



**THE EFFECT OF GALLERY WALK  
AND NUMBERED HEADS TOGETHER TECHNIQUES  
IN TEACHING READING COMPREHENSION  
TO INTROVERTED AND EXTROVERTED STUDENTS**

The Case of the Tenth Graders of SMK Diponegoro  
Majoring in the Sharia Banking Program in the Academic Year of 2015/2016

**A THESIS**

Submitted in partial fulfillment of the requirement for the Master Degree in  
English Language Education

by

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## **DECLARATION**

I, Mochlisin, hereby declare that this thesis entitled “The Effect of Gallery Walk and Numbered Heads Together Techniques in Teaching Reading Comprehension to Introverted and Extroverted Students” is entirely my original work and effort and that it has not been submitted to any institution for any award. I am fully aware that I have used some statements and ideas from other sources and I have properly cited all sources of information used in the thesis.

Semarang, June 2016

Mochlisin

## **MOTTO AND DEDICATION**

An awareness of student personality types allows teachers to have a better understanding of the classroom dynamics.

This thesis is dedicated to Semarang State University

## **ACKNOWLEDGEMENT**

Alhamdulillah, thanks to Allah SWT God Almighty the most merciful and sustainer of the world who has given His mercy and His guidance in leading me to the completion of my thesis entitled “The Effect of Gallery Walk and Numbered Heads Together Techniques in Teaching Reading Comprehension to Introverted and Extroverted Students”. This thesis is submitted in Partial fulfillment of the requirements for the Magister Degree in English Language Education.

This research was conducted as an attempt to provide resource for English teachers focusing on the teaching techniques namely Numbered Heads Together and Gallery Walk implemented in the teaching and learning process. Hopefully, findings of this study would help teachers use the strategies appropriately.

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## ABSTRACT

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Keywords: Teaching Reading, Numbered Heads Together, Gallery Walk, Extroverted Students, Introverted Students.

This study investigates the effect of Gallery Walk and Numbered Heads Together techniques in enhancing the students' reading comprehension to extroverted and introverted students. This study is a quantitative research by using the 2x2 experimental factorial design. The participants of this study were 50 students of the tenth graders of Sharia Banking consisting of 27 students of X Sharia Banking 1 as the first experimental group treated by Numbered Heads Together technique in teaching reading of descriptive texts and 23 students of X Sharia Banking 2 as the second experimental group treated by Gallery Walk in teaching reading at SMK Diponegoro Banyuputih.

The findings of this study show that (1) there is a significant difference between pretest and posttest scores in teaching reading comprehension by using Gallery Walk technique to the extroverted students, (2) there is no significant difference between pretest and posttest scores in teaching reading comprehension by using Gallery Walk technique to the introverted students, (3) there is a significant difference between pretest and posttest scores in teaching reading comprehension by using Numbered Heads Together technique to the extroverted students, (4) there is a significant difference of pretest and posttest scores in teaching reading comprehension by using Numbered Heads Together technique to the introverted students, (5) both Gallery Walk and Numbered Heads Together have equal effectiveness to teach reading comprehension to the extroverted and introverted students, (6) both extroverted and introverted students have equal improvement treated using Gallery Walk and Numbered Heads Together techniques, (7) there is no interaction between teaching techniques employed and the students' personality types.

To sum up, there is only an insignificant result showing the difference of pretest and posttest scores, i.e. introverted students treated by Gallery Walk technique, meanwhile the rest of the groups are significant. In addition, both techniques have equal effectiveness and both students' personality types have equal improvement. There is also no interaction between teaching techniques employed and the students' personality types.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses about the background of the study, the reasons for choosing the topic, the statements of the problems, the objectives of the study, the significance of the study, the scope of the study, and the definition of key terms.

### **1.1 Background of the Study**

There are four language skills that must be taught at school, they are listening, speaking, reading and writing. Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both in spoken and in written language, in which listening and reading are passive or receptive skills, while speaking and writing are active or productive skills (Harmer, 2001:199). Though all of skills are important, some EFL learners, such as in Indonesia, assume that reading is a skill through which they learn English for the first time instead of listening and speaking.

Alfassi (2004) implies that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction. Reading is one of the most important academic skills in learning English; it also provides access to information due to the fact that it can give valuable knowledge to the reader who

wants to get information. It is important to learn reading because a person who can read well would be able to increase his or her knowledge through reading.

Indonesian students often find it difficult to comprehend English reading text, find the main ideas of paragraph, identify key supporting points, make inference, and understand vocabulary items in context. For example, many students appear to be able to read with relative fluency, but a closer examination shows that they do not understand the text. There are several reasons why the students have such difficulties; Armstrong (2003:20) states that students can decode individual words but encounter obstacles in comprehending whole text, some individuals have problems primarily with the underlying grammatical-logical structures of sentences, others have difficulties visualizing what they have read, or understanding what the author's intent may be.

