

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

The writer presents the result of the research taken from the observation and interview to answer the problem statements in this research they were the strategies in teaching reading comprehension using Numbered Heads Together, problem faced by the students, and the solution made by the teacher.

#### **A. Research Finding**

##### **1. The Strategy in Teaching Reading Comprehension Using Numbered Heads Together.**

Before the Teaching-Learning process in teaching reading comprehension, the teacher designed the lesson plan which has been approved by the headmaster. The lesson plan consisted of Standard Competence, Basic Competence, Character Building, Indicators, Instructional Objectives, Instructional Materials, Teaching Method, Teaching Learning Activities, Assesment, Students' Worksheet, and Students' Quizz. The time duration was 2 X 40 minutes in every meeting, and in a week, the students had 3 meetings in English subject. Based on the observation which was done by the writer, the strategies in teaching reading comprehension in *SMP Negeri 2 Boyolali* could be described as follows.

a. The First Meeting.

In the first meeting, there were three steps of teaching reading comprehension processes namely: introduction, main activities, and closing. In this meeting, the teacher delivered one kind of genre, it was a report text.

The first step was introduction, the activity given by the teacher when she came to the class on the first time. In this activity, firstly the teacher prepared the materials needed to support the teaching learning, and also the students were prepared to join the lesson. Before the lesson started, the teacher opened the session by leading the students for greeting, praying together, and checking students' attendance.

Teacher	: <i>Assalamualaikum Wr. Wb.</i>
Students	: <i>Wa'alaikumussalam Wr. Wb.</i>
Teacher	: Good morning students.
Students	: Good morning mom,
Teacher	: How are you today?
Students	: I am fine thank you. And you?
Teacher	: I'm very well thank you. Who is absent today?
Students	: No, one mom.

The second part of introduction was the students answer teacher's question related to the material learned. There were four questions to stimulate the students before the main materials were given.

Teacher	: "OK, today we will learn about report text."
	"Do you know what is meant by a report text?"
Students	: "Hm,,,off course report mom".

- Teacher : “Yes. But in detail, any of you knows about a report text? Aji?”
- Aji : “Report text is a text to share about something in fact. May be Mom.”
- Teacher : “Yes, almost. Can you give me some example of a report text? Jalu?”
- Jalu : “Hm,,,, news? Can be? Or about factual phenomena around us?”
- Teacher : “Hm,,OK! Good. “

The third session of introduction was that the students got explanation about basic competence and the instructional objective and write it on the whiteboard. In this session, the teacher made the students understand well about the goals or purposes from the Teaching-Learning Process.

The Basic Competence : *To understand the implicit meaning of simple short functional written text and simple essay in the form of report and explanation, to communicate in both social and academic context.*

The Instructional Objectives :

1. *Students can identify the explicit and implicit information, purpose, scanning, detailed, and synonym the form in short functional text*
2. *Students can identify the explicit and implicit information the form in report*

In the last session, the teacher explained the report text. In learning reading comprehension, the generic structure and language features were not described in detail. The purpose of reading comprehension was the students can understand the content or the information in the text. So the generic structure and language features

described in a glance, but the teacher explained the social function or communicative purpose in detail.

Teacher : The meaning of report text and the example delivered by your friends is almost clear, but I will complete it. Report text is a text which provides factual information about a specific subject like social phenomena (e.g. riot, demonstration, unemployment), nature (earthquake, floods, animals, plants) and man-made things. The communicative purpose of the report text is to give factual information about specific subject.

Based on the observation of the activity in the classroom on the first step, the writer concludes that the teacher started the teaching-learning process by preparing the material for teaching. Because *SMP Negeri 2 Boyolali* suggested the teacher to use media or LCD in the classroom to deliver the materials, so the teacher had to prepare all the things needed to support the teaching-learning process such as a laptop, the power point, the supporting pictures, and students' worksheets. The teacher began the class by asking some questions to the students related to the material to be learnt.

After a question and answer session, the teacher continued explaining and wrote down the basic competence and the instructional objectives to make the students understand well about the purposes and the indicators in learning report text. After she stimulated the students with some questions related to the materials of report text, the teacher continued explaining about report text.

The second step was the main activities. This step consisted of three main activities. The first was Exploration, second

was Elaboration, and the third was Confirmation. In Exploration, the student observed some texts of report given by the teacher. Every student got one paper of a report text, so they could read by themselves. After getting the paper, the teacher asked the students to observe the text based on the explanation given. The following was the text for the students :

### *ELEPHANT*

*An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat.*

*The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.*

*The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.*

The example given by the teacher is a report text entitled *Elephant*. After that she gave the summary of the text. The following was the teacher's summary :

“ Elephant is the largest mammal in the world before whale. Elephant has a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and has a long nose, called the trunk. Elephant commonly seen at the zoo because in our

land, it is impossible to elephant to live, elephant needs some wide to live.

The trunk is the elephant's peculiar feature, this trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lifts leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.

