

## **IMPROVING STUDENTS' READING COMPREHENSION BY USING NHT TECHNIQUE AT THE TWELFTH GRADE STUDENTS OF MAN 3 SOLOK IN ACADEMIC YEAR 2022/2023**

**Wita Purnama Sari <sup>\*1</sup>**

UIN SMDD Bukittinggi, Indonesia  
[widri1821@gmail.com](mailto:widri1821@gmail.com)

**Reflinda**

UIN SMDD Bukittinggi, Indonesia  
[reflinda88@gmail.com](mailto:reflinda88@gmail.com)

**Melyann Melani**

UIN SMDD Bukittinggi, Indonesia  
[melanimelyann@gmail.com](mailto:melanimelyann@gmail.com)

**Irwandi**

UIN SMDD Bukittinggi, Indonesia  
[irwandi@gmail.com](mailto:irwandi@gmail.com)

### **Abstract**

This research aimed to find out whether there was an improvement in students' reading comprehension by using the NHT technique among the twelfth-grade students of MAN 3 Solok. This research was a Classroom Action Research (CAR). The research data were collected through observation and tests. The test is given to the students in the form of a reading comprehension post-test at the end of learning at each cycle. The subject of this research was the twelfth grade of religion students of MAN 3 Solok. The total number of students in the class was 28 students. The result of the analysis showed that the NHT technique could improve students' reading comprehension. It was shown from the result of students' reading comprehension test in two cycles. The result of the reading comprehension test showed that there were improvements in students' reading comprehension scores by using the NHT technique. On the initial score of students (pretest), the average score of the class was 56,08. The result obtained by students in the cycle I (post-test) the average score of the class was 72,59. In the cycle II results obtained by students, the average score of the class was 79.10. Based on the students' results in cycle I and cycle II can be concluded that the minimum criteria of score was reached. The minimum criteria for the score (KKM) was 75. Furthermore, it can be concluded that the use of the NHT technique could improve students' reading comprehension.

**Keywords:** Improving, Reading Comprehension, the NHT technique

---

<sup>1</sup> Correspondence author

## INTRODUCTION

Reading is a receptive skill which means that it is a developed or acquired ability to receive and perceive certain written information. Reading is a process of readers combining the information of a text and their background knowledge to build meaning (Nunan, 2003). The result of reading is be understanding of the information read (Anisimova, 2010). Additionally, reading comprehension is understanding what the reader reads and being able to connect information with basic knowledge. It can be said that the significance of comprehension is to think in the reading process (Mikulecky & Jeffries, 2007). The meaning of this statement is students know the meaning of word by word in reading text and then students have to comprehend the reading text also and at the end, the students have to be able to connect the meaning of the reading text with students' background knowledge.

In the Senior High School in English subjects, the students learned several texts like narrative text, descriptive text, news items text, and so on as reading material. The purpose of reading in Senior High School is the students must be able to catch the contextual meaning related to social functions, text structures, and elements of all the text that were discussed in the learning process. However, the researcher found that the students were unable to comprehend the text well in senior high school. Because of that, the teacher has to search for a solution to improve the students' reading comprehension. To improve the students' reading comprehension, the teacher could apply the right teaching technique, one of the best techniques to improve reading comprehension is the Numbered Heads Together (NHT) technique.

NHT technique is one of the cooperative learning techniques that could be used in ELT, such as in reading class (Richards & Renandya, 2002). NHT is different from group discussion and the implementation of NHT is almost the same as group discussion, but applying the NHT technique begins with numbering (Naibaho, 2019). In the direction of improving reading comprehension, the NHT technique has advantages to improving the reading comprehension ability of students. It was because by implementing the NHT technique the students learn by themselves, students feel more confident, students feel more dedicated, and the students will teach each other so the students become independent learners. Besides that, the students in the learning process will share their knowledge with their friends.

Based on the explanation above, there is scientific reason to conduct a research about improving students' reading comprehension by using the NHT technique at the twelfth-grade students of MAN 3 Solok. with the research question is whether there is the improvement of students' reading comprehension by using Numbered Heads Together (NHT) technique at the twelfth-grade students of MAN 3 Solok in academic year 2023/2024.