Therefore, reading comprehension should be essentially promoted here in order that students are able to assimilate the meaning of the text and understand the content. This is in line with Grabe and Stoller (2002:9) who state that reading comprehension skills are important for students to become effective readers. Reading begins with the decoding letters, letter groups, picture books, short stories and other texts. Reading aloud helps students to develop their decoding skills which can be a valuable diagnostic aid. This process concentrates on the development of fluency. The movement from passive to active reading involves the development of reading comprehension skills (Machado, 2010:329). Therefore, it can be also said that students should not only be able to read the texts fluently, they also need to comprehend the content of the reading texts.

Two important factors that affect the process of reading and consequently the process of comprehension are the reader variable and the text variable. Reader variables are the strategies used by readers, their background knowledge, motivation, personality, self-esteem and sex. In recent years, the importance of these factors has been of interest in the field of language learning because of their high effects on learning a foreign or a second language (Andres, 2002). One of the important reader's variable is personality.

In modern language teaching today, relating individually with the students on academic basis and trying to learn more about the student profile provides further advantages for the language learner and the teacher to meet the program goals and objectives. Here, the personality of the student appears to be in the core of the issue.

Many researches regarding reading has been concerned with the attempt to identify individual differences as source of large variances typically obtained in measures of reading comprehension. The role of personality has been much less a concern of researchers (Farely, 1970). Schmeck (1988:89) makes it clear that it is important and useful to identify 'educationally relevant personal attributes,' but researchers seem to be doing less and less in this area.

People differ from one another depending on their personalities. Wilz (2000:29) expresses the need for personality type understanding on the part of the teacher: "An awareness of student personality types allows teachers to have a better understanding of the classroom dynamics and to be better able to determine what kinds of classroom activities and strategies would be most effective with a majority of students in the class." Experts think that an understanding of personality types

can help teachers explain why students approach tasks differently; some of them succeed while some fail. In research, extroversion appears to receive great attention by scholars to study among other traits in personality (Davies, 2004:541). Many second language teachers somehow feel that a student with an outgoing personality is more likely to be successful as a second language learner than his less sociable classmate. Therefore, it can be said that the student's personality is among variables that is related to achievement.

Seeing this condition, English teachers should see the bright side to be aware of and take benefit by implementing the matched technique to teach reading. One of the teachers' responsibilities is to choose and use the appropriate method or technique as well as media to create a better, effective, and efficient teaching learning process (Muchith, 2008:113). When teachers can apply the appropriate method or technique—available developed by theorists or modified from the available ones or creatively and innovatively created by themselves—supported by the use of motivating media in their teaching learning processes to the students, they can develop students' skills and improve the students' motivation which will finally lead to the improvement of learning objectives. In this case, English teacher should implement the fittest technique in improving student skill in reading comprehension.

There are bunch of reading teaching techniques teacher may implement in the classroom. Opitz and Rasinski (2008:75) promote 25 reading teaching techniques that will improve student motivation and engagement in reading comprehension. Those techniques are considered as more innovative and effective techniques than

the conventional reading teaching technique in which teacher asks students to read the text in turn, or sometimes called “round robin” technique. One of the promoted reading teaching techniques here is Gallery Walk. Bowman (2005) states that Gallery Walk is one of the techniques that is promoted there, this is one of the learner-centered activities which has been called by a lot of names and has many variations. By implementing this versatile reading teaching technique, English teacher can use it as an information rich, opening (connection), closing (celebration), or review activity.

Another technique that can be used by the teacher in teaching reading comprehension is Numbered Heads Together. Cited by Bayat (2004:15), Stone and Kagan define it as a technique in which students number off in the groups with each student having a different number. The teacher asks a question to be discussed by the group members together. The teacher calls out a number, and each student who has the number from each group stands up. The teacher chooses one of them to answer the question.

The techniques mentioned above are all introduced in cooperative teaching approach. Macpherson (2000:1) defines cooperative learning as a part of group of teaching and learning techniques in which students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. Moreover, Jolliffe (2007:3) states that cooperative learning requires students to work together in small groups to support each other to improve their own learning and that of others. It means that cooperative learning will make students think and

solve the problem together so that they will also learn how to appreciate others' opinion.

From the explanation above, it can be said that cooperative learning techniques including Gallery Walk and Numbered Heads Together are very useful for integrating and reviewing learning material. They can be included as active learning oriented because they can encourage students to be active during the teaching and learning process and learn from one another, as well as from the teacher. Therefore, it is strongly recommended for English teachers to use these interesting teaching techniques in their teaching and learning processes.