The elephant is also a kind of very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to human. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight”.

After the students read the text, they observed somenew words and phrases and identified some specific informations related to the text with the teacher. Explanation of the text is given after the students had no more questions related to the new difficult wordsand phrases. The teacher explained the text by showing picture about an elephant, with its trunk squirted the water all over its body like a shower bath, lifted leaves and put them into its mouth, served in carry heavy loads, hunted for tigers and fought. The following was the dialogue made by the teacher and students.

- Teacher : “Do you have any difficult word, students?  
 Bowo : “Yes mom. What is *tusks* and *peculiar feature*, Mom?”  
 Teacher : “Tusk is *gading*, and peculiarfeature is *ciri-ciri yang khas*. Anything else?”  
 Oku : “What is *clumsy*, Mom?”  
 Teacher : “Clumsy is *kikuk* or *canggung*.”

The teacher gave the explanation of report text as a text that shows about factual information about specific subject, in this lesson the teacher gave a report text about an animal. So, when she

talked about the factual information, the sentences had to be the simple present tense. The teacher also helped the students find out specific information from the text by showing the physical appearance of an elephant and the facts of an elephant based on the text or further information known by the teacher.

Based on the observation of the activity in the second step, the writer concluded that the teacher tried to make the students understand well about the materials. The teacher took a real example of report text entitled *Elephant*, completed with the picture of physical appearances and fact according to the text. The teacher explained the report text in detail, and asked the students some questions related to the text to measure their understanding about the text. The teacher copied the materials directly, so the students understood the materials well with the picture in it. No single activity was missing in this step. The teacher did all the things that had been designed in the lesson plan, so the arrangement in delivering the materials was in order.

The second was Elaboration, in this step the students were divided into groups of four, every student got either number 1,2,3, or 4. The teacher numbered them one by one randomly, the students numbered one until four became the first group. Then the teacher moved and numbered them again started from number one to number four until the sixth group. The class IX E consisted of 23 students, so there were five groups of four, so the sixth group only got three

members. And one of the students was chosen by the teacher having two numbers. For example, the last group of member is: Paramita Hayu W got number one, Puji Astuti got number two, and Purwalita Sari got number three and four. So when the teacher said number three or four, Purwalita sari raised her hand.

After dividing the students into groups of four, the teacher gave some exercises and every group did the exercises. The exercises were made by the teacher according to the lesson plan, and copied the text as many as the total number of the students in the classroom.

Here was the text:

- 1) *Read the text below and answer the questions by choosing A, B, C, or D!*

### ***Avian Influenza***

*Avian influenza is an infection caused by avian (bird) influenza (flu) viruses. This influenza viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines but usually do not get sick from them. However, avian influenza is very contagious among birds and can make some domesticated birds, including chickens, ducks, very sick and killed them.*

*Infected birds shed influenza virus in their saliva, nasal secretions, and feces. Susceptible birds become infected when they have contact with contaminated secretion or excretion or with surfaces that are contaminated with secretion or excretion from infected birds. Domesticated birds may become infected with avian influenza virus through direct contact with infected waterfowl or other infected poultry, or through contact with surfaces (such as dirt or cages), or materials (such as water or feed) that have been contaminated with the virus.*

*Infection with avian influenza viruses in domestic poultry causes two main forms of disease th are*



*distinguished by low and high extremes of virulence. The low photogenic form may go undetected and usually causes only mild symptoms. However, the highly pathogenic form spreads more rapidly through flocks of poultry. This form may cause disease that affects multiple internal organs and has mortality rate that can reach 90-100% often within hours.*

1. What is the writer's intention of writing text?
  - a. To entertain the readers
  - b. To persuade the readers
  - c. To report avian influenza
  - d. To tell the history of avian influenza
  
2. "...however.....contagious .....(paragraph one) ” the synonym of the word “contagious” is.....
  - a. infectious
  - b. frightening
  - c. dangerous
  - d. worrying
  
3. “Avian influenza is an infection caused by avian (bird) influenza (flu) viruses” (paragraph one).  
This part of the text functions as.....
  - a. Crisis
  - b. Resolution
  - c. Orientation
  - d. General statement

4. What is NOT a medium to spread avian influenza virus?
  - a. Nasal secretion
  - b. Saliva
  - c. Feces
  - d. Cages
5. How does the writer describe highly pathogenic virus?
  - a. unexpected
  - b. deathly
  - c. common
  - d. strange
6. How do the birds become infected?
  - a. When they take a breathe
  - b. When they have contact with the contaminated secretions or excretions.
  - c. When they eat
  - d. When they have direct contact with human
7. How does it feel when avian influenza attack the birds?
  - a. sleepy
  - b. hungry
  - c. thirsty
  - d. very sick and kill them
8. The low pathogenic form may go undetected and usually causes only mild symptoms like:

- a. Rapidly eggs production
- b. Rapidly growth
- c. Ruffled feathers and a drop in eggs production
- d. Disease

9. Mortality rate that may cause disease, affects multiple organ can reach to:

- a. 90-100% often within 48 days
- b. 90-100% often within 48 hours
- c. 90-100% often within 4.8 hours
- d. 90-100% often within 3 hours

10. Avian Inluenza is caused by:

- a. Avian mammals
- b. Viruses
- c. Desease
- d. Avian influenza viruses

2) Find the synonym from the column A with column B!

