table}}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{\text{count}} < t_{\text{table}}$ means alternative hypothesis is rejected, null hypothesis is accepted (there is no significant effect).

If $t_{\text{count}} > t_{\text{table}}$ so this accept and H_0 is reject which means there is influence of learning by using Two Stay Two Stray trough learning English.

If $t_{\text{count}} \leq t_{\text{table}}$ so H_0 is accept and H_1 is reject which means there is no influence of learning by using Two Stay Two Stray trough learning English.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter tells about the result of the research. The research tells about the effect of using Number Head Together to students' reading recount text ability at grade XI of MAN TAPSEL. This research calculated the data using pre-test and post-test. By using a quantitative research approach, this research used the t-test formula to test the hypothesis. The result be described based on the data that has been studied as follows:

A. The Description of Data

1. The Description of Data Before Using Number Head Together Strategy

a. The Pre-Test Score of Experimental Class

The researcher took class XI¹ as experimental class. Based on the test of students' in Pre-Test, the researcher has calculated the students' score as the table below :

Table IV.1 The Score of Pre-Test in Experimental Class

No	Description	Pre-Test
1	Total Score	1180
2	Highest Score	80
3	Lowest Score	32
4	Mean	47.20
5	Median	44.00
6	Modus	44
7	Range	48
8	Interval	8
9	Standard Deviation	13.013
10	Variance	169.333

Total score is the total points that got by students, it is 1180 total of score in Pre-Test Experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental Pre-Test is 80. While the lowest score, the smallest value in a data sequence. For the lowest score in experimental Pre-Test is 32.

Next mean can be said to be representative of the data set. Mean in this data is 47.20. Then, median is the middle of value after all data is sorted, the researcher got 44.00 of median after calculating using SPSS v.26. Next, range is the difference between the minimum and maximum in the data, in this data it 48. Distance between classes is understanding of interval, it was 8 in this data.

Next, standard deviation is a value used determining the distribution of data in a sample and seeing how close the data is to the mean value, it is 13.013. Last, variant is the sum of the square of all deviations of individual values to the group mean, it is 169.333. For frequency distribution of experimental class in the Pre-Test can be seen in the table below.

Table IV.2 Frequency Distribution of Experimental Class In Pre-Test

No	Interval Class	Frequency	Mid-Points	Percentages
1	32 – 39	7	35.5	28%
2	40 – 47	8	43.5	32%
3	48 – 55	3	51.5	12%
4	56 – 63	5	59.5	20%
5	64 – 71	0	67.5	0%
6	72 – 79	1	75.5	4%
7	80 – 87	1	83.5	4%
	$I = 8$	25		100%

From the table IV.2, the students' score in class interval between 32-39 was 7 students (28%), class interval between 40-47 was 8 students (32%), class interval between 48-55 was 5 students (20%), class interval between 56-63 was 3 students (12%), class interval between 64-71 was 0 students (0.0%), class interval between 72-79 was 1 student (4%), and class interval between 80-87 was 1 student (4%).

Therefore from the table above, it can be seen that the lowest score in the experimental Pre-Test class is 32 and the highest score is 80. The only one person got a score of 80, which means that reading in this class is still low. Clear description of the data is presented in histogram. The researcher presents them in histogram on the following figure.

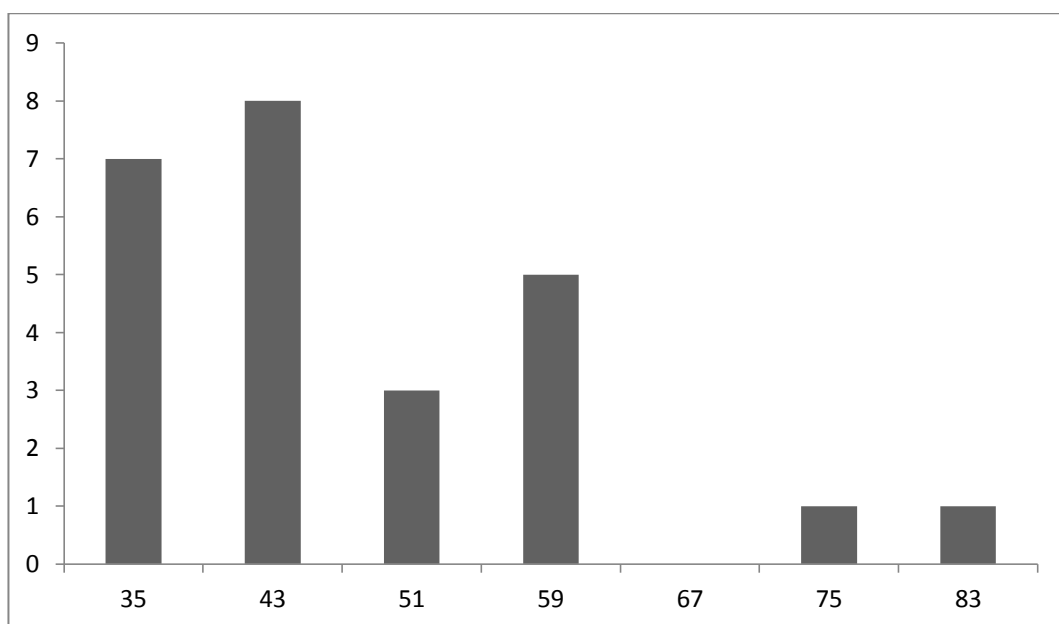


Figure IV.1 Pre-Test Histogram of Experimental Class

The histogram above showed that the highest peak was at the interval 8. The lowest peak was at the internal 67. It means that the students' who got

the score between 67 has the fewest number. The highset peak was at the last of the histogram.

The score for pre-test at post-test class can be seen from the mean score, the mean score was 47.20. It means the students' reading recoun text ability in pre-test experimental class is less.

b. The Pre-Test of Control Class

In Pre-Test of control class, the researcher calculated the result that has gotten from the students in answering the question. The score of Pre-Test control class could be seen in the following table :

Table IV.3 The Score of Control Class in Pre-Test

No	Description	Pre-Test
1	Total Score	1164
2	The Highest Score	84
3	The Lowest Score	28
4	Mean	46.56
5	Median	44.00
6	Modus	28 & 52
7	Range	56
8	Interval	9
9	Standard Deviation	15.530
10	Variance	241.173

Basen on the table, the total score was 1164 , the highest scorer was 84, the lowest score was 24, mean was 46.56, median was 44.00, mode was 40, range was 56, interval was 10, standard deviation was 15.530, and variance was 241.173. The calculation of the frequency distribution of the students' score is the describe in the table as follow :

Table IV.4 Frequency Distribution of Control Class in Pre-Test

No	Interval Class	Frequency	Mid Points	Percentages
1	28 – 36	8	32	32%
2	37 – 45	5	41	20%
3	46 – 54	6	50	24%
4	55 – 63	2	59	85%
5	64 – 72	3	68	12%
6	73 – 81	0	77	0%
7	82 – 90	1	86	4%
	<i>I= 9</i>	25		100%

From the table IV,4, the students' score in class interval between 28-36 was 8 students (32%), class interval between 37-45 was 5 students (20%), class interval between 46-54 was 6 students (24%), class interval between 55-63 was 2 students (85%), class interval between 64-72 was 3 students (12%), class interval between 73-81 was 0 students (0.0%) and class interval between 82-90 was 1 students (4%).

So from the table above, it can be seen that the lowest score in the Pre-Test control class is 28 and the highest score is 82. Only one person got a score of 82, which means that reading in this class is still very low. In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

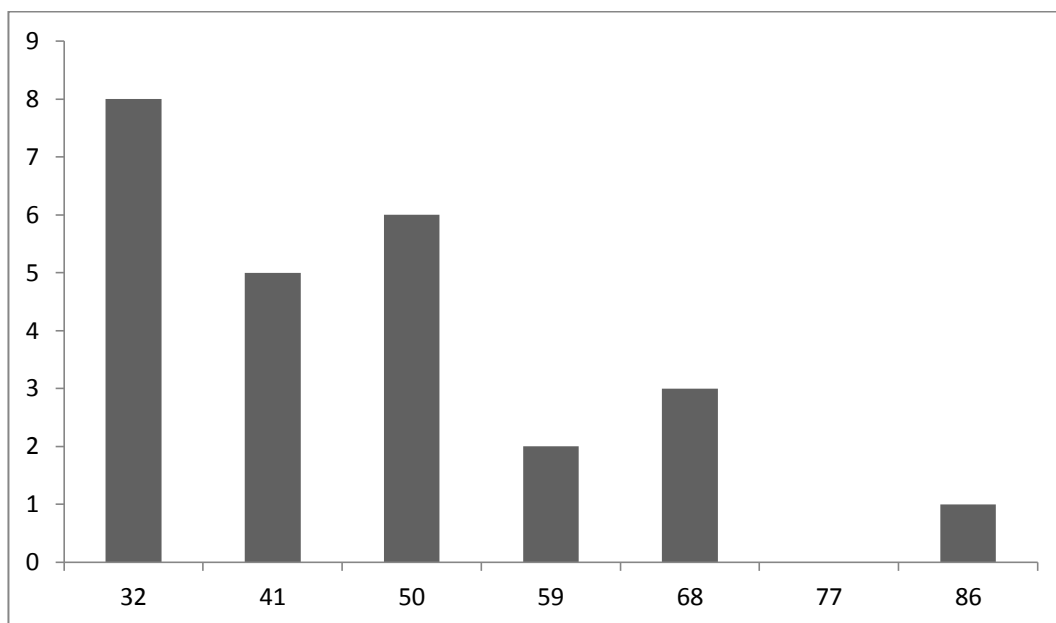


Figure IV.2 Pre-Test Histogram of Control Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 46.56, it means the students' reading recount text ability in pre-test control class is less.

2. The Description of Data after Using Number Head Together Strategy

a. The Post -Test Score of Experimental Class

The researcher took class XI¹ as Experimental class. The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment by keyword method. Look at the following table.

Table IV.5 The Score of Experimental Class in Post-Test

No	Description	Post-Test
1	Total Score	2076
2	The Highest Score	96
3	The Lowest Score	64
4	Mean	83.04
5	Median	84.00
6	Modus	80
7	Range	32
8	Interval	5
9	Standard Deviation	8.663
10	Variance	75.040

Based on the table IV.5, the total score was 2076, the highest score was 96, the lowest score was 64, mean was 83.04, median was 84.00, mode was 40, range was 32, interval was 5, standard deviation was 8.663, and the variance was 75.040. then the calculation of the frequency distribution of the students' score is described in the table as follow.