## **1.2 Reasons for Choosing the Topic**

This study is initiated from several facts and considerations within the English teaching and learning process in Tenth graders of SMK Diponegoro majoring in Sharia Banking Program. Those reasons can be listed as follows:

For most of students in the Tenth graders of Sharia Banking of SMK Diponegoro Banyuputih, it can be said that reading text becomes the first source they learn English; therefore reading is the first skill they have instead of other skills such as listening and speaking. Furthermore, they mostly read merely English texts that are available in the English textbooks. It becomes harder when some of the students are reluctant to read; Johnson in Scholastic.com insists that the students commonly feel ashamed to read aloud in case of other students will laugh. This situation can be related to the students' personalities, in this case introversion and extroversion personalities. This is in line with Soleimani, et.al. (2013:213) who

state that both personality types are considered as one of the individual differences which is greatly agreed to have an influence on learning in general, and second language acquisition in particular.

Seeing this unpleasing state, English teacher needs to adopt and/or adapt an effective teaching-learning technique that will help students to be motivated as well as gradually improve their reading skill. Furthermore, English teacher may also find interesting media that will increase students' motivation in learning English. In fact, there are bunch of media and/or techniques that English teacher may use to improve students' mastery in reading comprehension; one of those is a gallery walk technique. English teacher needs also to consider each student' characteristic in order to adjust the proper treatment for each student while implementing a specific technique.

For all the situations described above, I was interested in examining the effectiveness of Gallery Walk and Numbered Head Together techniques in teaching reading comprehension to the Tenth graders of SMK Diponegoro Banyuputih majoring in Sharia Banking. I assumed that these techniques are completely new for the students that hopefully it would lead to the great attention from the students; finally it is hoped that their reading comprehension gets better. As part of cooperative learning, these would also give the opportunity for the students to cooperate with the other students, give a chance to contribute meaningfully to a discussion for the students, something that is difficult to achieve in large group discussion. Each student develops his/her skill and has something to contribute.

These also can create the class atmosphere in such a way that the students cooperate with each other.

### **1.3 Research Questions**

This research addresses the following questions:

- 1) How significant is Gallery Walk technique in teaching reading comprehension for the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program?
- 2) How significant is Gallery Walk technique in teaching reading comprehension for the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program?
- 3) How significant is Numbered Head Together technique in teaching reading comprehension for the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program?
- 4) How significant is Numbered Head Together technique in teaching reading comprehension for the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program?
- 5) Which technique gives significant influences in teaching reading comprehension to the introverted and extroverted students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program?
- 6) Which personality type gives significant influences in teaching reading comprehension through Gallery Walk and Numbered Heads Together

techniques to the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program?

- 7) How significant is the interaction among techniques, students' personality types, and reading comprehension to the students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program?

#### **1.4 Objectives of the Study**

Based on the statements above, the objectives of this study are as follows:

- 1) to describe how significant the Gallery Walk technique is for teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program
- 2) to describe how significant the Gallery Walk technique is for teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program
- 3) to describe how significant the Numbered Heads Together technique is for teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program
- 4) to describe how significant the Numbered Heads Together technique is for teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program
- 5) to describe a technique which gives significant influences in teaching reading comprehension to the introverted and extroverted students in the

Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

- 6) to describe a personality type which gives significant influences in teaching reading comprehension through Gallery Walk and Numbered Heads Together techniques to the students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program
- 7) to describe how significant of interaction among techniques, students' personality types, and reading comprehension to the students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

## **1.5 Significance of the Study**

The significance of conducting this study can be described as follows:

Theoretically, the experiment conducted for the stated techniques is to see whether or not they work. Later on, the result of this study can be a reference for other English teachers.

Practically, the study was conducted to prove whether or not Gallery Walk and Numbered Heads Together techniques are effective in teaching reading comprehension and whether or not there is an interaction among techniques, students' personality types, and reading comprehension.

Pedagogically, the result of this study could give contribution to the English teachers, students, and the institution of school as well as for the writer. For the English teacher, it is expected to be able to enrich the teaching techniques for reading comprehension and encourage the students. For the students, it is expected

to be able to help them in learning reading comprehension. For the school, it is expected to be useful regarding to the improvement of the educational quality. Finally for the writer, it is expected to be able to enlarge the knowledge in teaching English especially reading comprehension and also become a basic consideration and information to do the further research in the future.

## **1.6 Scope of the Study**

The scope of this study was about reading activities that was limited into Gallery Walk and Numbered Heads Together techniques to the introverted and extroverted students in teaching reading comprehension. It was conducted at SMK Diponegoro, especially for two classes of the Tenth graders of Sharia Banking Program which consist of respectively 27 and 23 students. This study was conducted in the first semester for the academic year of 2015/2016.

## **1.7 Definition of the Key Terms**

This research study used the following key terms to focus on and limit the discussion:

### **1) Reading comprehension**

Reading comprehension is thinking and it is an active process of identifying important ideas and comparing and evaluating and applying them (Mc. Whorter, 2005:3). Meanwhile, Bond et al. (1979:2) state that reading is the recognition of printed or written symbols which serve as stimuli to the recall of meaning built up

through the readers past experience. In addition, comprehension is regarded of meaning by anticipating message contents (Nunan, 1992:20). Pearson et al. (1978) in Burn and Roe (1984:149) state that reading comprehension involves relating textual information to pre-existing knowledge, structure, or schema. Therefore, in this case, reading comprehension is a process of recognizing and comprehending the written symbols in a text to get the ideas of both explicit and implicit messages.