## RESEARCH METHOD

This research was under classroom action research (CAR). This research used classroom action research because the researcher wanted to solve the students' reading comprehension problem by using the NHT technique. The location of this classroom action research was at MAN 3 Solok. Its location was at Jl. Teuku Umar Alahan Panjang, Kecamatan Lembah Gumanti, Kabupaten Solok, Provinsi Sumatera Barat, Indonesia. The subject of this research was the twelfth grade of religion students of MAN 3 Solok which consists of 28 students.

The instruments used in this research were observation and test. Both of the instruments in this research had been validated by three English Language Education lecturers at UIN SMDD Bukittinggi. The test was used to measure the level of students' reading comprehension. The observation was used to observe learning activity during treatment by using the NHT technique. The test used in this research was pre-test and post-test in the form of multiple choice. The researcher arranged the instrument based on several indicators. The indicators for reading comprehension questions were; Main idea, Expression/idioms/phrases in context, Inference, Grammatical features, Detail, Excluding fact not written, Supporting ideas, and vocabulary in context (Brown, 2003). Observation would be used to know learning activities in the classroom during the implementation of the NHT technique. The researcher would observe the learning activity during implementing the NHT technique in the classroom starting from the beginning of class until the end of class.

In this Classroom Action Research, there was one pre-cycle and two cycles were conducted. In the pre-cycle section, the researcher gave a pre-test to the students. In cycle I the steps were planning, implementing of action. observing and reflecting. In cycle II the steps the researcher did were the same as the steps done in cycle I. The steps were planning, and implementing action. observing and reflecting.

The data collection technique is a way that the researcher used to obtain the data that answered the research problem formulation. To collect the intended data, this research used observation and test. The data on the students' reading comprehension was analyzed by: Finding out the mean score of the student's answer by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = Mean Score

$\sum X$  = Total Score

N = Total Respondent (Gay, 2023)

## RESULT AND DISCUSSION

### Findings

#### 1. Pre- cycle

In the pre-cycle, the researcher conducted a Pre-test on Tuesday, September 5, 2023 and followed by 23 students. This Pre-test was conducted to know students' reading comprehension before implementing the NHT technique. The pre-test was administrated to the students to be finished individually. The kind of test was multiple choice and consisted of 20 items. The scores of students in pre-test are described in the table below: Table 1

**Students' Score of Reading Comprehension in Pre test**

No	The Name of Students	Score	Criteria
1	AR	45	Incomplete
2	AZI	75	Complete
3	AN	75	Complete
4	AS	50	Incomplete
5	BT	50	Incomplete
6	BDP	50	Incomplete
7	DA	40	Incomplete
8	DS	-	Incomplete
9	DPA	50	Incomplete
10	EM	60	Incomplete
11	FK	-	Incomplete
12	GMZ	55	Incomplete
13	HSY	50	Incomplete
14	IR	-	Incomplete
15	IOR	55	Incomplete
16	JR	70	Incomplete
17	MR	40	Incomplete
18	MZS	50	Incomplete
19	MI	60	Incomplete
20	MR	50	Incomplete
21	NS	-	Incomplete
22	NH	55	Incomplete
23	NF	55	Incomplete
24	RRD	75	Complete
25	RMH	-	Incomplete
26	WD	75	Complete

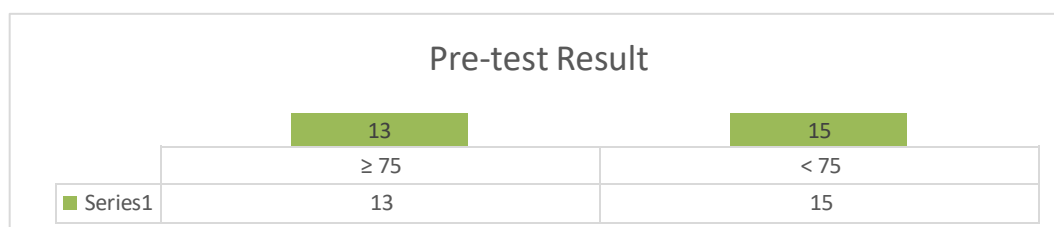
27	WK	50	Incomplete
28	ZF	55	Incomplete
total of scores		1.290	
average of class		56,08	

Source: The pre-test result on September 5, 2023

**Table 2**  
**Frequency of Students' Reading Comprehension Score in Pre-test**

No	Grade	Frequencies	Explanation
1	$\geq 75$	13	Complete
2	$< 75$	15	Incomplete

Source: The pre-test result on September 5, 2023



**Figure 1: Pre-test result**

Based on the data above, it could be inferred that there were 4 students successful and there were 24 students who were unsuccessful. The successful students were those who got the minimum criteria of score, which at MAN 3 Solok the minimum criteria of score is 75. The successful students were fewer than those unsuccessful students. From the pre-test result got that the average value of the class was 56,08 so the result was unsatisfied. Therefore, the researcher used NHT technic to improve the students' reading comprehension.