Table IV.6 Frequency Distribution of Experimental Class In Post-Test

No	Interval Class	Frequency	Mid-Points	Percentages
1	64 – 68	1	66	4%
2	69 – 73	3	71	12%
3	74 – 78	3	76	12%
4	79 – 83	5	81	20%
5	84 – 88	6	86	24%
6	89 – 93	4	91	16%
7	94 – 98	3	96	12%
	<i>I = 5</i>	25		100%

From the table IV.6, the students' score in class interval between 64-68 was 1 students (4%), class interval between 69-73 was 3 students (12%), class interval between 74-78 was 3 students (12%), class interval between 79-83 was 5 students (20%), class interval between 84-88 was 6 students

(24%), class interval between 89-93 was 4 students (16%), and class interval between 94-98 was 3 students (12%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

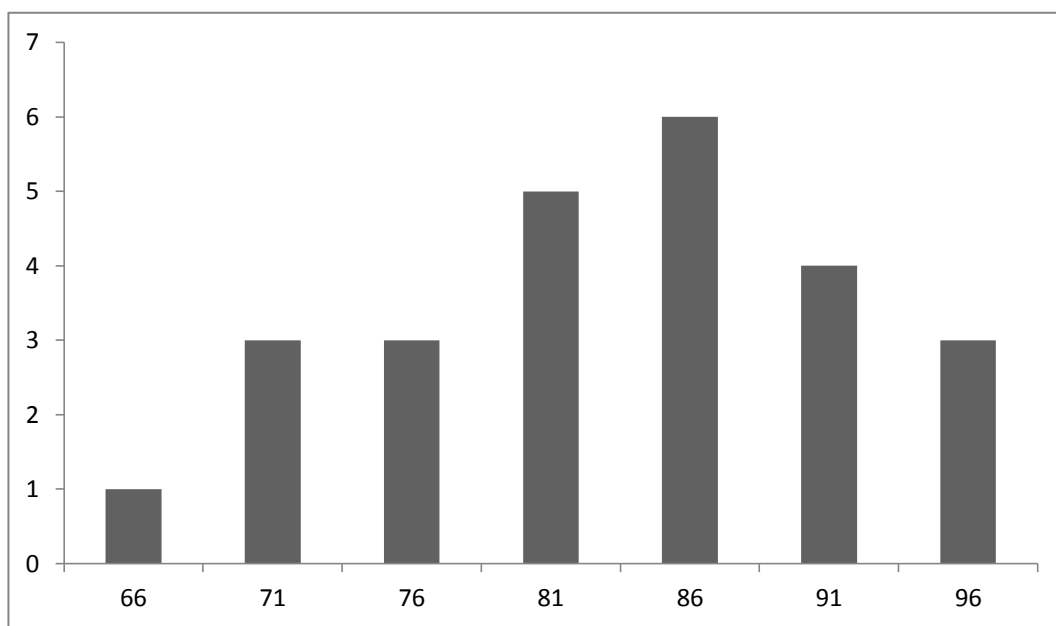


Figure IV.3 Post-Test Histogram of Experimental Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 83.04 it means the students' reading recount text ability in post-test experimental class is very good.

b. The Post-Test Score of Control Class

In post-test on control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of Post-Test control class could be seen in the following table.

Table IV.7 The Score of Control Class in Post Test

No	Description	Post-Test
1	Total Score	1764
2	The Highest Score	96
3	The Lowest Score	52
4	Mean	70.56
5	Median	72.00
6	Modus	60 & 64
7	Range	44
8	Interval	7
9	Standard Deviation	11.598
10	Variance	134.507

Based on the table IV.7, the total score was 1764, the highest score was 96, the lowest score was 52, mean was 70.56, median was 72.00, mode was 40, range was 44, interval was 7, standard deviation was 11.598, and the variance was 134.507. Then the calculation of the frequency distribution of the students' score is described in the table as follow.

Table IV.8 Frequency Distribution of Control Class in Post-Test

No	Interval Class	Frequency	Mid-Points	Percentages
1	52 – 58	2	55	8%
2	59 – 65	10	62	40%
3	66 – 72	4	69	16%
4	73 – 79	2	76	8%
5	80 – 86	4	83	16%
6	87 – 93	1	90	4%
7	94 – 100	2	97	8%
	<i>I = 7</i>	25		100%

From the table IV.8, the students' score in class interval between 52-58 was 2 students (8%), class interval between 59-65 was 10 students (40%), class interval between 66-72 was 4 students (16%), class interval between 73-79 was 2 students (8%), class interval between 80-86 was 4 students

(16%), class interval between 87-93 was 1 student (4%), and class interval between 94-100 was 2 students (8%).

From the table above, it can be seen that reading in this class has increased, where the lowest score is 52 and the highest score is 96. In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure :

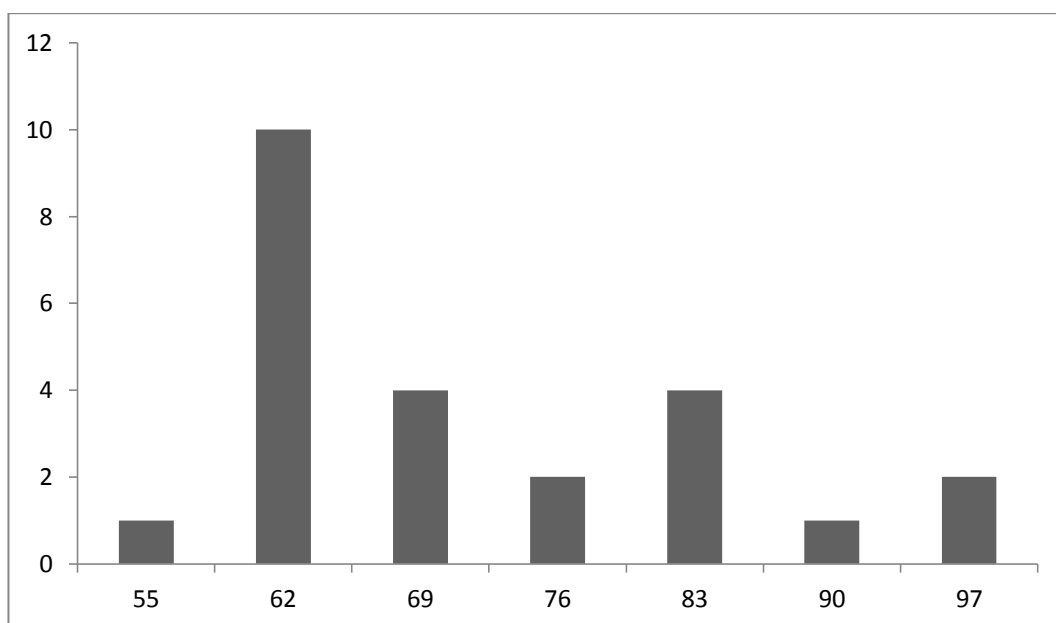


Figure IV.4 Post-Test Histogram of Class

The score for pre-test at post-test class can be seen from the mean score, the mean score was 70.56 it means the students' reading recount text ability in post-test control class is good.

3. The Description of Comparison the Score of Pre-Test and Post-Test

a. The Comparison of Score Pre-Test and Post-Test in Experimental Class

After getting the score of Pre-Test and Post-Test in experimental class, the researcher made the comparison of score in form of table. The

comparison of score Pre-Test and Post-Test in experimental class can be seen in the table below.

Table IV.9 The Comparison of Score Pre-Test and Post-Test in Experimental Class

Description	Pre-test	Post-Test
Total Score	1132	2076
The Highest Score	80	96
The Lowest Score	32	64
Mean	47.20	83.04

Based on the table, the researcher found the different between Pre-Test and Post-Test in experimental class, the most of students got the lowest score in Pre-Test, the score was 32, and in Post-Test was 64. The highest score in Pre-Test was 80 and in Post-Test was 96. Mean for Pre Test 47.20 and Post Test 83.04 experienced an increase of 75.93%. It can be concluded the score of students' Reading Recount Text was higher in the Pre-Test than the Post-Test.

b. The Comparison of Score Pre-Test and Post in Control Class

After getting the score of Pre-Test and Post-Test in Control class, the researcher made the comparison of score in form of table. The comparison of score Pre-Test and Post-Test in Control class can be seen in the table below.

Table IV.10 The Comparison of Score Pre-Test and Post-Test in Control Class

Description	Pre-Test	Post-Test
Total Score	1164	1764
The Highest Score	84	96
The Lowest Score	24	52
Mean	46.56	70.56

Based on the table, the researcher found the different between Pre-Test and Post-Test in Control class, the most of students got the lowest score in Pre-Test, the score was 24, and in Post-Test was 52. The highest score in Pre-Test was 84, and in Post-Test was 96. Mean for Pre Testr 46.56 and Post Test 70.56 experienced an increase of 51.53%. It can be concluded the score of students' Reading Recount Text was higher in the Post-Test than the Pre-Test.

B. The Requirement and Hypothesis Test

1. Requirement Test

a. Normality Test

After getting the score of Pre-Test and Post-Test in Experimental class and control class, the researcher calculated the normality test. The normality test in this researcher used *Shapiro-Wilk*. The data were calculated using SPSS v.26. The result of normality data can be seen in the table below.

Table IV.11 Table of Normality

N0	Class	Statistic	df	Sig.
1	Pre-Test Experimental	.953	25	.013
2	Post-Test Experimental	.931	25	.298
3	Pre-Test Control	.893	25	.077
4	Post-Test Control	.928	25	.089

In this research, the researcher used *Shapiro wilk* that the test is used for small samples (less than 100). If the p-value is grater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances >0.05.

b. Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS v.26. The result in calculating the data can be seen in the table below.

Table IV.12 Homogeneity Test of Variance

Result	Levene Statistic	df1	df2	.Sig
Based on Mean	2.574	3	96	.058
Based on Median	2.082	3	96	.108
Based on Median and with adjusted df	2.082	3	80.296	.109
Based on trimmed Mean	2.445	3	96	.069

From the table 4.12, based on mean of Post-Test Experimental class and Post-Test control class, sig is .058, where $.058 > 0.05$. It means that the variance are homogeneous.

2. Hypothesis Test

Based on the result of data analysis requirement test, it can be seen that both classes are normality distributed and have homogeneous variants. Therefore, to test the hypothesis can be done by using independents sample t-test, to calculate the hypothesis statistically. The researcher presented the data in the table below.