## 2) Introversion and extroversion personality

Introversion or extroversion is considered as one of the individual differences which is greatly agreed to have an influence on learning in general, and second language acquisition in particular (Soleimani, et al., 2013:213). Yet, surprisingly, little research has been conducted on the impact of personality has on the second language acquisition, although researchers have been investigating personality and other affective for many decades.

## 3) Gallery walk

Brown and Johnson (2010:65) state that “gallery walk” is a pre-reading strategy, i.e. it is designed to take place before students begin reading the text passages or right as they start reading. For example, when the focus of reading comprehension it to get students to consider censorship, the students are exposed with what it means, what it affects, if it exists, and what their notions of censorship are. In line with this, Fernandez and Rogers (2010:10) state that Gallery Walk is one of cooperative learning strategy in which the instructor devises several

questions/problem and posts each question/problem at a different table or at a different place on the walls.

#### 4)       Numbered Heads Together

Kagan (2003) defines it as a learning technique in which each student has a number and all those students on the team put their heads together to come up with their best answer.

## **1.8       Outline of the Thesis**

Chapter I proposes why reading is a complex cognitive activity and the factors affecting the reading comprehension namely text variable and reader variable such as personality type. In the situation of students are reluctant to read since they are ashamed of laughing when they did mistake in reading, it becomes one of the reasons of choosing the topic. This chapter also proposes 7 research questions as well as 7 objective of the study. Significance of the study and definition of the key terms are also provided in this chapter.

Chapter II provides reviews of previous studies such as the research by Jalilifar (2008) investigating the impact of Student Team Achievement Division and Group Investigation on students' reading comprehension achievement in the setting of English for foreign learners. In the next section, this chapter reviews the literatures related to the study such as reading comprehension, teaching techniques in cooperative learning, personality types, and English in vocational high school. The last part of this chapter provides the theoretical framework of the study.

In Chapter III, it can be seen that this study is a quantitative research by using the 2x2 experimental factorial design. The experiment of this study is conducted in SMK Diponegoro Banyuputih with the students majoring in Sharia Banking Program in the Tenth Graders as the samples. The next part declares the research hypotheses followed by research instruments including questionnaire and tests. The last two parts proposes the data collection techniques and data analysis.

Chapter IV shows the findings, namely (1) there is a significant difference between pretest and posttest scores in teaching reading comprehension by using Gallery Walk to the extroverted students, (2) there is no significant difference between pretest and posttest scores in teaching reading comprehension by using Gallery Walk to the introverted students, (3) there is a significant difference between pretest and posttest scores in teaching reading comprehension by using Numbered Heads Together to the extroverted students, (4) there is a significant difference of pretest and posttest scores in teaching reading comprehension by using Numbered Heads Together to the introverted students, (5) both Gallery Walk and Numbered Heads Together have equal effectiveness to teach reading comprehension to the extroverted and introverted students, (6) both extroverted and introverted students have equal improvement treated using Gallery Walk and Numbered Heads Together techniques, (7) there is no interaction between teaching techniques employed and the students' personality types. In addition to the research findings, this chapter then discusses them in detail.

Meanwhile, Chapter V shows the conclusions taken from the results of the study and also provides suggestions to the incoming researchers, English teacher and learners.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about the related literature divided into four subsections; the reviews of previous studies, the literature review, and the theoretical framework.

#### **2.1     Reviews of Previous Studies**

Before conducting the research, I browsed some previous studies related to the topic of the study that have been conducted by the previous researchers. They are as follows:

There are a lot of researches concerning on the techniques or approaches used to promote the better understanding in reading comprehension conducted by the previous researches. Jalilifar (2008) investigated the impact of Student Team Achievement Division and Group Investigation which both are techniques of cooperative learning on students' reading comprehension achievement in the setting of English for foreign learners. He tried to investigate which strategy is more effective for his students in reading comprehension. Finally, he found that STAD is a more effective technique in improving EFL reading comprehension achievement. In line with Jalilifar in the case of reading comprehension, Iwai (2007) also investigated three techniques to lead the students' improvement in reading comprehension, especially for expository texts. It is suggested that

teachers need to be aware that teaching learners how to relate their prior knowledge to and interact with a text critically guides readers' deeper understanding of texts.

Similar to Iwai, Soleimani et al. (2013) conducted a research concerning the techniques used in reading comprehension. They suggested reading skills, prediction and schema, will help students improve their reading comprehension. Meanwhile, Zare (2013) found that the use of reading strategies had a strong positive correlation with reading comprehension achievement.