## 2. Cycle I

In cycle I, several activities were carried out by the researcher, namely: planning, implementing action, observing, and reflecting. In the planning stage, the researcher prepared several things related to the teaching and learning process in cycle 1. Preparations made before implementing cycle I action were; first, the researcher conducted pre test to know the students' basic scores. Then, the researcher formed an original group consisting of four heterogeneous members. To obtain heterogeneous group members, the researcher was guided by student gender and initial test results of students. The number of students was twenty-eight students, of that number, the researcher divided them into seven groups. Last, the researcher prepared learning tools in the form of lesson plans, learning material, and students' tasks in each meeting. The researcher also prepared an observation sheet and test. All these needs and necessities were prepared from home before the teacher teaches at school.

After the teacher prepared everything needed in the learning process, the teacher carried out the implementation of action carried out at school in the learning process. The implementation of this action was divided into 2 meetings. At first meeting, The researcher explained the material about the news item text. At second meeting, the researcher asked the students to discuss the questions that the researcher posted by learning material about the news item text last week which had been adapted to the NHT technique scenario. The steps that the researcher conducted were. First, the researcher divided the students into seven groups. One group consists of four persons. Each of the persons in the group got a number (number 1/2/3/4). Second, After the students sat in groups, the researcher contributed the questions related to the news item text that had been explained at the last meeting. The questions are in the form of an essay. Third, After all of the groups got the questions, the students in the group worked cooperatively to find out the answers to the questions. Last, after the students' time to find out the answer was over the researcher called a number to give their group an answer for each question. The students with that number stood up and gave their groups' answers. After the students gave their answers, the researcher gave corrections for their answers. The researcher would give the best answers and explain about it. At the end of the class, the researcher gave a post-test to the students. The post-test is in the form of multiple choice with twenty items. Post test conducted individually. The results of the post-test that have been done by students are shown in the table below.

**Table 3**  
**Recapitulation of Students' Score in Cycle 1**

No	The Name of Students	Score	Status
1	AR	70	Incomplete
2	AZI	85	Incomplete
3	AN	85	Incomplete
4	AS	70	Incomplete
5	BT	75	Incomplete
6	BDP	70	Incomplete
7	DA	65	Incomplete
8	DS	60	Incomplete
9	DPA	70	Incomplete
10	EM	75	Incomplete
11	FK	70	Incomplete
12	GMZ	75	Incomplete
13	HSY	70	Incomplete
14	IR	60	Incomplete

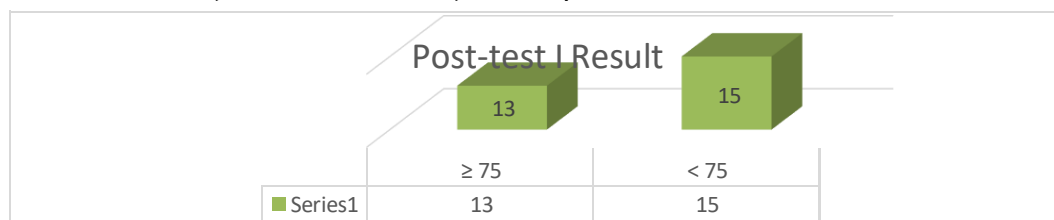
15	IOR	75	Incomplete
16	JR	-	Incomplete
17	MR	70	Incomplete
18	MZS	70	Incomplete
19	MI	80	Incomplete
20	MR	75	Incomplete
21	NS	65	Incomplete
22	NH	75	Incomplete
23	NF	65	Incomplete
24	R RD	85	Incomplete
25	RMH	50	Incomplete
26	WD	85	Complete
27	WK	85	Complete
28	ZF	80	Complete
Total Of Scores		1960	
Average Of Class		72,59	

Source: Post-test result on 12/10/2023

**Table 4**  
**Frequency of Students' R. C.Score in Post-test I**

No	Grade	Frequencies	Explanation
1	$\geq 75$	13	Complete
2	$< 75$	15	Incomplete

Source: result of students' score of R.C. in post-test on 12/10/2023



**Figure 2: Post-test I Result**

Based on the data above, it could be see that the average value of the class was 72,59. During this post test session, it was discovered that there were 13 students had completed it while there were 15 students had not completed it.