A	B
1) including	A. ill
2) domestic	B. a death
3) viruses	C. not discovered
4) sick	D. having something as a part
5) infection	E. involving many
6) surfaces	F. moving quickly

7) undetected	G. causes infectious disease
8) multiple	H. process of infecting
9) rapidly	I. the outside part of something
10) mortality	J. household

The role of the game of numbered heads together was each group discussed the correct answer and made sure that each member could do and understood the answer. So every student shared to each other the correct answer of the exercises and developed their knowledge. Cooperation was badly needed in this method, the students had to be one head to answer the questions, or could be said that all member of students had to be one word to do the exercises. The students who mastered the materials could help other friends, explained other learners who did not understand the materials. Every method has their own strengths and weaknesses. In this method the weaknesses were not all the students do what the teacher asked. Sometimes they were gossiping, opened laptop, or had jokes with other friends. It made the the class noisy. The teacher had to be very hard to control the students during discussion, this was the solution to the children to make the students stayed in line when discussing the materials. The teacher monitored the students who didn't not discuss or did the exercises, the teacher guided them to finish the exercises.

The teacher gave time about twenty minutes to do the exercises, after that the students prepared themselves to answer the questions. The teacher gave the explanation of how the game will run.

Teacher : “OK. I will tell you about how the game will run. Please listen carefully!! Your own group is consist of four members. After I read the questions, I will call number either one, two, three, or four. So prepare your group to listen what number I’ll call. The rule is, only the number I’ll call, who answer the question. If I know who raise the hand is not the number, I will disqualify them. And will make a table consist of the first group until the sixth group to write the point you’ve got. The higher point of the group will be the winner to get a star, the added point. Understand?”

Students : “Yes mom.”

Numbered Heads Together was designed to make the process of teaching learning in the class more interactive, interesting, and more challenging because there was a figth to be the fastest answering the question given by the teacher. The rule of the game of Numbered Heads Together was only the students who had the number called by the teacher, to answer the question. For example if the teacher called number three, so each group who had the number three rose their hands. The teachernoticed who would become the first person rose the hand and answered the question.

Before the game started, when the students did the exercises in time given, the teacher drew a table. The table consisted of six columns. The columns derived to the first group until the sixth group. This column functioned to write the point made by each group, the group which had the higher point was the winner and got a star or additional point from the teacher. The star was for all the members of group, so one person determined the group. This game needed some attention from each member of group, they had to be ready of the number called by the teacher. Full concentration was badly needed to make them to be the fastest person who rose the hand, if not they lost the chance from the teacher.

Teacher : “Question number one. What’s the writer’s intention of writing text?  
 a. To entertain the readers  
 b. To persuade the readers  
 c. To report avian influenza  
 d. To tell the history of avian influenza”

Teacher : “Number Four.”

Afer reading the question, the teacher called the number and observed what group which faster raising the hand.

Teacher : “Yes, group three.”  
 Number four of group three : “The answer is C, to report avian influenza.”  
 Teacher :”Any other answer? All of you deal with the answer from group three?”  
 Students : “Yes mom, no other answer.”  
 Teacher : “Good. The Communicative purpose of a report text is to report about factual information, remember? The

text which purpose to entertain the reader is a narrative text, a text which purpose to persuade is advertisement, to tell history is not suitable because it talks about factual information about Avian Influenza. OK??”

Students : “All right mom, we remember.”

Teacher : “OK, group three leads the point. So come on pay attention to the number I called.”

After students answered the question given, the teacher asks other students whether there are any other answers or not. The answer from each group was same, so the teacher continued explaining why the other answers were not correct. The teacher gave explanation every answer offers, so the students understood more about communicative purpose of other genre of texts.

The questions are 20 items, after students answered the questions, the teacher asked about other answers by the students and explained why other answers were incorrect. In the last session the teacher made the resume from the text and from the exercises.

Based on the observation, the writer concluded that in the second activity of elaboration in main activity, the teacher started from dividing the students either number one, two, three, or four randomly. After all became the group of four, the teacher gave the students students worksheet or exercises, each student got one paper, so they

could find the correct answer then shared with other friends the correct answers. In this session, discussion was very needed, it could build knowledge and share the ideas from each member. Student who mastered the materials shared and explained the ideas to the students who did not understand well.