Table IV.13 Independent Samples Test

		F	Sig	t	df
Students Learning Outcomes	Equal Variances Assumed	2.308	.135	4.311	48
	Equal Variances Not Assumed			4.311	44.422

Based on the data above, to see whether a research is successful or not, it can be seen that the t_{count} and t_{table} , if $t_{\text{count}} > t_{\text{table}}$, H_a is accepted and H_o is rejected. If $t_{\text{count}} < t_{\text{table}}$, H_a is rejected and H_o is accepted. For the hypothesis of this research can be seen from the table above, where t_{count} was 4.311 and t_{table} 1.677. it means ($4.311 > 1.677$) so the hypothesis is accepted. At alpha significance of 0.05 the margin of error in the t table is 1.677. So there is significant effect using of Number Head Together Strategy on students' reading recount text ability at grade XI MAN TAPSEL.

C. Discussion

This research was conducted to find out effect of Number Head Together on Reading Recount Text. This study the researcher chose a data collection technique by administering tests (pre-test and post-test) to students. The vocabulary mastery test consisted of 50 questions, 25 for the pre-test and 25 for the post-test. The multiple-choice questions were A, B, C, and D. This test was used to measure students' reading.

Next, the researcher administered the test to obtain information about the reading of students in the experimental and control classes. After collecting all the data, the researcher analyzed the reading test results by comparing them to determine whether the effect of Number Heads Together was significant. The researcher selected 50 students from grade XI of MAN TAPSEL.

The first study, conducted by Maman and Rajab, found that implementing the NHT model significantly improved students' reading comprehension competence, particularly in identifying main ideas, distinguishing facts from

opinions, and finding key information in a text. Their research also showed that students' learning activities improved in terms of participation, cooperation, creativity, responsibility, and learning attitudes. The similarity between their study and the present research lies in the use of the NHT model to enhance reading comprehension, while the difference is that Maman and Rajab focused on the Indonesian language context, whereas the current research examines English reading ability in *recount texts*. Their study mainly focused on improving students' comprehension and participation during the learning process.

The second study, conducted by Simarmata and Siregar, revealed that the application of the NHT model had a significant effect on students' achievement in reading *descriptive texts*. Their findings also indicated that students' attitudes and skills improved across several meetings when NHT was applied. The similarity with the present study lies in the use of NHT in teaching English reading comprehension; however, the difference is in the type of text studied. Simarmata and Siregar focused on *descriptive text*, while the present research focuses on *recount text*. Their main focus was on improving students' learning achievement and attitudes, while the current study focuses on measuring the significant effect of NHT on students' ability to comprehend *recount texts*.

Furthermore, Selong's study emphasized the role of NHT in increasing student participation and literal comprehension in reading classes. The results showed that NHT made students more active, helped them comprehend the text more effectively, and enabled them to draw inferences and conclusions from the readings. Additionally, the use of NHT positively changed students' attitudes and

engagement in learning. The similarity with the current research lies in improving students' activeness and comprehension skills. However, the difference is that Selong's research focused more on behavioral and attitudinal changes rather than statistical measurement of learning achievement. Thus, Selong's research highlights the affective and social impacts of using NHT in reading comprehension activities.

The next study, conducted by Ulandari, was a classroom action research project at SMPN 4 Kuta Utara. The study showed that implementing NHT significantly improved students' reading comprehension ability, with the mean score increasing from 59.37 in the pre-cycle to 82.81 in the second cycle. Moreover, 94% of students reported that learning through NHT was more enjoyable and helped them better understand reading materials. The similarity with the current research is found in the effort to enhance reading comprehension through NHT. However, the difference lies in the subjects and research design: Ulandari's study was conducted at the junior high school level using an action research approach, while the present study involves senior high school students (MAN TAPSEL) using a quantitative experimental design with *pre-test* and *post-test*. Her research mainly focused on the effectiveness of the NHT learning cycle in improving academic performance and learning motivation.

The fifth study by Saptono revealed that the use of the NHT model not only improved students' learning outcomes but also enhanced their motivation, engagement, and communication skills. The findings indicated that the cooperative structure of NHT encouraged equal participation among group

members, promoted active communication, and deepened students' understanding of the learning material. The similarity with the present study lies in examining the effect of NHT on student learning outcomes, but the difference is that Saptono's study focused on general academic performance and motivation rather than specific reading skills. His study mainly centered on improving students' motivation, cooperation, and active engagement in collaborative learning.

Meanwhile, the findings of the current study conducted at MAN TAPSEL demonstrate that the implementation of the *Numbered Heads Together* model has a significant effect on students' reading ability in *recount texts*. The pre-test results show a mean score of 47.20, categorized as low, whereas after applying the NHT model, the post-test mean score increased to 83.04, which falls into the very good category. The result of the *t-test* indicates that the *tcount* (4.311) is greater than the *ttable* (1.677), confirming that NHT has a statistically significant impact on improving students' reading comprehension of *recount texts*.

Overall, all previous studies and the current research share a common conclusion that the *Numbered Heads Together* model is effective in enhancing students' participation, motivation, and academic achievement, particularly in reading activities. However, each study differs in its focus, educational level, type of text, and research design. This research extends previous findings by providing empirical evidence that NHT not only improves general learning outcomes but also has a significant impact on enhancing students' ability to comprehend *recount texts* at the senior high school level. Therefore, this study strengthens the notion that NHT is one of the most effective cooperative learning strategies for

improving students' reading comprehension and engagement in English language learning.

D. Threats of the Research

There were some aspect that could threat for this research as follow:

1. When responding to the pre- and post-tests, the students lacked seriousness. A few of them continued to be dishonest. Because they didn't complete the test on their own, the result was a tainted answer. The students needed more time for working pre-test and post-test.
2. Because the students were noisy and annoyed with each other, they were not focused when answering the test.
3. Some of them were not interested in learning English and give the impact to their answer.
4. The students were too enthusiastic in doing the game. It made the students not followed the rule of the treatment, the students feel confused to understand the rules that teacher was explained.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusion

Based on the result of the research, the conclusions of this research are:

1. The Reading Recount Text of the grade XI students' MAN TAPSEL before using Number Head Together was low. It can be seen from the students mean score of pre-test was 47.20 in experimental class which means it is included in low category.
2. The Reading Recount Text of the grade XI students MAN TAPSEL after using Number Head Together had higher score. It can be seen from the students' score of post-test, the highest score of Post-Test by using Number Head Together in experimental class is 96 and the lowest score is 64 and the mean score rised became 83.04 which means it is included in the high category.
3. The researcher found that the result of T- test where t_{count} was higher than t_{table} ($4.311 > 1.677$) it means that H_a was accepted and H_o was rejected. The result of the research showed that Number Head Together give good effect to students' Reading Recount Text. In other word, there was significant effect of Number Head Together Strategy on students' Reading Recount Text at grade XI MAN TAPSEL.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using English Number Head Together in teaching, because this method can achieve the students reading.
2. The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.
3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply.

C. Implication

It is expected that the teachers highly recommended to utilize Number Head Together on the teaching of reading ability. Students are motivated and enjoyed in learning process when they are taught using Number Head Together. Therefore, it implies that the use of Number head Together can improve students' motivation in following the learning process in classroom.

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APPENDIX 1

Experimental Class

MODUL AJAR RECOUNT TEXT Oleh : Silviana Devi

Sekolah : MAN TAPSEL
Kelas/Semester : XI/2
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Recount Text
Alokasi Waktu : 2 x Pertemuan (1 x 40 Menit)

A. Tujuan Pembelajaran:

1. Siswa dapat memahami pengertian dan tujuan dari teks recount.
2. Siswa dapat mengenali dan mengidentifikasi struktur teks recount (Orientation, Event, Reorientation).
3. Siswa dapat membaca teks recount berdasarkan pengalaman pribadi dengan menggunakan struktur yang benar.
4. Siswa dapat bekerja sama dalam kelompok untuk mendiskusikan teks recount.

B. Indikator Pembelajaran:

1. Siswa dapat menjelaskan pengertian dan tujuan teks recount.
2. Siswa dapat mengidentifikasi bagian-bagian dari teks recount.
3. Siswa dapat membaca recount text dengan struktur yang benar.
4. Siswa dapat bekerja sama dengan teman sekelompok dalam mendiskusikan teks recount.
5. Siswa dapat menjawab pertanyaan yang diajukan oleh guru berdasarkan hasil diskusi kelompok.

C. Media Pembelajaran:

1. Teks recount (contoh cerita tentang pengalaman liburan atau kejadian sehari-hari).
2. Papan tulis dan spidol untuk mencatat hasil diskusi.
3. Kartu nomor untuk penerapan teknik Numbered Head Together (NHT).
4. Laptop/Proyektor (opsional) untuk menampilkan teks recount atau gambar terkait.

D. Metode Pembelajaran:

1. Numbered Head Together (NHT): Metode ini melibatkan kerja sama kelompok di mana setiap siswa diberi nomor dan bertanggung jawab untuk memberikan jawaban berdasarkan diskusi kelompok.
2. Diskusi Kelompok: Siswa berdiskusi dalam kelompok kecil untuk memahami dan menganalisis teks recount.
3. Tanya jawab aktif: Siswa menjawab pertanyaan yang diajukan guru berdasarkan hasil diskusi kelompok.

E. Materi Pembelajaran:

1. Pengertian Teks Recount: Teks recount adalah teks yang menceritakan kembali pengalaman atau kejadian yang sudah terjadi di masa lalu.
2. Struktur Teks Recount:
 - 1) Orientation: Pengenalan siapa, kapan, dan di mana kejadian terjadi.
 - 2) Event: Urutan kejadian atau peristiwa yang terjadi.
 - 3) Reorientation: Penutupan atau refleksi mengenai kejadian tersebut.
3. Contoh Teks Recount: Cerita liburan, pengalaman pribadi, atau cerita sejarah yang diceritakan kembali.