After two meetings, observation was also conducted in this research. Observations made paid attention to students' learning activity during the learning process, and the results of observations in cycle I were;

- 1) The instructions were still unclear so the students got confused about the systematica of the discussion. Because of that, there were questions during the implementation NHT technique.
- 2) In the first stage of implementing the NHT technique, the researcher groups the students. The researcher divided students into seven groups. One group consists of four students. The member of groups chosen randomly or heterogenous based on their gender and their scores in the pre-test. Then, each of them got a number (1/2/3/4). The students put the number in their head. In this stage, the students sit in group and try to talk with their member. This stage was good enough and there was not obstacle.
- 3) In the second stage of implementing the NHT technique, the researcher contributed a paper that consisted of several questions to the students. The question consists of the items in the form of an essay. The questions were: 1) The detail of the generic structures of the passage above is?, 2)What is the topic of the passage above?, 3) Why do you think people want to read this headline?, 4) Where the students when the truck veered toward them?, 5) It is implied in the first paragraph that , 6) How many victims were killed in the crash?, 7) Why the driver had not been questioned after the crush?, 8) After class when the truck veered the closest meaning of the underlined word is?, 9) What did the police state about the cause of the crash?, 10) He was "still in shock", the furthest meaning of the underlined word is?. One group got two papers. The students in the group took the paper gladly. The students shared to see the questions.
- 4) In the third stage of implementing the NHT technique, the researcher asked the students to sit in groups to work cooperatively to find out the best answer to the question. In this stage, all of the students work in groups. They helped each other to find the answer. Some students looked at the dictionary to learn the new vocabulary.
- 5) In the fourth stage of implementing the NHT technique, the researcher called a number to answer each of the questions. The first question was answered by number 4, and based on the answers results found that all of the answers were true. The second question was answered by number 1, and based on the answers results were found that all of the answers were false because the students argued that the topic same as the title of the passage. The third question was answered by number 2, and based on the answers result was found that there was group had true answers while other groups had false answers. The fourth question was answered by number number 3, and based on the answers results found that all of the answers were true. The fifth question was answered by number 2, and based on the answers results found that all of the answers were true. The sixth question was answered by



number 1 and based on the answers results found that all of the answers were true. The seventh question was answered by number 3, and based on the answers results found that all of the answers were true. Eight questions were answered by number 2, and based on the answers results found that all of the answers were true. The ninth question was answered by number 4, and based on the answers results found that all of the answers were true. The tenth question was answered by number, and based on the answers results found that all of the answers were false. It was because the students did not know what the meaning of farthest meaning.

Based on the observation result, it could be concluded that the problems in implementing the NHT technique in cycle I were; The researchers' instruction was still unclear so the students got confused about the system of the discussion and the students did not understand about topic of the news item, the social function of the news item text, and farthest meaning of the word in news item text. The learning process had been good, and it was hoped that in the next cycle, it would remain good and even better.

From the observation result and post-test result in the learning process in cycle I, it could be concluded that the learning process had not achieved the minimum score criteria (KKM) of the research before. The successful students were those who got the minimum mastery criteria at MAN 3 Solok at least 75. The successful students were fewer than those unsuccessful students. From this post-test result, the researcher got an average of 72,59, The fact showed that the result was still unsatisfactory. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

### 3. Cycle II

The action in cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in cycle I. In cycle II, there were also several activities conducted by the teacher in the learning process. The activities in Cycle II were the same as the learning activities in Cycle I, except that some things were different based on the results of the reflection on the meeting in Cycle I. The different things were the learning material and discussion material. The activities in cycle II were planning, action implementation, observation, and reflection also.

The results of the post-test that have been done by students are shown in the table below.