The process of discussion was around twenty minutes, so the students had to work hard to find out the correct answers and had to be ready to the game. In the discussion, the class was a little noisy, and the teacher found difficulties to find out who discussed the materials or just talked to other friends about something else. It was the weaknesses of the process of discussion, so the teacher had to move from one group to other group to make sure that all the member group did the the teacher's instruction. The teacher asked the students if there were any difficulty in doing the exercises or not, most of the students asked about the difficult words in the text. And the teacher also reminded the students to make sure that all of members understood the correct answers, they had to become one head in this game because one head or one person determined the group. During the process of discussion, the teacher drew a table. The table was for writing the point made by each group, the group which got the higher point, was the winner of the game. The group got a star, or additional points from the teacher.



When the game started, the teacher firstly explained the rules of the game. All of the students payed attention to make them understand the regulations. Only the student who had the number called by the teacher answered the question, when the teacher knew who rose the hand was not the owner of the number, the teacher disqualified the group and had no chance to get the point. The teacher read the question, and called the number. There was a fight from the students to be the fastest who rose the hand to answer the question. The teacher observed the first group which rose the hand. After the students answered the question, the teacher asked the students about the other answer. When there was no other answer, the teacher explained why the other answer was not correct. This made the students understand well about other genre, and also added knowledge to the students. In the last of elaboration, the teacher made resume from the text and the exercise with the students. Resuming with students helped the materials stuck in the student's head, and also could stimulate the students about the information given in the text.

The last main activity in Confirmation the teacher decided the best result of the discussion. Group six got the best result because the group got the highest point. The teacher also decided the best three achievers and gave rewards, the reward was another point (score). Students got feedback and suggestion from the teacher, the suggestion was givento the group which got the lower point. The students got

lower point because they were lack of attention or forgot their own number. The weaknesses of this game was jealous feelings from the students, they judged that they were the first person who rose the hand. But to cope this situations, the teacher gave other additional quizz. The quizz was guessing something, the teacher told particular feature of an object. When the students knew what the object was, they rose the hand. The writer thought, that was a great solution to solve envy problem among the students. The teacher gave the students some questions which were more difficult to guess.

Teacher	:	“OK, guess this. It is a kind of bird...”
Students of group 1	:	“Owl mom, or eagle.”
Teacher	:	“No, listen to me first until you find the clue. It can not fly...”
Students	:	“All birds can fly mom, except which has broken wings.”
Teacher	:	“It likes fish, can swim well...”
Students of group six	:	“Penguin mom”
Teacher	:	“Yes, perfect answer.”

The third main step was the closing, students and teacher made a resume of the report text Avian Influenza and students reflected the lesson by answering the question from the teacher. The questions were about the impression of the students after learning the lesson and what the students got after learning the lesson.

Teacher	:	“OK, after we learnt about the report text of an Avian Influenza. Can you resume the text orally? One of you?”
Jalu	:	“Avian influenza is an infection caused by avian influenza viruses. Infected birds shed influenza virus in their their saliva, nasal secretions, and feces. Birds become infected when they have contact with contaminated secretion or

- excretion or with surfaces that are contaminated with secretion or excretion from infected birds. It is dangerous mom, so we have to stay away from it, but if we have pets, such as chicken or ducks which has any symptom of avian influenza, we have to destroy it.”
- Teacher : “Yes, very good Jalu. Avian Influenza is familiar around us. It is like an ill of birds which caused danger effect to human. If we have any contact with contaminated secretion or excretion. So it is dangerous for us to have contact with infection birds, after we know about the sign or symptom of Avian Influenza we have to destroy it. Any other comment?”
- Students : “No mom.”
- Teacher : “What is your impression after learning the lesson today? Rafi?”
- Rafi : “Interesting mom, you give me important information.”
- Teacher : “Good. Very good. What do you get after learning the lesson? Ridlo?”
- Ridlo : “The information mom, and the fact about Avian Influenza.”
- Teacher : “To make you understand more about a report text, I give you homework. Find a report text, I suggest you to find a report text about plants. So text of report will be vary, we have learnt about animals, so I want something new. Ok? Understand? This is group assignment, so the group according to your group today. Submit it in the next meeting.”
- Students : “OK mom.”
- Teacher : “Thank you for your attention, *wassalamualaikum warahmatullahi wabarakatuh.*”
- Students : “*Wa’alaikumussalam warahmatullahi wabarakatuh.*”

The students got homework to find out some report text in groups. The groups were taken from the group in the game, and the teacher asked to write the members of group. After there was no more

question, the teacher closed the meeting by wishingsalam, and the students answered.

Based on the observation , the writer concluded that in the last main step of closing, the teacher tried to resume the text and the exercises together. The teacher pointed one student to share the ideas about Avian Influenza. The student was Jalu, he was one of the cleverest student in the class E. After hearing about the resume made by Jalu, the the teacher asked about what was the impression of the students in learning the materials. The teacher also asked about what students got from learning the materials to one of the students in the class. The answer from the students was very good, they could absorb or catch the idea from the text given and then teacher closed the meeting by saying salam.

b. The Second Meeting.