From the research results stated above, it can be seen that though there have been a lot of researches concerning on the teaching techniques used to teach reading comprehension, teachers are supposed to examine the best matched technique to his/her students. By doing so, the English teachers may have several techniques that can be used to teach in different classes since the students may have different characteristics as well as the level of their second language acquisition. What makes them different from my study is that they did not consider the students' personalities which may affect the effectiveness of the techniques used by the English teachers in reading comprehension.

Rahmawati (2014) conducted an experimental research about the use of cooperative learning activity, Numbered Heads Together, in teaching reading comprehension for the students of SMP N 20 Tangerang. She found the differences in the average value of post-test between the experiment class and the control class. Therefore, she suggested that the cooperative learning type NHT more effective than conventional learning. Afterwards, she also concluded that the application of

cooperative learning type NHT technique is effective in teaching reading comprehension.

Novitasari & Abdullah (2013), in their research, showed that the implementation of Numbered Head Together encourages the students to participate actively in the whole activities. It also showed that there is no dominance in the group as everybody has chances to participate. By implementing this technique, they found that the students help each other to comprehend the text as well as answer the questions of the text.

Both researches above examined the effectiveness of Numbered Heads Together technique in teaching reading comprehension. The first research focused merely on the effectiveness of one specific teaching technique without considering the comparison to the other technique. In addition, she did not include the students' personality or characteristic which may, less or more, affects the result of the study as well as the achievement of their reading comprehension. Meanwhile, the second research about Numbered Heads Together mostly focused on the students' activities which make students help each other to comprehend the text. As a result, this togetherness could help them answer the questions about the text correctly.

Unlike other teaching techniques under the cooperative approaches which quite easy to find relating to its effectiveness in reading comprehension, I cannot find any research examining the Gallery Walk whether it is effective technique or not in teaching reading comprehension. For this reason, I will conduct a study to examine the effectiveness of the Gallery Walk technique compared to the

Numbered Heads Together technique in teaching reading comprehension by considering the students' personality types which may also affect the result.

## **2.2 Theoretical Reviews**

In this section, I would like to discuss about some literature reviews related to the research from the experts.

### **2.2.1 English Teaching-Learning Process in Vocational High School**

This part discussed the School-Based Curriculum in Vocational High School, English for Vocational High School, English Specific Purposes for Vocational High School, and Sharia Banking for Vocational High School.

#### **2.2.1.1 The School-Based Curriculum in Vocational High School**

Curriculum, besides other things, is one of the important roles in teaching and learning process in every school level. In carrying out the teaching and learning process, curriculum is the guideline in which the teacher should pay attention to (Brown, 2000:171). Curriculum does not only merely deal with the teaching and learning processes, it also deals with goals and outcomes, learning arrangements, evaluations and documentations related to the management of programs within an educational institution (Feez & Joyce, 1998:9). These imply that the curriculum of English in Vocational High School which its programs becomes an important aspect to be considered and implemented well. Finally, it can be inferred that

curriculum is a basic or foundation to manage the teaching and learning process to reach the educational objectives.

Indonesian schools, for now on, are divided into two groups, schools which have implemented 2013 Curriculum and the ones that use 2006 Curriculum, School-Based Curriculum. Since the implementation of the newest curriculum was postponed for all over the schools in Indonesia, therefore most of them reapplied School-Based Curriculum. It is a curriculum which can be developed by school. It is developed based on the characteristics and condition of the school. The standard of content and graduate competency are the basic references in developing the curriculum. The school can also use the guidance of developing curriculum by Educational Standard National Organization (BSNP).

#### **2.2.1.2 English for Vocational High School**

English, in vocational high schools, belongs to adaptive lessons along with Mathematics, Science, Social, Information Technology, and Entrepreneurship. As one of this group, English, as stated in Educational and Cultural Minister Decree No. 22, 2006, aims to give learners the ability to communicate in English in materials communication context needed for their skill program both in oral or written form. Besides, English gives them the ability to communicate in the daily live as the global demand and gives them the opportunity to develop communication on higher level. The primary goal of English teaching for Vocational High School Students is equipping them with basic knowledge and

skills of English to support the students in achieving the skill program competence and applying their ability and skill of English to communicate both in spoken or written communication in the intermediate level.

BSNP (2006) mentions that there are three levels of English proficiency in Vocational High School namely novice level, elementary level, and intermediate level. On each level, there is one Standard of Competence and Basic Competencies to be used in developing the core material and teaching and learning activities. Seeing the Basic Competencies of the curriculum, it can be said that the primary goal of teaching English for Vocational High School students is to enable them to communicate in English fluently and accurately in the context which is suitable with their skill program and in daily communication.

Furthermore, the goal of teaching English for Vocational High School students is different from the goal of teaching English for High School students. These situations, therefore, lead to the needs of English for Specific Purposes for English in vocational high schools.