**Table 5**  
**Recapitulation of Students' score in Learning C2**

No	The Name Of Students	Score	Status
1	AR	75	Complete

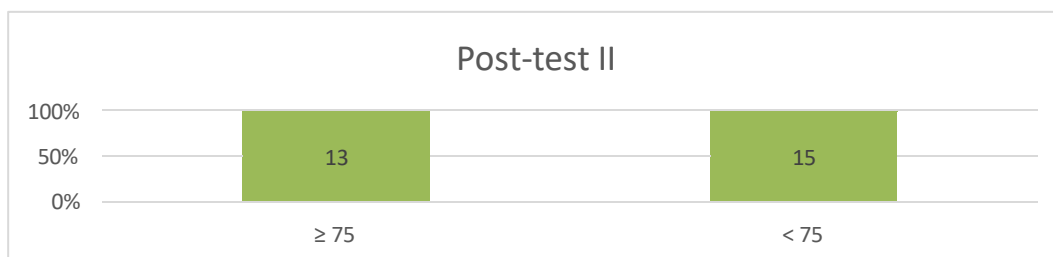
2	AZI	90	Complete
3	AN	90	Complete
4	AS	75	Complete
5	BT	80	Complete
6	BDP	80	Complete
7	DA	70	Incomplete
8	DS	75	Complete
9	DPA	75	Complete
10	EM	80	Complete
11	FK	80	Complete
12	GMZ	80	Complete
13	HSY	75	Complete
14	IR	75	Complete
15	IOR	80	Complete
16	JR	75	Complete
17	MR	70	Incomplete
18	MZS	75	Complete
19	MI	80	Complete
20	MR	80	Complete
21	NS	75	Complete
22	NH	80	Complete
23	NF	75	Complete
24	R RD	90	Complete
25	RMH	75	Complete
26	WD	90	Complete
27	WK	85	Complete
28	ZF	85	Complete
Total Of Scores		2215	
Average Of Class		79,10	

Source: Post-test result on September 26, 2023

**Table 6**  
**Frequency of Students' R. C.Score in Post-test II**

No	Grade	Frequencies	Explanation
1	≥ 75	26	Complete
2	< 75	2	Incomplete

Source: Post-test result on September 26, 2023



Based on the table above, it was known that the average value of the class was 79,10. During this post test session, it was discovered that there were 26 students had completed it while there were 2 students had not completed it.

After two meetings, observation was also conducted in this research. Observations were carried out to see learning activity in the classroom during implementing the NHT technique. Observation in cycle I was conducted on September 26, 2023, on Tuesday, or more precisely, during the learning process in the second meeting. Observations made paid attention to students' learning activity during the learning process, and the results of observations in cycle II were;

1. The instructions had been clear so the students were not confused about the systematics of the discussion. Because of that, the discussion went smoothly.
2. In the first stage of implementing the NHT technique, the researcher groups the students. The researcher divided students into seven groups. One group consists of four students. The member of groups chosen randomly or heterogenous based on their gender and their scores in the pre-test. Then, each of them got a number (1/2/3/4). The students put the number in their heads. In this stage, the students sit in groups and try to talk with their members. This stage was good and there was no obstacle.
3. In the second stage of implementing the NHT technique, the researcher contributed the paper which consists of several questions to the students. The question consists of eight items in the form of an essay. The questions were: 1) What is the news about?, 2) It's implied in the first paragraph that the young man ... , 3) The closest meaning of The word "Overnight" in the first paragraph is?, 4) How did the girl help the young man?, 5) Where was the accident taken?, 6) What did the crowd see ?, 7) What made the girl save the young man?, 8) The word of "famous" in the first paragraph in the passage has the furthest meaning, that is?. One group got two papers. The students in the group took the paper gladly. The students shared to see the questions.
4. In the third stage of implementing the NHT technique, the researcher asked the students to sit in groups to work cooperatively to find out the best answer to the question. In this stage, all of the students work in groups. They helped each

other to find the answer. Some students looked at the dictionary to learn the new vocabulary.

5. In the fourth stage of implementing the NHT technique, the researcher called a number to answer each of the questions. The first question was answered by number 4, and based on the answers results found that all of the answers were true. The second question was answered by number 1, and based on the answers results found that all of the answers were true. The third question was answered by number 2, and based on the answers results found that all of the answers were true. The fourth question was answered by number number 3, and based on the answers results found that all of the answers were true. The fifth question was answered by number 2, and based on the answers results found that all of the answers were true. The sixth question was answered by number 1 and based on the answers results found that all of the answers were true. The seventh question was answered by number 3, and based on the answers results found that all of the answers were true. Eight questions were answered by number 2, and based on the answers results found that all of the answers were true.