F. Kegiatan Pembelajaran

[illegible]

Aktivitas Guru	Prosedur	Aktivitas siswa
<p>anggota setiap kelompok.</p> <p>10. Guru mengajukan pertanyaan kepada siswa berdasarkan teks di kelas membaca.</p> <p>11. Guru memberikan waktu kepada siswa untuk memikirkan materi Recount Text</p> <p>12. Guru memanggil sejumlah anggota dalam satu kelompok</p> <p>13. Guru meminta siswa lain untuk memberikan jawaban dan argumennya</p> <p>14. Guru menjelaskan tentang materi dan memberikan jawaban serta menyimpulkan pembelajaran</p>	<p>Number Head Together</p> <p>Group presentation</p>	<p>langsung dengan jawaban pertanyaan Siswa melakukan apa yang diperintahkan guru</p> <p>12. Siswa yang mempunyai nomor tersebut mengangkat tangannya dan memberikan jawaban kepada seluruh kelas. Siswa membandingkan dan mendiskusikan hasil pekerjaannya</p> <p>13. Siswa menjawab dari hasil kerja kelompok dan memberikan argumen yang dipresentasikan di depan kelas</p> <p>14. Siswa mendengarkan guru dan memeriksa jawaban yang diberikan guru</p>
<p>Post Teaching</p> <p>1. Guru memberikan apresiasi kepada siswanya</p>		<p>Post Teaching</p> <p>1. Siswa menerima apresiasi dari guru</p>

G. Penilaian Pembelajaran:

1. Penilaian Proses:

- a. Keterlibatan siswa dalam diskusi kelompok.
- b. Kemampuan siswa dalam mengidentifikasi bagian-bagian teks recount (Orientation, Event, Reorientation).
- c. Partisipasi aktif dalam teknik Numbered Head Together.

2. Penilaian Hasil:

- a. Penulisan teks recount siswa.
- b. Kesesuaian teks yang ditulis dengan struktur recount (Orientation, Event, Reorientation).
- c. Kualitas konten (keterkaitan cerita dengan pengalaman pribadi dan penggunaan bahasa yang tepat).

Sipange Julu, 10 Mei 2025

Peneliti



Silviana Devi
NIM. 2120300043

Mengetahui
Guru Mata Pelajaran



Mukhtara Akhir Rangkuti, S.Pd
NIP. 19880606 202321 1 036

APPENDIX 2
Control Class

MODUL AJAR
RECOUNT TEXT

Sekolah : MAN TAPSEL
Kelas/Semester : XI/2
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Recount Text
Alokasi Waktu : 2 x Pertemuan (1 x 40Menit)

A. Tujuan Pembelajaran:

1. Siswa dapat memahami pengertian dan tujuan dari teks recount.
2. Siswa dapat mengenali dan mengidentifikasi struktur teks recount (Orientation, Event, Reorientation).
3. Siswa dapat membaca teks recount berdasarkan pengalaman pribadi dengan menggunakan struktur yang benar.
4. Siswa dapat bekerja sama dalam kelompok untuk mendiskusikan teks recount.

B. Indikator Pembelajaran:

1. Siswa dapat menjelaskan pengertian dan tujuan teks recount.
2. Siswa dapat mengidentifikasi bagian-bagian dari teks recount.
3. Siswa dapat membaca recount text dengan struktur yang benar.
4. Siswa dapat mengerjakan tugas individu dengan tepat sesuai dengan instruksi yang diberikan

C. Media Pembelajaran:

1. Teks recount (contoh cerita pengalaman atau liburan).
2. Papan tulis dan spidol untuk menjelaskan materi.
3. Lembar tugas untuk menulis teks recount.

D. Metode Pembelajaran:

1. Ceramah: Guru memberikan penjelasan tentang teks recount dan strukturnya.
2. Diskusi Kelas: Diskusi terbuka mengenai contoh teks recount yang dibacakan.
3. Tugas Individu: Siswa menulis teks recount berdasarkan pengalaman pribadi mereka.

E. Materi Pembelajaran:

1. Pengertian Teks Recount: Teks recount adalah teks yang menceritakan kembali pengalaman atau kejadian yang sudah terjadi di masa lalu.
2. Struktur Teks Recount:
 - a. Orientation: Pengenalan siapa, kapan, dan di mana kejadian terjadi.
 - b. Event: Urutan kejadian atau peristiwa yang terjadi.
 - c. Reorientation: Penutupan atau refleksi mengenai kejadian tersebut.
3. Contoh Teks Recount: Cerita liburan, pengalaman pribadi, atau cerita sejarah yang diceritakan kembali.

F. Kegiatan Pembelajaran

Aktivitas Guru	Aktivitas siswa
Pre Teaching <ol style="list-style-type: none">1. Guru mengucapkan salam2. Guru menyuruh berdoa bersama3. Guru memeriksa kehadiran	Pre Teaching <ol style="list-style-type: none">1. Siswa menjawab salam2. Siswa berdoa bersama3. Siswa mendengarkan namanya
While Teaching <ol style="list-style-type: none">1. Guru menjelaskan tentang teks recount secara rinci (Orientation, events, dan re-orientation)2. Guru memberikan contoh text recount kepada siswa3. Guru menyuruh siswa mengerjakan tugas yang telah diberikan4. Guru menyuruh siswa mempersentasikan hasil tugasnya5. Guru mengkoreksi hasil jawaban siswa6. Guru menjawab seputar materi yang tidak dipahami siswa	While teaching <ol style="list-style-type: none">4. Siswa mendengarkan penjelasan guru5. Siswa menerima contoh recount text yang diberikan guru6. Siswa mengerjakan tugas secara individu yang diberikan guru7. Siswa maju mempersentasikan hasil tugasnya15. Siswa memperbaiki hasil tugasnya16. Siswa bertanya seputar materi yang tidak dimengerti
Post Teaching <ol style="list-style-type: none">1. Guru memberikan apresiasi kepada siswanya	Post Teaching <ol style="list-style-type: none">1. Siswa menerima apresiasi dari guru

G. Penilaian Pembelajaran:

1. Penilaian Proses:

- a. Keterlibatan siswa dalam diskusi kelompok.
- b. Kemampuan siswa dalam mengidentifikasi bagian-bagian teks recount (Orientation, Event, Reorientation).

2. Penilaian Hasil:

- a. Penulisan teks recount siswa.
- b. Kesesuaian teks yang ditulis dengan struktur recount (Orientation, Event, Reorientation).
- c. Kualitas konten (keterkaitan cerita dengan pengalaman pribadi dan penggunaan bahasa yang tepat).

Sipange Julu, 10 Mei 2025

Mengetahui
Guru Mata Pelajaran



Mukhtarul Akhir Rangkuti, S.Pd
NIP. 19880606 202321 1 036

Peneliti

Silviana Devi
NIM. 2120300043

APPENDIX 3

Instrument for Pre – Test Not Valid

Name :

Class :

Read the text below and answer question from 1-17

My Unforgettable Holiday

Last summer, I had an unforgettable holiday in Bali with my family. It was my first time visiting the beautiful island, and I was excited about the adventure. We arrived in Bali on a sunny morning, and our first destination was Kuta Beach.

At Kuta Beach, the scenery was breathtaking. The blue waves crashed gently against the shore, and the beach was filled with both tourists and locals enjoying the sunshine. My siblings and I built sandcastles while my parents relaxed under a beach umbrella. We also tried surfing for the first time, and although it was challenging, it was a lot of fun.

The next day, we visited Ubud. The atmosphere there was completely different from Kuta. Ubud was serene and surrounded by lush greenery. We explored the famous Monkey Forest, where we saw playful monkeys jumping from tree to tree. After that, we visited the Ubud Art Market and bought some traditional souvenirs, like wooden carvings and handwoven bags.

On our last day, we went to Tanah Lot Temple to watch the sunset. The view was mesmerizing. The temple, sitting on a rock formation in the middle of the sea, looked majestic as the sun set behind it. We took many photos and enjoyed the cool breeze.

Although our trip was short, it was truly memorable. Bali's natural beauty and cultural richness left a deep impression on me, and I hope to visit the island again someday.

1. What is the main purpose of the orientation in the text?
 - a. To describe the writer's feelings about Bali
 - b. To introduce the setting and participants of the story
 - c. To explain why the writer visited Bali
 - d. To list the writer's favorite places in Bali

2. Which paragraph serves as the orientation in the text?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
3. What activities did the writer mention in the events section?
 - a. Watching a sunset and taking photos
 - b. Surfing, exploring a market, and visiting a temple
 - c. Relaxing at the hotel and swimming in the pool
 - d. Trying Balinese food and visiting a museum
4. What is the main idea of the re-orientation?
 - a. The writer hopes to visit Bali again someday
 - b. The writer enjoyed the traditional souvenirs
 - c. The writer's favorite place was Kuta Beach
 - d. The writer describes the Monkey Forest
5. Why can the last paragraph be categorized as a re-orientation?
 - a. It introduces new information about the trip
 - b. It reflects on the overall experience of the trip
 - c. It gives a detailed explanation of the writer's activities
 - d. It describes the writer's next holiday plan
6. What tense is predominantly used in the text?
 - a. Present tense
 - b. Past tense
 - c. Future tense
 - d. Present perfect tense
7. Which of the following sentences from the text contains an action verb?
 - a. "Last summer, I had an unforgettable holiday in Bali."
 - b. "The view was mesmerizing."
 - c. "We explored the famous Monkey Forest."
 - d. "Bali's natural beauty left a deep impression on me."
8. What conjunction is used to show a sequence of events in the text?
 - a. Because
 - b. Although
 - c. Then
 - d. Before
9. Which sentence uses an adverb of time?
 - a. "We arrived in Bali on a sunny morning."
 - b. "The atmosphere there was completely different from Kuta."
 - c. "The beach was filled with both tourists and locals."
 - d. "The temple looked majestic as the sun set behind it."
10. Which of the following words shows a specific participant in the text?
 - a. Holiday
 - b. Kuta Beach
 - c. Relaxed
 - d. Beautiful

11. What do both texts mainly tell about?
 - a. A trip to the library and park
 - b. A family celebration and a school competition
 - c. A visit to two different museums
 - d. A historical story and a science fiction tale
12. How are the two texts similar in terms of structure?
 - a. Both use dialogue as the main feature
 - b. Both are written in the present tense
 - c. Both follow the structure of orientation, events, and re-orientation
 - d. Both include factual report element
13. Why was the trip to Ubud different from the experience at Kuta Beach?
 - a. Ubud was crowded, while Kuta Beach was quiet.
 - b. Ubud offered cultural experiences, while Kuta Beach was more relaxing.
 - c. The writer felt bored in Ubud but enjoyed Kuta Beach.
 - d. Ubud had a lot of water activities, while Kuta Beach did not.
14. What was the writer's impression of the sunset at Tanah Lot Temple?
 - a. The temple looked ordinary during the sunset.
 - b. The view was boring and uninteresting.
 - c. The sunset was mesmerizing and unforgettable.
 - d. The writer was disappointed with the view.
15. What did the writer buy from the Ubud Art Market?
 - a. Surfboards and beach umbrellas
 - b. Wooden carvings and handwoven bags
 - c. Traditional Balinese food
 - d. Photographs of the Monkey Forest
16. Why did the writer feel the trip was unforgettable?
 - a. The trip was the writer's first time visiting Bali.
 - b. The writer disliked the activities but enjoyed the sunset.
 - c. The writer learned to swim in Bali.
 - d. The trip was long and boring.
17. What is the main idea of the second paragraph?
 - a. The writer's experience at Kuta Beach
 - b. The writer's visit to Ubud and Monkey Forest
 - c. The writer's impression of Tanah Lot Temple
 - d. The writer's feelings about Bali's culture

Read the text below for question 18-30

Recount Text: A Memorable School Trip

Last month, my school organized a trip to Borobudur Temple in Central Java. It was an exciting opportunity to learn about one of the most famous cultural heritages in Indonesia. Our group consisted of 50 students and 4 teachers, and we traveled by bus.