### **2.2.1.3 English for Specific Purposes in Vocational High School**

One of the main objection why foreign learners learn English is that they will be able to communicate in English well in every single situation in their life. In the future, they will face various conditions where they need to use specific English terms dealing with the job. In other words, they will use English as the mains of communication in contexts. In order to prepare the foreign learners for real

communication in workplace someday, therefore, the English teachers in vocational high schools need to differentiate the material contents for each program they teach by carefully looking at their specific situation and needs.

What described above is essentially what linguists call English for specific purposes. Hutchinson and Waters (1987:19) said that English for Specific Purposes (ESP) is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. Another supporting statement comes from Basturkmen (2010:17) said that ESP concerns in teaching language and communicative skill that specific group of language learners needs or will need to function effectively in their discipline of study, professions or workplaces. Moreover, Richards and Schmidt (2002:181) English for specific purpose is the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. From all the description given above, learners' need analysis becomes the thing that English teacher will have to concern most. Having done the need analysis, English teacher in vocational high school will be able to make a basic distinction between target needs, what the learner needs to do in the target situation, and learning needs, what the learners need to do in order to learn.

Therefore, ESP is a language centered approach that meets the needs of the learners in their specific fields, such as science, technology, economy, and academic learning. The teaching and learning materials the English teachers prepare should realize the result of the need analysis and they also need to relate to the real workplace communication context.

#### **2.2.1.4 Sharia Banking Program in Vocational High School**

Afriani (2014) states that Sharia Banking Program becomes one of the programs offered by vocational high schools under the field of skill study of Business and Management and program of skill study of Accounting. This program was initially begun in 2002 by merely one of the public vocational high schools in Jakarta, i.e. SMK N 20 Jakarta. It had run well for ten nine years, however, the curriculum of Sharia Banking Program was officially standardized few years ago in 2012. It was hoped that the Sharia Banking Program in any vocational high schools will have qualification guidance for what the graduates should be able to.

This standardized curriculum for Sharia Banking Program mainly deal with the ways of sharia banking practices in the society. This is in line with one of the vocational high school objectives, i.e. preparing the learners to be in job market once they graduate. Afriani (2014) state that graduates of Sharia Banking Program will have had competencies to work in *Baitul Mal wa Tamwil* and *Bank Pembiayaan Rakyat Sharia*. This is The competencies they got at school will fit to sit as teller and account officer.

Unlike other programs in vocational high schools which merely use the curriculum issued by Ministry of Education and Culture, sharia banking program in vocational high schools combines the school-based curriculum as well as local curriculum of sharia banking. To be clear, the composition of the curriculum for sharia banking program in vocational high schools is listed below:

**Table 2.1 Composition of the Curriculum for Sharia Banking Program**

No.	Normative Program	Adaptive Program	Productive Program
1.	Islamic Study	English	Foundation of Sharia Economics
2.	Civic Education	Mathematics	Islamic micro-and-macro economics
3.	Bahasa Indonesia	Computer and Information Technology	Sharia financial institution
4.	Sport and Health Education	Entrepreneurship	General/Sharia accountancy system
5.		Biology	Economics marketing
6.			Indonesian cooperation
7.			<i>Fiqh Muammalat Maaliyah</i>
8.			Banking Practicum

### 2.2.2 Reading Comprehension

Reading is one of four language skills that the students learn at school. Sometimes, it becomes the main language skill taught in Indonesian schools since there many teachers assume that the students find it difficult because of its complexity. This teacher assumption might be driven by Macceca (2007:4) which states that reading is a complex act for human; meanwhile Goodman (1998:9) defines it as a process in which information is dealt with and meaning constructed continuously, it can be usefully represented as a series of cycles. Above all, reading is process of understanding the meaning of printed texts, through the interaction among the reader, text and the context situations.

Mastering learning is considered as an important part of learning a foreign language. Mehrpour, et al. (2012) state that mastering the fundamentals of learning not only can help language learners in learning vocabulary, acquiring basic

structures, and improving the necessary linguistic and communication skills, but it also helps the learners to be in active control of their own learning processes. The process of becoming successful at learning creates learners who are autonomous and employ individualized approaches to learning objectives. In this case, English teacher should facilitate the students with comprehensive materials that will lead them to acquire the language skills; one of them is reading.

Reading as an interactive process between a reader and a text which lead to automaticity or reading fluency (Alyousef, 2006) has several purposes. Zwiars (2004:3) states that the purpose of reading is construct meaning. To average literate person, reading appears to be quite simple. We look at the letters to make sounds to make words to make sentences, and then we understand. However, even a basic understanding of text depends on countless invisible thought processes that work together at lightning speed. From this statement, it can be concluded that as a reader we should understand what we read and can get information or knowledge from text.