Based on the observation result, it could be concluded that in the discussion in cycle II, there were no problems in implementing the NHT technique. The instructions were clear so the students did not get confused about the systematica of the discussion and the students able to answer all of the questions correctly.

From the observation result and post-test result in the learning process in cycle II, it could be concluded that the learning process had achieved minimum score criteria (KKM). Because the result in cycle II was satisfied and also reached the limited score the cycle would stop. The two students who did not unreached the minimum score would be given special treatment. Therefore the cycle was stopped in cycle II.

## Discussion

This section aims to answer the research question. To see whether or not there was an improvement in students' reading comprehension by using the NHT technique, it could be see from the post-test scores in cycle I and the post-test scores in cycle II. To see the comparison of the scores of the two cycles, see the tabulation below.

**Table : 7**  
**The Comparison Between Result Post-Test I & Post-Test II**

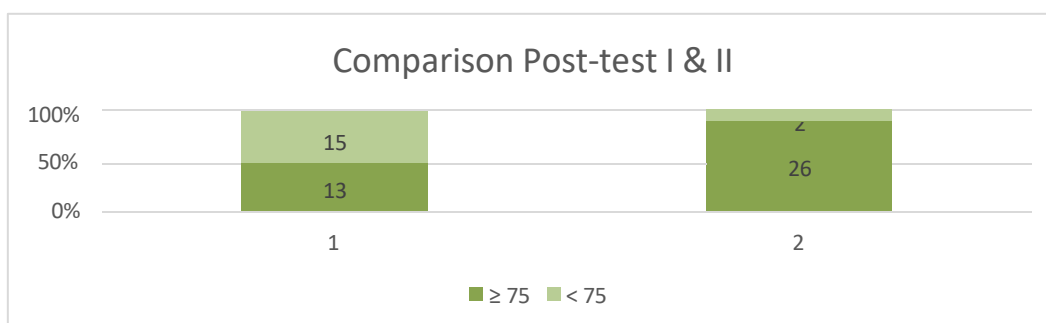
No	The name of students	Post-Test 1	Post-Test 1l
1	AR	70	75
2	AZI	85	90
3	AN	85	90
4	AS	70	75
5	BT	75	80

6	BDP	70	80
7	DA	65	70
8	DS	60	75
9	DPA	70	75
10	EM	75	80
11	FK	70	80
12	GMZ	75	80
13	HSY	70	75
14	IR	60	75
15	IOR	75	80
16	JR	-	75
17	MR	70	70
18	MZS	70	75
19	MI	80	80
20	MR	75	80
21	NS	65	75
22	NH	75	80
23	NF	65	75
24	R RD	85	90
25	RMH	50	75
26	WD	85	90
27	WK	85	85
28	ZF	80	85
Total		1960	2215
Average		72.59	79.10

**Table 8**

**Comparison Between Post-test I & Post-test II**

No	Grade	Post-test 1	Post-test II	Explanation
1	≥ 75	13	26	Complete
2	< 75	15	2	Incomplete



### **Figure 5: Comparison Post-test I & II**

Based on the table above, it can be concluded that the research results in improving students' reading comprehension by using the NHT technique have been successful. This was shown by the improvement of the student's average score, which was at the beginning 72,59 and then improved to 79,10. This means that the minimum criteria of score had been achieved. In addition, looking at the observation result the learning process with the NHT technique had a good quality, which showed that the learning process in cycle II had greatly improved from cycle I. Therefore, this research question has been answered.

Based on the findings, it can be concluded that the research question in this research has been answered. The answer to the research question in this research was that there was an improvement in students' reading comprehension by using NHT technique.

Based on the findings, it was revealed that there was an improvement in students' reading comprehension by using NHT technique. The findings of this research, which stated that there was improvement in students' reading comprehension by using NHT were in line with the theory "NHT is one of the cooperative learning techniques that could be used in ELT, such as in reading class (Renandya, 2022).