In the second meeting, the first step was also an introduction. The introduction session was the activity which the teacher did the same as the first time she came to the class. In this activity, firstly the teacher prepared the materials needed to support the teaching learning, and also the students prepared to join the lesson. Before the lesson started, the teacher openedit by leading the students for greeting, praying together, and checking attendance. Here was the dialogue :

Teacher	: “ <i>Assalamualaikum Wr. Wb.</i> ”
Students	: “ <i>Wa’alaikumussalam Wr. Wb.</i> ”
Teacher	: “Good morning students.”
Students	: “Good morning mom.”

Teacher : “How are you today?”  
 Students : “I am fine thank you. And you?”  
 Teacher : “I’m very well thank you. Who is absent today?”  
 Students : “No one mom.”

The second part of introduction was the students answer teacher’s question related to the material given on the last meeting. The questions was remind the students about the materials given. The question also stimulated the students before the main materials continued.

Teacher : “OK, do you still remember what we have learnt view days ago?”  
 Students : “We learnt about report text , Mom.”  
 Teacher : “Great. We learnt about a report text. What is a report text? Rifka, do you still remember?”  
 Rifka : “Report text is a text which provides factual information about specific subject like natural phenomena or social phenomena.”  
 Teacher : “Very good. Can you give me some examples of natural phenomena and social phenomena, Nova Tri ?”  
 Nova Tri : “Riot, earthquake, floods, animals.”  
 Teacher : “Good. And now submit your homework.”

After the teacher gave some questions related to the material on the last meeting, the teacher continued to the next step, the main activities. Students neither got explanation about basic competence, the instructional objectives nor got explanation the range of material because in this second meeting the teacher continued tha last materials.

The first step in the main activities was Exploration. In exploration, the students observed some reports, every student got one paper of a report text, so they could read by themselves. After they

got the paper, the teacher asked the students to observe the text based on the explanation given.

### *MANGROVE*

*A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water. Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural disaster in coastal area like tsunami. According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers even more, especially after the tsunami.*

*There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very-close to a large fresh water source such as river. Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land but are still part of the ecosystem. The Times of India reported that rare species of mangrove had been found and was also known as the looking-glass tree, probably because the leaves are silver-coated.*

*Mangroves need to keep their trunk and leave above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves.*

*Any part of root that appears above the water flows oxygen to the plant under water surface. as the soil begin to build up, these roots procedure additional roots that become embedded in the soil.*

After student read the text, the teacher gave the summary functioned to elaborate or simplify the text so that it was easy for the students to understand the text. The following was the teacher's summary :

*“Mangroves is a great tree, can be said like that bacause mangroves has a great benefit to our life. Mangroves is a tropical marine tree which have special*

*aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Mangrove trees are commonly planted and found in coastal areas, and it can serve as walls of protection for natural disaster in coastal area like tsunami. Healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers because it can protect us from disaster.*

*There are several species of mangrove tree found, some prefer more salinity, while others like to be very close to a large fresh water source such as river. some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land but are still part of the ecosystem. Mangroves need to keep their trunk and leave above the surface of the water. Mangroves also need to be firmly attached to the ground so they are not moved by waves.*

*Any part of root that appears above the water flows oxygen to the plant under water surface.*

*After reads the text, then the students observed new vocabularies or difficult words and identified some specific informations related to the text with the teacher. Explanation of the text was given after the students had no more questions related to the new vocabularies or difficult words. The teacher explained the text by showing picture about mangrove, the trees, the trunk above the surface of the water, and detail picture about mangrove trees.”*

Based on the observation of the activity in the second step, the writer concluded that the teacher tried to make the students understand well about the materials. The teacher took a real example of report text entitled *Mangroves*, completed by the picture of physical appearance and fact according to the text. The teacher explained the report text in detail, and asked the students some questions related to the text to measure their achievement. The teacher copied the materials directly, so the students understood the materials well with the picture in it. Nothing was missing in this step. The teacher did all the things she

had designed in the lesson plan, so the arrangement in delivering the materials was in order.

The second was Elaboration, in this step students were divided into groups of four as the first game, every student got 1,2,3, or 4. The teacher numbered them one by one randomly, the student numbered one until four become the first group. Then the teacher moved and numbered them again started from number one to number four until the sixth group. Class IX E consisted of 23 students, they were divided into group of four, but the sixth group only got three members. And one who had two numbers of the students was chosen by the teacher. For example, the last group members were Paramita Hayu W got number one, Puji Astuti got number two, and Purwalita Sari got number three and four. In the second game, because of the seats of the students were the same, the groups were also the same.