Students commonly find it difficult to clearly understand the reading text since they have lack of reading comprehension achievement. Zweirs (2004:3) proposes that reading comprehension is a highly individual process, and assessing it is far more complex than many decision makers leads us to believe. Furthermore he analyzed hundreds of resources on comprehension strategies and synthesized them into the following six habits: a) organizing text information, commonly the students are asked to sculpting the idea of the text or paragraphs or to summarizing the text; b) connecting to background knowledge, the students need to have prior

knowledge about the topic of the text before being given the reading text; c) generating and answering questions, the students are led to not only answer the questions but also generating ones; d) understanding and remembering word meanings, the students can take advantages of reading text to improve their vocabulary, and f) monitoring one's own comprehension, the main goal of reading is that the students are able to comprehend the text.

Therefore, improving their achievement in reading comprehension becomes crucial in learning English. Children learn to understand texts in just about every context in which they encounter them—hearing them read aloud, reading them as independent work, exploring them at productive work centers, discussing them as literature, and reading together in small groups (Pinnell and Scharer, 2003:77). Teaching children to comprehend is challenging because reading is complex. Students who are in good comprehension use strategies in reading to learn new concept, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge to solve practical as well as intellectual problems. To sum up, reading is extremely necessary when they further their study in which they need good reading skill for acquiring knowledge and new information.

Jalilifar (2010) stated that each student generally should be able to read a text with moderate speed and understand it despite unknown words and without worrying about the details, meaning that they can skip the individual word meaning in their mother tongue and grab the meaning as a whole context. Reading, in the classroom situation, is usually conducted intensively to achieve general and specific

information; however, sometimes, school or college students have a hard time eliciting the inferred meaning from the text. Failure to retrieve meaning makes students disconcerted.

As stated above, students should have good ability in reading comprehension. This is the ability to understand what we read in which words have context and texts have meaning; it will enable the students to read proficiently, learn effectively and to conceptualize. Basically, these skills are based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier reading skills, students must continually focus on decoding letters and words, rather than progressing to meaning and understanding (Grabe & Stoller, 2002:32). The key to developing proficient reading skills in the early years of education is an even earlier foundation in underlying language learning skills (Brewster & Ellis, 2002:2). As a result, strong reading comprehension skills are viewed as being dependent on the strength of cognitive strategies established in the early years.

Another important thing in developing reading skills is how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world; it's called schema theory. Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help a reader make sense of new experiences. Smith (1994: 14) calls *schemes* the "extensive representations of more general patterns or regularities that occur in our experience". To achieve it in reading comprehension, teacher should in advance select texts that are relevant to

the students' needs, preferences, individual differences, and cultures in order to provide meaningful texts so the students understand the message, which entails activating existing schemata and helping build new schemata. Then, after selecting the text, he needs to do the following three stages of activities to activate and build the students' schemata.

1. Pre-reading Stage. In this stage, teacher has students think, write, and discuss everything they know about the topic, employing techniques such as prediction, semantic mapping, and reconciled reading. The objective is to make sure that students have the relevant schema for understanding the text.
2. While-reading stage. The teacher guides and monitors the interaction between the reader and the text. One important skill teachers can impart at this stage is note-taking, which allows students to compile new vocabulary and important information and details, and to summarize information and record their reactions and opinions.
3. Post-reading stage. This stage facilitates the chance to evaluate students' adequacy of interpretation, while bearing in mind that accuracy is relative and that "readership" must be respected as long as the writer's intentions are addressed. Post-reading activities focus on a wide range of questions that allow for different interpretations.

Teaching reading comprehension needs an understanding and analysis of its nature and components, including both text and reader variables. The important components of reading processing, according to Grabe (1977:34), include orthographic processing, phonological coding, word recognition (lexical access),

working memory activation, sentence parsing, propositional integration, propositional text-model formation, text-model development, and the development of an appropriate situation model. As the consequence, teacher should understand when and why some students fail to generate appropriate situation model of the text they read in spite of adaptation applied to linguistic features.

Effective reading comprehension requires not only accurate reading skills but also automatic and fluent reading ability. Most EFL students have difficulty moving to a level of automaticity and fluency that allows them to comprehend what they are reading. Automaticity is the ability to identify, at the single word level quickly, accurately, and effortlessly. The speed and accuracy with which single words are identified is taken as a predictor of text comprehension. However, reading fluency involves not only automatic word identification, but also the application of prosodic features such as rhythm, intonation and phrasing. Wood, Flowers, and Grigorenko (2001:235-244) suggest that fluency involves the prediction of what comes next in the text. They also say that reading speed and practice are not enough to promote fluency and comprehension. The ability to predict what comes next improves reading speed and is important for text comprehension.

Above of all, before teacher starts giving the reading text, students need to have a prior knowledge about what reading text all about. Goodman in Gibbons (2002:42) proposes there are three kinds of knowledge in which readers draw to gain meaning from text: semantic knowledge (knowledge of the word); syntactic knowledge (knowledge of the structure of the language); and graphophonic knowledge (knowledge of sound-letter relationship). In short, students have to be

exposed with as much as knowledge possible related to the topic of reading text going to be given, so that they will be ready to understand and comprehend the reading text.