The results of this research were also in line with research conducted by Lamhot Naibaho which was entitled "The Effectiveness of Numbered Heads Together technique on Improving Students' English Achievement At XYZ School". This research aims to find out whether the NHT technique could improve the student's english ability. The results showed that the NHT technique was very effective to be implemented on improving the students' English achievement at XYZ School. Where 40 students were able to achieve the minimum score criteria, 31 of the students got the "good" score category and 9 of the students got a "very good" score category (Naibaho, 2019). In addition, this research was also try to find out the whether the use of NHT technique could improve students achievement in reading comprehension. The result showed that the NHT technic could improve students achievement in reading comprehension. Where there were 26 students had achieved KKM while just 2 students had not achieved KKM.

It was also in line with research from Robbica Martino, Wiwiek Istianah, and Musli Ariani. This research was a quasi-experimental research using post-test only control group design that used to know whether or not there was a significant effect of using Numbered Heads Together Technique on reading comprehension achievement of the eight grade students. The result of this research showed that there was a significant effect of using Numbered Heads Together Technique on Reading Comprehension Achievement of the Eighth Grade Students at SMP Islam Gumukmas, Jember in the 2014/2015 academic year (Martino, 2015). In addition, this research had proven also that the use of NHT technique affected the students' reading comprehension where, by using NHT technique the studens' score of reading comprehension improved.

Based on the results of previous research and the results of this research, it could be concluded that the NHT technique was indeed one of the ways that can help improve students' reading comprehension.

## CONCLUSION

Based on the research findings, this research concludes that the implementation of the NHT technique can improve students' reading comprehension in class XII IPK MAN 3 Solok. Furthermore, the average improvement of students in reading comprehension using the NHT technique improved. This was proven by the average which initially (pre-test) only reached 56,08, and then improved (cycle I) to 72,59. Since it has not reached the KKM, then cycle II is carried out with an average improvement of 79,10. Based on the results obtained, the questions of this research were answered. There was an improvement in students' reading comprehension by using the NHT technique, and the improvement was significant, from below average to above average.

## REFERENCES

- Afriyeni, Yeni. 2020. *Improving Students ' Reading Comprehension By Using Numbered Head Together ( NHT ) Strategy in SD IT Fadilah Pekanbaru*. 5.1. Journal of English Language and Education
- Anisimova, Alla. 2010. *Modern Aspects of English Language Teaching : Theory & Practice*. Кошова Л.С: Аницимова
- Arend, I. Richard. 1986. *Learning to Teach*. New York: McGraw-Hill
- Bouchad, Margaret. 2005. *Bouchad, Comprehension Strategies For English Language Learners*. U.S.A: Scholastic Inc
- Brown, Douglas H. 2003. *Language Assessment Principles and Classroom Practice*. San Francisco, California: Longman
- Gay. 2012. *Educcational Research*. United States of America: Pearson
- Kagan, Spencer and Kagan, Miguel. 2009. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing
- Klinger, Janette K. 2007. *Teaching Reading Comprehension to Students With Learning Difficulties*. New York: The Guilford Press
- Martino, Robbica dkk. 2015. *Comprehension Achievement of the Eight Grade Students at SMP Islam Gumukmas*. Jember: Jurnal Edukasi UNEJ
- Mikulecky, S. Beatrice and Jeffries Linda. 2007. *Advanced Reading Power*. United States of America : Pearson Education
- Naibaho, Lamhot. 2019. *The Effectiveness Of Number Head Together Strategy On Improving Students ' English Achievement At Xyz*. Universitas Kristen Indonesia
- Nunan, David. 2003. *Practical English Language Teaching*. Singapore: McGraw-Hill
- Richards, Jack C and Renandya, Willy A. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press
- Said, Alamsyah & Budimanjaya, Andi. 2015. *Sintak 45 Model Pembelajaran Dalam Student Centerd Learning (SCL)*. Malang: Universitas Muhammadiyah Malang

- Fifi, N. (2015). *Model Pendidikan Karakter di Pesantren (Studi Pondok Pesantren Al-Munawwir Krapyak dan Muallimin Muallimat Yogyakarta* [Doctoral, UIN Sunan Kalijaga]. <http://digilib.uin-suka.ac.id/23812/>
- Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. Bantam Books.
- Ma`arif, M. A., & Kartiko, A. (2018). Fenomenologi Hukuman di Pesantren: Analisis Tata Tertib Santri Pondok Pesantren Daruttaqwa Gresik. *Nadwa*, 12(1), 181–196. <https://doi.org/10.21580/nw.2018.12.1.1862>