After dividing the students into group of four, the teacher gave some exercises. The exercises were made by the teacher in the lesson plan. The teacher copied the exercises as much as the students in the class in order to make each of them understand the text well. Here was the text given to students entitled “ Mangrove “

### *MANGROVE*

*A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water. Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural*



*disaster in coastal area like tsunami. According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers even more, especially after the tsunami.*

*There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very-close to a large fresh water source such as river. Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land but are still part of the ecosystem. The Times of India reported that rare species of mangrove had been found and was also known as the looking-glass tree, probably because the leaves are silver-coated.*

*Mangroves need to keep their trunk and leave above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves.*

*Any part of root that appears above the water flows oxygen to the plant under water surface. as the soil begin to build up, these roots procedure additional roots that become embedded in the soil.*

After the students read the text, they answered the questions provided by the teacher .

- 1) What is mangrove?
- 2) What are the several species of mangrove tree found all over the world?
- 3) Where are mangrove trees commonly planted and found?
- 4) What do we get from planting mangrove?
- 5) Is mangrove important to our life? Why?
- 6) What is the meaning of "brackish water?"

- 7) Why does mangrove tree can not move by waves?
- 8) How can mangrove save lives in the Asia disaster, like tsunami?
- 9) Where we can find mangrove trees also known as the looking-glass tree?
- 10) Why does mangroves need to keep their trunk and leave above the surface of the water?

The rule of the game of numbered heads together was each group discussed the correct answer and made sure that each member could do and understood the answer. So every student shared each other the correct answer of the exercises and developed their knowledge. Cooperation was very needed in this method, the students had to be one head to answer the question, or it could be said that all member of students had to be one head to do the exercises.

The teacher gave the students about twenty minutes to do the exercises, after they were done, the students prepared themselves to answer the question. The teacher gave the explanation of how the game will run.

Teacher : “OK. I tell you about how the game run. Please listen carefully!! Your own group consists of four members. After I read the questions, I will call number either one, two, three, or four. So prepare your group to listen what number I’ll call. The rule is, only the number I’ll call, who answer the

question. If I know who raise the hand is not the number, I will disqualify them. And will make a table consist of the first group until the sixth group to write the point you've got. The higher point of the group will be the winner to get a star, the added point. Understand? "

Students : " Yes , Mom."

The rule of the game was the same, after students answered the questions given, the teacher asked other students whether there were any other answer or not. The answers from each group were the same, the teacher continued explaining why the other answers were not correct. The teacher gave explanation to every answer , so the students understood more about communicative purpose of other genre of text.

The questions were 10 items, after students answered the question, the teacher asked about other answers given by the students and explained why other answers were incorrect. The last session was the teacher made resume from the text and from the exercises.

Based on the observation, the writer concluded that in the second activity of elaboration was the main activity, the teacher started from dividing the students either number one, two, three, or four randomly like in the first game. After all students got the group of four, the teacher gave the students worksheet or exercises, each students got one paper, so they could find the correct answer then shared with other friends the correct answer. In this session, discussion was very needed, it built knowledge and shared the ideas from each member. Student

who mastered the materials well shared and explained the ideas to the students who did not understand well.

The process of discussion was around twenty minutes, so the students had to work hard to find out the correct answer and be ready to the game. In discussing the materials, the class was a bit little noisy, and the teacher found difficulties who discussed or just talked to other friend about something else. It was the weaknesses of the process of discussing, so the teacher had to move from one group to other group to make sure that all the member group did the the teacher instruction to do. The teacher asked whether or not students found difficulties in doing the exercises, mostly the students asked about the difficult words in the text. And the teacher also reminded the students to make sure that all of members had to understand the correct answer, they had to become one head in this game because one head or one person determined the group. During the process of discussion, the teacher drew a table. The table was for writing the points made by each group, the group which got the higher point, was the winner of the game.

The game started, the teacher firstly explained the rule of the game. All of the students had to pay attention to understand the regulation. Only the student who had the number called by the teacher answered the question, when the teacher knew who rose the hand not the owner of the number, the teacher disqualified the group and had no chance to get the point. The teacher read the question, and called the

number. There was a fight from the students to be the fastest who raise the hand to answer the question. The teacher observed the first group which raise the hand. After the students answered the question, the teacher asked the students about the other answer. There was no other answer then the teacher explained why the other answer was not correct. This made the students understand well about other genre of text, and also improved knowledge to the students. In the last step of elaboration, the teacher made resume from the text and gave exercises to the students. Resuming with students helped the materials stuck in the students' head, and also stimulated the students about the information given in the text. It was very good.

The last main activity was Confirmation, in this step the teacher decided the best result of the discussion. The group one got the best result because the group got the highest point. The teacher also decided the best three products and gave rewards, the rewards were another points (score).

Students got feedback and suggestion from the teacher, the suggestion was given to the group which got lower point. The students got lower point because they were lack of attention or forgot their own number. The weaknesses of this game was envy feeling from the students, they judged that they were the first person who rose the hand. But to cope this situations, the teacher gave other additional quizz. The quizz was guessing something, the teacher told particular

feature of an object. After the students knew what object was, they rosehands. The writer thought, that was a great solution to solve envy problem among the students. The teacher made the question more difficult to guess.