We departed early in the morning and arrived at the temple around noon. The first thing that caught my attention was the magnificent structure of the temple. It was massive, with intricate carvings on the stone walls. Our guide explained the history of Borobudur and its significance as a Buddhist site. We learned that it was built in the 9th century and has survived many natural disasters.

After the historical explanation, we climbed to the top of the temple. The view was breathtaking. From there, we could see the lush green fields and mountains surrounding the area. We spent some time taking photos and enjoying the fresh air. Some of my friends even made sketches of the carvings on the temple walls.

Before heading back, we visited a small museum near the temple. It displayed artifacts and dioramas that depicted the ancient way of life during the time Borobudur was constructed. I found it fascinating to see the tools and items used by people centuries ago.

The trip ended in the evening when we returned to school. Although we were tired, everyone agreed that it was an unforgettable experience. Visiting Borobudur Temple not only taught us about history but also made us appreciate our country's rich cultural heritage.

18. What is the purpose of the orientation in the text?
 - a. To introduce the topic and provide background information
 - b. To describe the temple's structure in detail
 - c. To list the writer's favorite moments
 - d. To explain why the trip was unforgettable
19. What can we conclude about the writers of both texts?
 - a. They both dislike museums
 - b. They both gained knowledge and had a good experience
 - c. They were forced to go on the trip
 - d. They forgot most of what they saw

20. Which paragraph serves as the orientation in the text?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 5
21. What activities are described in the events section of the text?
 - a. Watching a movie about Borobudur Temple
 - b. Traveling by bus and sleeping during the trip
 - c. Climbing the temple, taking photos, and visiting a museum
 - d. Eating lunch near the temple and shopping for souvenirs
22. Why can the last paragraph be categorized as the re-orientation?
 - a. It describes the history of Borobudur Temple in detail.
 - b. It concludes the story and reflects on the trip.
 - c. It explains the purpose of the museum visit.
 - d. It gives detailed information about the carvings.
23. In both texts, how did the writers feel at the end of their visit?
 - a. Confused and tired
 - b. Angry and regretful
 - c. Tired but happy
 - d. Bored and sleepy
24. What tense is mostly used in the text?
 - a. Present tense
 - b. Past tense
 - c. Future tense
 - d. Present perfect tense
25. Which sentence contains an action verb?
 - a. "The view was breathtaking."
 - b. "Our guide explained the history of Borobudur."
 - c. "The temple looked massive and majestic."
 - d. "It displayed artifacts and dioramas."
26. Which sentence uses an adverb of time?
 - a. "We departed early in the morning and arrived at the temple around noon."
 - b. "The carvings on the walls were intricate."
 - c. "The trip ended in the evening when we returned to school."
 - d. "Everyone agreed that it was an unforgettable experience."

27. Which of the following shows a difference between the two trips?
- a. One trip was for a school activity, the other was with family
 - b. Both trips took place in the same city
 - c. Both writers visited a zoo
 - d. Both writers focused only on technology
28. What was the main purpose of the trip?
- a. To relax and enjoy a holiday with friends
 - b. To learn about Borobudur Temple and its history
 - c. To take photos and make sketches
 - d. To explore the museum near the temple
29. Why did the writer find the museum interesting?
- a. It had ancient tools and dioramas that depicted life in the past.
 - b. It provided a place to rest after climbing the temple.
 - c. It was located close to Borobudur Temple.
 - d. It displayed photos of the temple.
30. How did the writer feel about the trip overall?
- a. The writer thought it was exhausting and boring.
 - b. The writer appreciated learning about cultural heritage.
 - c. The writer preferred visiting other tourist attractions.
 - d. The writer found the trip too short to enjoy.

APPENDIX 4

Instrument for Post-Test Not Valid

Name :

Class :

Read the text below and answer question from 1-17

My Experience Visiting the National Museum

Last month, my classmates and I went on a school trip to the National Museum in Jakarta. It was a very exciting and educational experience because I learned many new things about Indonesia's history and culture.

The trip began early in the morning. Our teacher, Mr. Rahmat, gathered us at school and divided us into groups. We left at 7 AM and arrived at the museum by 9 AM. It was my first time visiting the museum, so I felt very curious.

The first thing we did was listen to a brief explanation about the history of the museum from our guide. He explained that the National Museum is also known as the "Elephant Museum" because of the bronze elephant statue in front of the building.

Then, we explored the museum. I saw many historical artifacts, such as ancient statues, traditional weapons, and cultural items from different regions of Indonesia. My favorite part was the exhibition of ancient manuscripts. It was amazing to see how people wrote documents hundreds of years ago.

After lunch, we watched a short documentary about the history of Indonesia during colonial times. The documentary was very interesting, and I learned a lot about the struggles of our ancestors for independence.

At 3 PM, we returned to the bus and headed back to school. I was tired but happy because I had gained so much knowledge. Visiting the National Museum was a memorable experience, and I hope to visit it again someday.

1. Which paragraph is the orientation of the text?
 - a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The last paragraph

2. What is the purpose of the orientation in a recount text?
 - a. To explain the main events
 - b. To provide a conclusion to the story
 - c. To introduce the participants and setting
 - d. To give the writer's opinion
3. Which part of the text describes the sequence of events?
 - a. The first paragraph
 - b. The middle paragraphs
 - c. The last paragraph
 - d. The title of the text
4. What does the "Re-orientation" in the text tell us?
 - a. It introduces the writer's family
 - b. It describes the final part of the trip
 - c. It explains how the museum was built
 - d. It gives a detailed description of the artifacts
5. Where does the "Re-orientation" begin in the text?
 - a. "The trip began early in the morning..."
 - b. "The first thing we did was listen to a brief explanation..."
 - c. "After lunch, we watched a short documentary..."
 - d. "At 3 PM, we returned to the bus and headed back to school..."
6. What tense is mainly used in the recount text?
 - a. Present tense
 - b. Past tense
 - c. Future tense
 - d. Present continuous tense
7. Which sentence uses a time connector?
 - a. "I saw many historical artifacts."
 - b. "After lunch, we watched a short documentary."
 - c. "It was amazing to see ancient manuscripts."
 - d. "Visiting the museum was a memorable experience."
8. What is the meaning of the word "artifacts" in the text?
 - a. Historical buildings
 - b. Written documents
 - c. Objects made by humans in the past
 - d. Traditional weapons
9. Which sentence contains an action verb?
 - a. "The documentary was very interesting."
 - b. "My classmates and I went on a school trip."
 - c. "It was my first time visiting the museum."
 - d. "The museum is also known as the Elephant Museum."

10. What is the function of the sentence “We left at 7 AM and arrived at the museum by 9 AM”?
 - a. To describe the participants
 - b. To show a sequence of events
 - c. To explain the purpose of the trip
 - d. To introduce the guide
11. What lesson can we learn from the writer’s visit to the National Museum?
 - a. Museums are boring places
 - b. History is not important
 - c. Visiting museums can increase knowledge
 - d. Students prefer to stay at school
12. What shows that the writer was impressed by the museum exhibits?
 - a. He arrived late
 - b. He wrote a letter
 - c. He described the exhibits in detail
 - d. He was confused about the artifacts
13. Why is the National Museum also called the “Elephant Museum”?
 - a. Because of the large number of elephants inside
 - b. Because it has a bronze elephant statue
 - c. Because it exhibits elephant artifacts
 - d. Because it is located near an elephant park
14. What did the writer see during the museum visit?
 - a. Historical artifacts and ancient manuscripts
 - b. Paintings from famous artists
 - c. A live performance of traditional dance
 - d. Collections of modern sculptures
15. What did the writer find most interesting in the museum?
 - a. Traditional weapons
 - b. Ancient manuscripts
 - c. The documentary about colonial times
 - d. The bronze elephant statue
16. How did the writer feel at the end of the trip?
 - a. Tired and disappointed
 - b. Bored but relieved
 - c. Tired but happy
 - d. Excited but confused

17. What is the main idea of the text?
- a. The history of the National Museum
 - b. The writer's memorable trip to the museum
 - c. The importance of school trips
 - d. The exhibition of ancient artifacts

Read the text below for question 18-30

A Day at the Science Museum

Last Saturday, my family and I visited the Science Museum in the city. It was a special day because my younger brother, Ryan, loves science and had been asking to visit the museum for weeks.

We started our journey early in the morning. My father drove us to the museum, and we arrived at 9 AM. The weather was bright and sunny, which made the trip even more enjoyable.

As soon as we entered the museum, we were greeted by a large robotic dinosaur. Ryan was thrilled and immediately ran to take pictures. We then moved to the "Space Exploration" section, where we saw models of rockets and learned about astronauts' lives in space.

In the "Physics and Technology" section, we saw interactive exhibits about electricity, magnetism, and how machines work. My favorite part was the virtual reality area, where I could "walk" on the moon using VR goggles. It felt so real!

After a short break for lunch, we visited the "Human Body" section, where we learned about organs, bones, and the circulatory system. Ryan was fascinated by the life-size model of a beating heart.

By the time we left the museum at 4 PM, we were all tired but happy. Ryan couldn't stop talking about the exhibits he had seen. It was an unforgettable day, and I hope to visit the museum again to explore other exhibits we missed.

18. Which part of the text introduces the participants and the setting of the trip?
- a. Orientation
 - b. Events
 - c. Re-orientation
 - d. Conclusion

19. What does the phrase 'We were all tired but happy' suggest?
 - a. The family did not enjoy the trip
 - b. The trip was long and boring
 - c. The trip was exhausting yet enjoyable
 - d. The museum was too crowded
20. What is the purpose of the orientation in the text?
 - a. To describe what happened during the trip
 - b. To explain the main events in detail
 - c. To introduce the participants and setting
 - d. To summarize the writer's experience
21. What is described in the "Events" section of the text?
 - a. The conclusion of the trip
 - b. The sequence of activities during the visit
 - c. The introduction to the Science Museum
 - d. The writer's feelings about the trip
22. Which sentence shows the "Re-orientation" in the text?
 - a. "By the time we left the museum at 4 PM, we were all tired but happy."
 - b. "As soon as we entered the museum, we were greeted by a large robotic dinosaur."
 - c. "We started our journey early in the morning."
 - d. "My favorite part was the virtual reality area."
23. What is the main purpose of the text about the Science Museum?
 - a. To inform about museum policies
 - b. To describe an enjoyable family experience
 - c. To advertise the museum
 - d. To compare different museums
24. What tense is predominantly used in the text?
 - a. Present tense
 - b. Past tense
 - c. Future tense
 - d. Present continuous tense
25. Which sentence uses a time connector?
 - a. "Ryan was thrilled and immediately ran to take pictures."
 - b. "After a short break for lunch, we visited the 'Human Body' section."
 - c. "Ryan couldn't stop talking about the exhibits he had seen."
 - d. "My father drove us to the museum."
26. What is the meaning of the word "fascinated" in the sentence: 'Ryan was fascinated by the life-size model of a beating heart'?
 - a. Surprised
 - b. Extremely interested
 - c. Uncomfortable
 - d. Disappointed

27. What shows Ryan's enthusiasm about the trip?
 - a. He asked to go home early
 - b. He didn't speak during the trip
 - c. He kept talking about the exhibits
 - d. He slept most of the time
28. Why did the family visit the Science Museum?
 - a. Because Ryan was curious about science
 - b. Because it was a school assignment
 - c. Because the weather was sunny
 - d. Because they wanted to visit a robotic dinosaur
29. What was the writer's favorite part of the visit?
 - a. The robotic dinosaur
 - b. The "Space Exploration" section
 - c. The virtual reality area
 - d. The "Human Body" section
30. What can we infer about Ryan's personality from the text?
 - a. He loves adventure stories
 - b. He is passionate about science
 - c. He enjoys outdoor activities
 - d. He dislikes technology

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0	0	1	1	1	1	1	1	1	1
1	0	0	0	1	1	0	1	0	0
0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396	0,396
0,34599	0,29175	0,45927	0,49448	0,74332	0,62252	0,43194	0,66925	0,14089	0,4556
Tidak Valid	Tidak Valid	Valid	Valid	Valid	Valid	valid	Valid	Tidak Valid	Valid

No Butir									
21	22	23	24	25	26	27	28	29	30
0	1	1	0	1	1	0	1	1	0
1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1	1
0	0	0	0	1	0	0	0	1	0
0	1	1	1	1	1	1	1	1	1
1	0	0	1	1	0	0	0	1	0
1	1	1	0	1	1	1	0	1	1
1	1	1	1	1	1	0	1	1	0
1	1	0	1	1	1	1	0	1	1
1	0	1	0	1	0	0	1	1	0
0	1	1	1	1	1	1	1	0	1
0	0	0	1	0	0	0	0	1	0
1	1	0	1	1	1	0	1	1	0
1	1	1	1	1	1	0	1	1	0
0	1	1	0	1	1	0	0	0	0
0	0	0	0	0	0	0	1	1	0
0	0	0	0	0	0	0	1	0	0
1	1	1	1	1	1	0	0	1	0
1	1	1	1	1	1	0	1	1	0
0	0	1	0	0	0	0	1	1	0
0	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	0	0	0	0
1	1	0	1	1	1	0	1	1	1
1	1	0	1	1	1	1	1	1	1
0	1	0	0	1	1	1	0	1	0
0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396	0.396
0,48239	0,66925	0,35105	0,57665	0,44121	0,66925	0,46432	0,4556	0,26688	0,62167
Valid	Valid	Tidak Va	Valid	Valid	Valid	Valid	Valid	Tidak Va	Valid

APPENDIX 6

VALIDATION INSTRUMENT TEST

NO	R_{tabel}	R_{Hitung}	Keterangan
1.	0.396	0.556	Valid
2.	0.396	0.743	Valid
3.	0.396	0.444	Valid
4.	0.396	0.743	Valid
5.	0.396	0.439	Valid
6.	0.396	0.412	Valid
7.	0.396	0.493	Valid
8.	0.396	0.451	Valid
9.	0.396	0.452	Valid
10.	0.396	0.436	Valid
11.	0.396	0.345	Tidak Valid
12.	0.396	0.291	Tidak Valid
13.	0.396	0.459	Valid
14.	0.396	0.494	Valid
15.	0.396	0.743	Valid
16.	0.396	0.622	Valid
17.	0.396	0.431	Valid
18.	0.396	0.669	Valid
19.	0.396	0.140	Tidak Valid
20.	0.396	0.455	Valid
21.	0.396	0.482	Valid
22.	0.396	0.669	Valid
23.	0.396	0.351	Tidak Valid
24.	0.396	0.576	Valid
25.	0.396	0.441	Valid
26.	0.396	0.669	Valid
27.	0.396	0.464	Valid
28.	0.396	0.455	Valid
29.	0.396	0.266	Tidak Valid
30.	0.396	0.621	Valid

APPENDIX 7

Instrument for Pre – Test

Name :

Class :

Read the text below and answer question from 1-15

My Unforgettable Holiday

Last summer, I had an unforgettable holiday in Bali with my family. It was my first time visiting the beautiful island, and I was excited about the adventure. We arrived in Bali on a sunny morning, and our first destination was Kuta Beach.

At Kuta Beach, the scenery was breathtaking. The blue waves crashed gently against the shore, and the beach was filled with both tourists and locals enjoying the sunshine. My siblings and I built sandcastles while my parents relaxed under a beach umbrella. We also tried surfing for the first time, and although it was challenging, it was a lot of fun.

The next day, we visited Ubud. The atmosphere there was completely different from Kuta. Ubud was serene and surrounded by lush greenery. We explored the famous Monkey Forest, where we saw playful monkeys jumping from tree to tree. After that, we visited the Ubud Art Market and bought some traditional souvenirs, like wooden carvings and handwoven bags.

On our last day, we went to Tanah Lot Temple to watch the sunset. The view was mesmerizing. The temple, sitting on a rock formation in the middle of the sea, looked majestic as the sun set behind it. We took many photos and enjoyed the cool breeze.

Although our trip was short, it was truly memorable. Bali's natural beauty and cultural richness left a deep impression on me, and I hope to visit the island again someday.

1. What is the main purpose of the orientation in the text?
 - a. To describe the writer's feelings about Bali
 - b. To introduce the setting and participants of the story
 - c. To explain why the writer visited Bali
 - d. To list the writer's favorite places in Bali
2. Which paragraph serves as the orientation in the text?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4

3. What activities did the writer mention in the events section?
 - a. Watching a sunset and taking photos
 - b. Surfing, exploring a market, and visiting a temple
 - c. Relaxing at the hotel and swimming in the pool
 - d. Trying Balinese food and visiting a museum
4. What is the main idea of the re-orientation?
 - a. The writer hopes to visit Bali again someday
 - b. The writer enjoyed the traditional souvenirs
 - c. The writer's favorite place was Kuta Beach
 - d. The writer describes the Monkey Forest
5. Why can the last paragraph be categorized as a re-orientation?
 - a. It introduces new information about the trip
 - b. It reflects on the overall experience of the trip
 - c. It gives a detailed explanation of the writer's activities
 - d. It describes the writer's next holiday plan
6. What tense is predominantly used in the text?
 - a. Present tense
 - b. Past tense
 - c. Future tense
 - d. Present perfect tense
7. Which of the following sentences from the text contains an action verb?
 - a. "Last summer, I had an unforgettable holiday in Bali."
 - b. "The view was mesmerizing."
 - c. "We explored the famous Monkey Forest."
 - d. "Bali's natural beauty left a deep impression on me."
8. What conjunction is used to show a sequence of events in the text?
 - a. Because
 - b. Although
 - c. Then
 - d. Before
9. Which sentence uses an adverb of time?
 - a. "We arrived in Bali on a sunny morning."
 - b. "The atmosphere there was completely different from Kuta."
 - c. "The beach was filled with both tourists and locals."
 - d. "The temple looked majestic as the sun set behind it."
10. Which of the following words shows a specific participant in the text?
 - a. Holiday
 - b. Kuta Beach
 - c. Relaxed
 - d. Beautiful
11. Why was the trip to Ubud different from the experience at Kuta Beach?
 - a. Ubud was crowded, while Kuta Beach was quiet.
 - b. Ubud offered cultural experiences, while Kuta Beach was more relaxing.
 - c. The writer felt bored in Ubud but enjoyed Kuta Beach.
 - d. Ubud had a lot of water activities, while Kuta Beach did not.

12. What was the writer's impression of the sunset at Tanah Lot Temple?
 - a. The temple looked ordinary during the sunset.
 - b. The view was boring and uninteresting.
 - c. The sunset was mesmerizing and unforgettable.
 - d. The writer was disappointed with the view.
13. What did the writer buy from the Ubud Art Market?
 - a. Surfboards and beach umbrellas
 - b. Wooden carvings and handwoven bags
 - c. Traditional Balinese food
 - d. Photographs of the Monkey Forest
14. Why did the writer feel the trip was unforgettable?
 - a. The trip was the writer's first time visiting Bali.
 - b. The writer disliked the activities but enjoyed the sunset.
 - c. The writer learned to swim in Bali.
 - d. The trip was long and boring.
15. What is the main idea of the second paragraph?
 - a. The writer's experience at Kuta Beach
 - b. The writer's visit to Ubud and Monkey Forest
 - c. The writer's impression of Tanah Lot Temple
 - d. The writer's feelings about Bali's culture

Read the text below for question 16-25

Recount Text: A Memorable School Trip

Last month, my school organized a trip to Borobudur Temple in Central Java. It was an exciting opportunity to learn about one of the most famous cultural heritages in Indonesia. Our group consisted of 50 students and 4 teachers, and we traveled by bus.

We departed early in the morning and arrived at the temple around noon. The first thing that caught my attention was the magnificent structure of the temple. It was massive, with intricate carvings on the stone walls. Our guide explained the history of Borobudur and its significance as a Buddhist site. We learned that it was built in the 9th century and has survived many natural disasters.

After the historical explanation, we climbed to the top of the temple. The view was breathtaking. From there, we could see the lush green fields and mountains surrounding the area. We spent some time taking photos and enjoying the fresh air. Some of my friends even made sketches of the carvings on the temple walls.

Before heading back, we visited a small museum near the temple. It displayed artifacts and dioramas that depicted the ancient way of life during the time Borobudur was constructed. I found it fascinating to see the tools and items used by people centuries ago.