The third main step was closing, students and teacher made a resume of the text of report Mangroves and students reflect the lesson by answering the question from the teacher. The question was about the impression of the students after learning the lesson and what the students got after learning the lesson.

- Teacher : “ OK, after we learn about the report text of Mangroves. Can you resume the text orally? One of you?”
- Rifka : “ Mangroves is a great trees mom, it has many function to our life. It can be like a wall to the tsunami disaster in Asian. It has a trunk which very functional to prevent the water and we need to plants it.”
- Teacher : “Yes, good Rifka. Any other comment?”
- Students : “ No, Mom.”
- Teacher : “What is your impression after learning the lesson today, Ronny?”
- Ronny : “ Interesting Mom, you give me information about the benefit of mangroves to our life”.
- Teacher : “Good. Very good. What did you get after learning the lesson, Tiara?”
- Tiara : “The important information ,Mom, and the fact about mangroves.
- Teacher : “OK. If there is no question about a report text, I hope you understand well about it. Thank you for your attention,*wassalamualaikum warahmatullahi wabarakatuh.*”
- Students : “*Wa’alaikumussalam warahmatullahi wabarakatuh.*”

The students did not get homework because one lesson plan was for two meetings, so the following meeting was the other materials.

Based on the observation done, the writer concluded that in the last main step of closing, the teacher tried to resume the text and the exercises together. The teacher pointed one student to share the ideas about Avian Influenza. The student was Rifka, the teacher tried to ask question to the students randomly, not only for the clever student or low achiever student. After hearing about the resume made by Rifka, the the teacher asked about the impression of the students in learning the materials. The teacher also asked about what students got from learning the materials to one of the students in the class. The answer from the student was very good, they absorbed or caught the idea from the text given and the last the teacher closed the meeting by wishingsalam.

## **2. The Problem Faced by the Students in Reading Comprehension.**

There were always some problems in teaching and learning process. It also happened in teaching reading in SMP Negeri 2 Boyolali. There were problems faced by the teacher:

- a. Difficulties in managing the students in the class.

The teacher found difficulties during teaching learning process, that teacher was difficult to manage the students. Not all of the students in the classroom payed attention to the teacher when the

teacher gave them materials of the reading lesson. Some students participated actively and the others were busy with thier own business. For example, when the teacher explained or delivered the materials, they were gossiping to each other, or opened laptop for chatting or searching other, not the materials. Although SMP Negeri 2 Boyolali suggested the students to bring laptop in the teaching learning process, but sometimes there were still some students used the facilities to do something not supposed to do (chatting, facebooking, or twittering) which do not support the process of teaching learning process.

b. Different capability in receiving the material.

The capability of each student to receive the materials in the classroom was different. Some of them could easily receive the explanation from the teacher, and some of them could not receive the teacher's explanation easily. The teacher used bilingual language to deliver the materials, but around 80% of the teachers used English. So the students who had higher capability in receiving the materials from teacher explanation, and the students who had lower capability in receiving the materials needed more detail explanation from the teacher.

c. Limited vocabulary.

In school of *Rintisan Sekolah Bertaraf Internasional (RSBI)*, the teachers were expected to teach the students using English, but not 100% of them did so. So the students had higher vocabulary than the



other schools (the non RSBI schools). But in this case, in teaching reading comprehension, many students still had limited vocabulary. In every English lesson, the students almost never brought dictionaries. They did not realize how important the dictionary to them, especially when they learnt about reading because there would be many new words in the text and difficult to translate them without dictionary. But there were some students who brought digital mini dictionaries or called Alfalink, they helped the students find difficult words.

d. Facilities.

Facilities in SMP Negeri 2 Boyolali was very complete. There were Televisions, LCDs and the screens, ACs, white boards, speakers, to support the teaching learning process in every classroom. Almost all of the teachers use LCD to deliver the materials in the classroom, the teacher used microsoft office power point to explain the materials. But this facility could not be used by the teacher when the electricity was off, so the teacher found difficulties to deliver the materials when the electricity was off.

### **3. The Problem Solving Made by the Teacher in Reading Comprehension.**

In this research, the writer also presented the problem solving.

They were as follows:

a. Controlling Student's Activities.

To solve the problem of classroom management, the teacher controlled the students everytime. The teacher moved to one group to another

group to make sure that the students did what the teacher asked. So the students had no chance to discuss another thing or chatting, gossiping in the classroom during the teaching-learning process.

b. Giving Exercises

The English teacher of SMP Negeri 2 Boyolali had some solutions to cover the different achievement from the students in achieving the materials given. The teacher gave more exercises to balance the students capability, and also explained the materials in Indonesian to make the students understand what the purposes of the text.

c. Mastering Vocabulary

The students in SMP Negeri 2 Boyolali were lack of understanding of how important to bring the dictionary in learning English, especially in learning reading comprehension. There were many new difficult words, so the students had to bring them to help them understand the text. The teacher asked the students to bring dictionary and they allowed students to turn on their laptops to search in google. But the teacher kept watching the students activities in searching in order to make sure that the students did not open other features.

d. Explore Other Facilities

The facilities in SMP Negeri 2 Boyolali was more than enough . But sometimes the teachers found difficulties in the teaching-learning process, especially when the electricity was off. Because most of them used LCD to deliver the materials, so the teaching-learning process was disturbed. There were 24 classrooms in SMP Negeri 2 Boyolali.