The trip ended in the evening when we returned to school. Although we were tired, everyone agreed that it was an unforgettable experience. Visiting Borobudur Temple not only taught us about history but also made us appreciate our country's rich cultural heritage.

16. What is the purpose of the orientation in the text?
 - a. To introduce the topic and provide background information
 - b. To describe the temple's structure in detail
 - c. To list the writer's favorite moments
 - d. To explain why the trip was unforgettable
17. Which paragraph serves as the orientation in the text?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 5
18. What activities are described in the events section of the text?
 - a. Watching a movie about Borobudur Temple
 - b. Traveling by bus and sleeping during the trip
 - c. Climbing the temple, taking photos, and visiting a museum
 - d. Eating lunch near the temple and shopping for souvenirs
19. Why can the last paragraph be categorized as the re-orientation?
 - a. It describes the history of Borobudur Temple in detail.
 - b. It concludes the story and reflects on the trip.
 - c. It explains the purpose of the museum visit.
 - d. It gives detailed information about the carvings.
20. What tense is mostly used in the text?
 - a. Present tense
 - b. Past tense
 - c. Future tense
 - d. Present perfect tense
21. Which sentence contains an action verb?
 - a. "The view was breathtaking."
 - b. "Our guide explained the history of Borobudur."
 - c. "The temple looked massive and majestic."
 - d. "It displayed artifacts and dioramas."
22. Which sentence uses an adverb of time?
 - a. "We departed early in the morning and arrived at the temple around noon."
 - b. "The carvings on the walls were intricate."
 - c. "The trip ended in the evening when we returned to school."
 - d. "Everyone agreed that it was an unforgettable experience."
23. What was the main purpose of the trip?
 - a. To relax and enjoy a holiday with friends
 - b. To learn about Borobudur Temple and its history
 - c. To take photos and make sketches
 - d. To explore the museum near the temple

24. Why did the writer find the museum interesting?
- a. It had ancient tools and dioramas that depicted life in the past.
 - b. It provided a place to rest after climbing the temple.
 - c. It was located close to Borobudur Temple.
 - d. It displayed photos of the temple.
25. How did the writer feel about the trip overall?
- a. The writer thought it was exhausting and boring.
 - b. The writer appreciated learning about cultural heritage.
 - c. The writer preferred visiting other tourist attractions.
 - d. The writer found the trip too short to enjoy.

APPENDIX 8

Instrument for Post-Test Valid

Name :

Class :

Read the text below and answer question from 1-15

My Experience Visiting the National Museum

Last month, my classmates and I went on a school trip to the National Museum in Jakarta. It was a very exciting and educational experience because I learned many new things about Indonesia's history and culture.

The trip began early in the morning. Our teacher, Mr. Rahmat, gathered us at school and divided us into groups. We left at 7 AM and arrived at the museum by 9 AM. It was my first time visiting the museum, so I felt very curious.

The first thing we did was listen to a brief explanation about the history of the museum from our guide. He explained that the National Museum is also known as the "Elephant Museum" because of the bronze elephant statue in front of the building.

Then, we explored the museum. I saw many historical artifacts, such as ancient statues, traditional weapons, and cultural items from different regions of Indonesia. My favorite part was the exhibition of ancient manuscripts. It was amazing to see how people wrote documents hundreds of years ago.

After lunch, we watched a short documentary about the history of Indonesia during colonial times. The documentary was very interesting, and I learned a lot about the struggles of our ancestors for independence.

At 3 PM, we returned to the bus and headed back to school. I was tired but happy because I had gained so much knowledge. Visiting the National Museum was a memorable experience, and I hope to visit it again someday.

1. Which paragraph is the orientation of the text?
 - a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The last paragraph

2. What is the purpose of the orientation in a recount text?
 - a. To explain the main events
 - b. To provide a conclusion to the story
 - c. To introduce the participants and setting
 - d. To give the writer's opinion
3. Which part of the text describes the sequence of events?
 - a. The first paragraph
 - b. The middle paragraphs
 - c. The last paragraph
 - d. The title of the text
4. What does the "Re-orientation" in the text tell us?
 - a. It introduces the writer's family
 - b. It describes the final part of the trip
 - c. It explains how the museum was built
 - d. It gives a detailed description of the artifacts
5. Where does the "Re-orientation" begin in the text?
 - a. "The trip began early in the morning..."
 - b. "The first thing we did was listen to a brief explanation..."
 - c. "After lunch, we watched a short documentary..."
 - d. "At 3 PM, we returned to the bus and headed back to school..."
6. What tense is mainly used in the recount text?
 - a. Present tense
 - b. Past tense
 - c. Future tense
 - d. Present continuous tense
7. Which sentence uses a time connector?
 - a. "I saw many historical artifacts."
 - b. "After lunch, we watched a short documentary."
 - c. "It was amazing to see ancient manuscripts."
 - d. "Visiting the museum was a memorable experience."
8. What is the meaning of the word "artifacts" in the text?
 - a. Historical buildings
 - b. Written documents
 - c. Objects made by humans in the past
 - d. Traditional weapons
9. Which sentence contains an action verb?
 - a. "The documentary was very interesting."
 - b. "My classmates and I went on a school trip."
 - c. "It was my first time visiting the museum."
 - d. "The museum is also known as the Elephant Museum."

10. What is the function of the sentence “We left at 7 AM and arrived at the museum by 9 AM”?
 - a. To describe the participants
 - b. To show a sequence of events
 - c. To explain the purpose of the trip
 - d. To introduce the guide
11. Why is the National Museum also called the “Elephant Museum”?
 - a. Because of the large number of elephants inside
 - b. Because it has a bronze elephant statue
 - c. Because it exhibits elephant artifacts
 - d. Because it is located near an elephant park
12. What did the writer see during the museum visit?
 - a. Historical artifacts and ancient manuscripts
 - b. Paintings from famous artists
 - c. A live performance of traditional dance
 - d. Collections of modern sculptures
13. What did the writer find most interesting in the museum?
 - a. Traditional weapons
 - b. Ancient manuscripts
 - c. The documentary about colonial times
 - d. The bronze elephant statue
14. How did the writer feel at the end of the trip?
 - a. Tired and disappointed
 - b. Bored but relieved
 - c. Tired but happy
 - d. Excited but confused
15. What is the main idea of the text?
 - a. The history of the National Museum
 - b. The writer’s memorable trip to the museum
 - c. The importance of school trips
 - d. The exhibition of ancient artifacts

Read the text below for question 16-25

A Day at the Science Museum

Last Saturday, my family and I visited the Science Museum in the city. It was a special day because my younger brother, Ryan, loves science and had been asking to visit the museum for weeks.

We started our journey early in the morning. My father drove us to the museum, and we arrived at 9 AM. The weather was bright and sunny, which made the trip even more enjoyable.

As soon as we entered the museum, we were greeted by a large robotic dinosaur. Ryan was thrilled and immediately ran to take pictures. We then moved to the "Space Exploration" section, where we saw models of rockets and learned about astronauts' lives in space.

In the "Physics and Technology" section, we saw interactive exhibits about electricity, magnetism, and how machines work. My favorite part was the virtual reality area, where I could "walk" on the moon using VR goggles. It felt so real!

After a short break for lunch, we visited the "Human Body" section, where we learned about organs, bones, and the circulatory system. Ryan was fascinated by the life-size model of a beating heart.

By the time we left the museum at 4 PM, we were all tired but happy. Ryan couldn't stop talking about the exhibits he had seen. It was an unforgettable day, and I hope to visit the museum again to explore other exhibits we missed.

16. Which part of the text introduces the participants and the setting of the trip?
 - a. Orientation
 - b. Events
 - c. Re-orientation
 - d. Conclusion
17. What is the purpose of the orientation in the text?
 - a. To describe what happened during the trip
 - b. To explain the main events in detail
 - c. To introduce the participants and setting
 - d. To summarize the writer's experience
18. What is described in the "Events" section of the text?
 - a. The conclusion of the trip
 - b. The sequence of activities during the visit

- c. The introduction to the Science Museum
 - d. The writer's feelings about the trip
19. Which sentence shows the “Re-orientation” in the text?
- a. “By the time we left the museum at 4 PM, we were all tired but happy.”
 - b. “As soon as we entered the museum, we were greeted by a large robotic dinosaur.”
 - c. “We started our journey early in the morning.”
 - d. “My favorite part was the virtual reality area.”
20. What tense is predominantly used in the text?
- a. Present tense
 - b. Past tense
 - c. Future tense
 - d. Present continuous tense
21. Which sentence uses a time connector?
- a. “Ryan was thrilled and immediately ran to take pictures.”
 - b. “After a short break for lunch, we visited the ‘Human Body’ section.”
 - c. “Ryan couldn’t stop talking about the exhibits he had seen.”
 - d. “My father drove us to the museum.”
22. What is the meaning of the word “fascinated” in the sentence: ‘Ryan was fascinated by the life-size model of a beating heart’?
- a. Surprised
 - b. Extremely interested
 - c. Uncomfortable
 - d. Disappointed
23. Why did the family visit the Science Museum?
- a. Because Ryan was curious about science
 - b. Because it was a school assignment
 - c. Because the weather was sunny
 - d. Because they wanted to visit a robotic dinosaur
24. What was the writer's favorite part of the visit?
- a. The robotic dinosaur
 - b. The “Space Exploration” section
 - c. The virtual reality area
 - d. The “Human Body” section
25. What can we infer about Ryan’s personality from the text?
- a. He loves adventure stories
 - b. He is passionate about science
 - c. He enjoys outdoor activities
 - d. He dislikes technology

APPENDIX 9

Key Answer of Pre- Test

1. B
2. A
3. B
4. A
5. B
6. B
7. C
8. C
9. A
10. B
11. B
12. C
13. B
14. A
15. A
16. A
17. A
18. C
19. B
20. B
21. B
22. A
23. B
24. A
25. B

Key Answer of Post- Test

1. A
2. C
3. B
4. B
5. D
6. B
7. B
8. C
9. B
10. B
11. B
12. A
13. B
14. C
15. B
16. A
17. C
18. B
19. A
20. B
21. B
22. B
23. A
24. C
25. B

APPENDIX 10

Students Score In Experimental Class

N O	Class XI ¹ Name	Experimental Class	
		Post- Test	Post- Test
1.	Aini Sulasti	44	76
2.	Aldiansyah	36	80
3.	Arsan Jani	44	72
4.	Desti Aulia	60	92
5.	Faiz Arrahman	76	96
6.	Indah Juliana	60	76
7.	Irhan Rasyidi	32	72
8.	Khoirul Adjam	80	96
9.	Lily Putri	44	84
10.	Mawaddah Batubara	40	92
11.	Muhammad Arip	32	64
12.	Muhammad Azhari	36	80
13.	Nur Aisyah	44	84
14.	Putri Nabila Marito	32	72
15.	Rendi Azhari	36	80
16.	Rezky Fauziah	48	80
17.	Rezky Ramadhani	40	76
18.	Riliya Azizah	48	84
19.	Riski Hira Yanti	40	84
20.	Salika Olivia	44	80
21.	Seri Aini Rodiah	36	88
22.	Siti Aisah	60	96
23.	Siti Sarah	56	88
24.	Tiara Sari Lubis	60	92
25.	Wulan Safitri	52	92
Jumlah		1180	2076

APPENDIX 11**Students Score In Control Class**

N O	Class XI³ Name	Control Class	
		Post- Test	Post- Test
1.	Ahmad Ardani	32	60
2.	Ananda Risky	72	96
3.	Andini Khairani	52	80
4.	Cindy Amelia	28	64
5.	Daru Ahmad Solihadi	44	64
6.	Fahrul Fauzi	32	60
7.	Fitriana	48	64
8.	Herdy	52	72
9.	Hotmatua	28	72
10.	Ike Situmorang	68	80
11.	Jaya Hartona	28	56
12.	Laila Fitri	40	64
13.	Muhammad Afriman	28	76
14.	Muhammad Haikal	44	60
15.	Nova Eliza	68	80
16.	Nurul Waqiah	52	76
17.	Riska Ayu Juwita	56	80
18.	Rohana Sari	40	60
19.	Salwah Khumaeroh	84	96
20.	Silviani	52	84
21.	Siti Nur Khalizah	36	60
22.	Tiara Mayang Sari	60	72
23.	Tomi Pratama	28	72
24.	Tri Riyadi Sanjaya	40	52
25.	Yuli Amanda	52	64
Jumlah		1164	1764

APPENDIX 12

T-Table

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX 13

R Tabel

N	5%	1%	N	5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.290	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.234	0.306
20	0.444	0.561	75	0.226	0.296
21	0.433	0.549	80	0.220	0.286
22	0.423	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.160	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.090	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.072	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

APPENDIX 14

Calculation of Statistical Result

A. Perhitungan Distribusi Data Nilai Pre-Test Kelas Experimental

Langkah-langkah menghitung distribusi Frekuensi

a. Menentukan banyak kelas (K)

$$\begin{aligned}K &= 1+3.3 \log n \\&= 1+3.3 \log 25 \\&= 1+3.3 \cdot 1.397 \\&= 1+ 4.6101 \\&= 5.6 \\&= 6\end{aligned}$$

b. Rentang Data

$$\begin{aligned}R &= \text{Data terbesar} - \text{Data terkecil} \\&= 80-32 \\&= 48\end{aligned}$$

c. Menentukan Interval

$$\begin{aligned}I &= R/K \\&= 48/6 \\&= 8\end{aligned}$$

Descriptive Statistic

		Statistics	
		Hasil Pre Test Experimental	Kelas
N	Valid	25	25
	Missing	0	0
Mean		47.20	3.00
Std. Error of Mean		2.603	.000
Median		44.00	3.00
Mode		44	3
Std. Deviation		13.013	.000
Variance		169.333	.000
Range		48	0
Minimum		32	3
Maximum		80	3
Sum		1180	75

Hasil Reading Recount Pre Test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	3	12.0	12.0	12.0
	36	4	16.0	16.0	28.0
	40	3	12.0	12.0	40.0
	44	5	20.0	20.0	60.0
	48	2	8.0	8.0	68.0
	52	1	4.0	4.0	72.0
	56	1	4.0	4.0	76.0
	60	4	16.0	16.0	92.0
	76	1	4.0	4.0	96.0
	80	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Descriptive Statistic

B. Perhitungan Distribusi Data Nilai Post-Test Kelas Experimental

Langkah-langkah menghitung distribusi Frekuensi

- a. Menentukan banyak kelas (K)

$$\begin{aligned} K &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 25 \\ &= 1 + 3.3 \cdot 1.397 \\ &= 1 + 4.6101 \\ &= 5.6 \\ &= 6 \end{aligned}$$

- b. Rentang Data

$$\begin{aligned} R &= \text{Data terbesar} - \text{Data terkecil} \\ &= 96 - 64 \\ &= 32 \end{aligned}$$

- c. Menentukan Interval

$$\begin{aligned} I &= R/K \\ &= 32/6 \\ &= 5,3 \\ &= 5 \end{aligned}$$

Descriptive Statistic

Statistics

		Hasil Post Test Experimental	Kelas
N	Valid	25	25
	Missing	0	0
Mean		83.04	1.00
Std. Error of Mean		1.733	.000
Median		84.00	1.00
Mode		80	1
Std. Deviation		8.663	.000
Variance		75.040	.000
Range		32	0
Minimum		64	1
Maximum		96	1
Sum		2076	25

Hasil Reading Recount Post Test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	1	4.0	4.0	4.0
	72	3	12.0	12.0	16.0
	76	3	12.0	12.0	28.0
	80	5	20.0	20.0	48.0
	84	4	16.0	16.0	64.0
	88	2	8.0	8.0	72.0
	92	4	16.0	16.0	88.0
	96	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Descriptive Statistic

C. Perhitungan Distribusi Data Nilai Pre-Test Kelas Control

Langkah-langkah menghitung distribusi Frekuensi

a. Menentukan banyak kelas (K)

$$\begin{aligned} K &= 1+3.3 \log n \\ &= 1+3.3 \log 25 \\ &= 1+3.3. 1397 \\ &= 1+ 4.6101 \\ &= 5.6 \\ &= 6 \end{aligned}$$

b. Rentang Data

$$\begin{aligned} R &= \text{Data terbesar} - \text{Data terkecil} \\ &= 84-28 \\ &= \end{aligned}$$

c. Menentukan Interval

$$\begin{aligned} I &= R/K \\ &= 56/6 \\ &= 9 \end{aligned}$$

Descriptive Statistic

		Statistics	
		Hasil Pre Test	
		Control	Kelas
N	Valid	25	25
	Missing	0	0
Mean		46.56	4.00
Std. Error of Mean		3.106	.000
Median		44.00	4.00
Mode		28 ^a	4
Std. Deviation		15.530	.000
Variance		241.173	.000
Range		56	0
Minimum		28	4
Maximum		84	4
Sum		1164	100

a. Multiple modes exist. The smallest value is shown

Hasil Reading Recount Pre Test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	5	20.0	20.0	20.0
	32	2	8.0	8.0	28.0
	36	1	4.0	4.0	32.0
	40	3	12.0	12.0	44.0
	44	2	8.0	8.0	52.0
	48	1	4.0	4.0	56.0
	52	5	20.0	20.0	76.0
	56	1	4.0	4.0	80.0
	60	1	4.0	4.0	84.0
	68	2	8.0	8.0	92.0
	72	1	4.0	4.0	96.0
	84	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Descriptive Statistic

D. Perhitungan Distribusi Data Nilai Post-Test Kelas Control

Langkah-langkah menghitung distribusi Frekuensi

a. Menentukan banyak kelas (K)

$$\begin{aligned} K &= 1+3.3 \log n \\ &= 1+3.3 \log 25 \\ &= 1+3.3 \cdot 1.397 \\ &= 1+ 4.6101 \\ &= 5.6 \\ &= 6 \end{aligned}$$

b. Rentang Data

$$\begin{aligned} R &= \text{Data terbesar} - \text{Data terkecil} \\ &= 96-52 \\ &= 44 \end{aligned}$$

c. Menentukan Interval

$$\begin{aligned} I &= R/K \\ &= 44/6 \\ &= 7,3 \\ &= 7 \end{aligned}$$

Descriptive statistic

Statistics		Hasil Post Test Control	Kelas
N	Valid	25	25
	Missing	0	0
Mean		70.56	2.00
Std. Error of Mean		2.320	.000
Median		72.00	2.00
Mode		60 ^a	2
Std. Deviation		11.598	.000
Variance		134.507	.000
Range		44	0
Minimum		52	2
Maximum		96	2
Sum		1764	50

a. Multiple modes exist. The smallest value is shown

Hasil Reading Recount Post Test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	4.0	4.0	4.0
	56	1	4.0	4.0	8.0
	60	5	20.0	20.0	28.0
	64	5	20.0	20.0	48.0
	72	4	16.0	16.0	64.0
	76	2	8.0	8.0	72.0
	80	4	16.0	16.0	88.0
	84	1	4.0	4.0	92.0
	96	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Descriptive statistic

E. Normality

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Reading Readingnng recount	Post Test	.130	25	.200 [*]	.953	25	.298
	Experimental						
	Post Test Control	.194	25	.016	.931	25	.089
	Pre Test Experimental	.197	25	.013	.893	25	.013
	Pre Test Control	.123	25	.200 [*]	.928	25	.077

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

F. Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Reading recount	Based on Mean	2.574	3	96	.058
	Based on Median	2.082	3	96	.108
	Based on Median and with adjusted df	2.082	3	80.296	.109
	Based on trimmed mean	2.445	3	96	.069

G. Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Reading	Equal variances assumed	2.308	.135	4.311	48	.000	12.480	2.895	6.659	18.301
Readingg recount	Equal variances not assumed			4.311	44.422	.000	12.480	2.895	6.647	18.313

APPENDIX 15

Documentation

1. Pre Test

a. Experimental Class



b. Control Class



2. Treatments

a. Meeting 1



b. Meeting 2



3. Post Test

a. Experimental Class



b. Control Class





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31 Desember 2024

Yth:

1. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing I)
2. Sri Minda, S.Pd. M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama : Silviana Devi
NIM : 2120300043
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Number Head Together Strategy Toward Reading Recount Text Ability of the Grade XI Students MAN TAPSEL Location Sipange

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Alamat : Sipange Julu

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Of Number Head Together Stratergy On Reading Recount Text Of Students At Grade XI MAN Tapanuli Selatan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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Alamat : Sipange Julu

Benar telah melaksanakan Penelitian di MAN Tapanuli Selatan Lokasi Sipange Godang untuk penulisan skripsi dengan Judul ***"The Effect of Number Head Together Strategy Toward Reading Recount Text Ability of the Grade XI Students MAN Tapanuli Selatan Location Sipange"***. Pada tanggal 22, 23, 24, dan 28 Mei 2025.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan untuk dapat dipergunakan sebagaimana perlunya.

Sipirok, 28 Mei 2025

Juhan Siregar, M.Pd
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