So when the electricity was off, teacher asked the students to move to another room, so the teaching learning process continued.

## **B. Discussion of the Finding**

Numbered Heads Together is a kind of cooperative Learning method designed to make the teaching learning process in the classroom more interesting. The students usually got bored in teaching-learning process, because the method used by the teacher was very traditional and not interesting. The teacher intended to drill the material and no interactive interaction between the students and the teacher. In *SMP Negeri 2 Boyolali*, the teachers used various methods in teaching-learning process to make the students attracted to the materials. There were many cooperative learning methods, but English teachers preferred using Numbered Heads Together to deliver the reading comprehension activities. Numbered Heads Together could improve the students' achievement with the method and the game in it.

The game was very interesting, there were some discussions between the groups. Firstly the students were divided into some groups of four, every student got either 1,2,3, or 4. The teacher numbered them one by one randomly, the student numbered from one until four became the first group. Then the teacher moved and numbered them again started from number one to number four until the sixth group.

These are the table of the groups:

First Group	Second Group	Third Group
Purwalita Sari Devi	Oku Kurniatul S	Niken Anjarsari
Paramita Hayu	Puji Astuti	Nova Putri Pangesti
Rika Dian Kurniawati	Ramadhaati Puteri B	Novia Astrid S. W
Ririn Dwi Novitasari	Rifka Pratiwi	Novitasari Puspa W

Group Four	Group Five	Group Six
Nur Rahim Aji W	Nova Tri Nugroho	R.A Mutiara
Nur Rahman Aji W	Rafi Atma Akbari	Raudya Aryania Dewi
Rahadi Jalu Yoga	Ridlo Suryo F	Nurul Hidayati
Rizki Sandi P	Rizky Sandi P	Nurul Hidayati

The teacher numbered the groups according to the seat of the students. After they got the groups, they gathered to discuss the text and exercises. The teacher gave them time for about fifteen minutes, then they prepared the correction. Before the students discussed with their own group, the teacher guided them to comprehend the text. She asked about the difficult words to the students, and told the specific information report text of Avian Influenza and Mangrove. She made her explanation clearly by giving the students real picture and factual information about the object. So when the students comprehended the text, they had a real idea not just imagination of it. All of the students could answer the questions correctly, it could be said that all students had understood and comprehended the text well.

The teacher gave the students exercises from the first text of Avian Influenza amount of 20 items. Ten questions was multiple choice exercises and ten others were found the similar meaning. On the following meeting, the teacher also did the same activity as in the first meeting, that was the reading text of report. But the teacher just reviewed the materials given. She asked about what they had learnt in the last meeting. She also gave the students a text to be observed. In the second meeting, she gave them a report text of Mangroves. Before the discussions started, she guided them again to comprehend the text. Firstly she gave them some pictures of mangroves variously, so the students got the idea of the tree and then explained the text by showing the pictures. The teacher explained the text clearly, so the students could get the idea of the text and could answer the questions provided. Having known there was no more question about the text, then the teacher asked them to discuss the exercises with their own group as the first meeting. They had to be one head to answer the questions, the teacher gave them 10 questions with the report text of Mangroves.

This was the table about score of the group:

Name of Group:	Score	Total Score
Group 1	V V	2
Group 2	V	1
Group 3	V	1
Group 4	V V V	3
Group 5	V	1
Group 6	V V	2

The fourth group was the winner or the the group which had the highest point of the game. They were Nur Rahim, Nur Rahman, Rahadi Jalu, and Rizky. They could answer the questions because each of them really gave serious attention when the teacher called the number to answer the questions. Each of them was ready of their own number, and also they made the correct answer of the questions given. This situation made them the winner of the game. The groups which had the second rank were the group one and group six, they fought to answer the questions given by the teacher. But they did not rise the hand fast as the fourth group did. The group which had low score was the group 2, 3, and 5. All of the groups had the correct answers, group two was good enough but one of the member, Puji Astuti was disqualified by the teacher because she rose not her number. Group three was upset because they thought that the teacher did not see them when they rose the hand and did not want to rise the hand for the following questions. The fifth group was uncomplete when they answered the questions, so the teacher moved to another group which had the correct answers.

The game was interesting, but the game made the students had envy feeling to anothers. The game looked for the faster groups that rose the hand when answered the questions, in this case the visibility of the teacher was limited. This situation could make the students judged themselves the first person who rose the hand, and to solve the problems the teacher added some quizzes by guessing some objects.