### **2.2.3 Cooperative Learning**

A lot of students find it difficult to individually understand and comprehend the ideas contained in the reading text. In this case, English teacher should find such a way so that the students can help each other learn the content of the text. Here, teacher can propose a variety of teaching method in which students work in small groups to help each other learn academic content (Slavin, 1994).

In cooperative learning, students are expected to help each other, discuss and argue with one another, assess each other's current knowledge and feel in gaps in each other's understanding. It leads to improve academic performance to group work and optimizes vary of students' potencies to improve their language skills. In other words, Cooperative Learning aims to ease the burden on the part of the individual students by grouping them to read and solve their reading problems without undue leaning on their teacher.

As an approach, cooperative learning has some techniques or activities that teachers can adopt and/or adapt. Among the techniques, such as jigsaw, think pair share, three minute review, round robin, numbered heads together, gallery walk, teacher can pick the best matched with the need of the classroom. In this study, the techniques that will be talked are merely Gallery Walk and Numbered Heads

Together. The detailed information about those two techniques in cooperative learning will be given in the next two section below.

### **2.2.3.1 Gallery Walk Technique**

Teaching and learning process as well as the materials being taught have important rules. Teacher of English should use the appropriate strategies which can improve the quality of teaching and learning process. It is stated that the success of learning is determined by the exact use of learning strategies. Therefore, reading strategies play important rule in teaching and learning reading because the fact that they facilitate students to read efficiently. The use of appropriate strategy may influence the success or failure of teaching and learning process. Teaching students to read using an appropriate strategy will make a good result and can improve students reading comprehension. Among the teaching techniques, gallery walk is one of the teaching techniques that can be used to improve students' skill in reading comprehension.

Brown and Johnson (2010) state that “gallery walk” is a pre-reading strategy, i.e. it is designed to take place before students begin reading the text passages or right as they start reading. For example, when the focus of reading comprehension is to get students to consider censorship, the students are exposed with what it means, what it affects, if it exists, and what their notions of censorship are. In line with this, Fernandez and Rogers (2010:10) state that Gallery Walk is one of cooperative learning strategy in which the instructor devises several

questions/problem and posts each question/problem at a different table or at a different place on the walls.

Before implementing this technique, teacher need to pay attention to considerations prior to instruction to make sure successfully implement this technique. Cscope proposes these considerations: a) define the purpose for the activity, whether to determine students' prior knowledge, to allow students to extend concept learned previously, or to allow students an opportunity to summarize previous learning; b) devise meaningful, higher order questions or choose situations or short texts that relate to concepts being taught to post around the room; c) decide how much time students will have at each station by considering the time allotment specified in the lesson plan; d) decide how to alert the students that it's time to move on to the next station, and e) decide how to divide the students in groups.

Besides those considerations, English teachers also carefully need to pay attention to the procedures they have to follow. Facinghistory.org proposes three major procedures in conducting the “gallery walk” technique namely:

a. Step one: Select texts.

Select the texts (e.g. quotations, images, documents, and/or student work) English teacher will be using for the gallery walk. English teacher could also have students, individually or in small groups, select the text for the gallery walk.

- b. Step two: Organize texts around the classroom.

Texts should be displayed “gallery-style” - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

- c. Step three: Instruct students on how to walk through the gallery.

Viewing instructions will depend on the goals for the activity. If the purpose of the gallery walk is to introduce students to new material, the teacher might want the students to take informal notes as they walk around the room. If the purpose of the gallery walk is for students to take away particular information, English teacher can create a graphic organizer for students to complete as they view the “exhibit,” or compile a list of questions for them to answer based on the texts on display. Sometimes teachers ask students to identify similarities and differences among a collection of texts.

Gallery Walk connects learners to each other and learners to the training topic in a number of interesting and interactive ways. By implementing this technique before reading, students will have supporting background knowledge and be able to formulate the opinions about the topic they are going to read. Meanwhile, by discussing with their peers, they will gain new insights and understanding and will be able to apply what they have learned to their reading. As a result, considered as the objective, students will be able to determine a theme or central idea of a text

and analyses in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Francek (2013), furthermore, proposes some advantages of using gallery walk in teaching and learning processes, such as: a) It gives more time for students to practice discussing, debating, organizing, and writing the language rather than just hearing ideas presented by the teacher; b) It will raise the use of higher order thinking skills like analysis, evaluation, and synthesis when faculty choose the proper level of abstraction when designing questions; c) It emphasizes the collaborative, constructed nature of knowledge because students work in teams to synthesize information written from a variety of perspectives; d) It encourages alternative approaches to problems, because students are exposed to a variety of perspectives posted at different discussion "stations"; e) It reassures students that their voices, ideas, and experiences are valued because students are more likely to share ideas among a non-threatening group of peers; f) It provides an opportunity to gauge prior knowledge, skills, and misconceptions. The existing conceptual framework of students can be challenged and corrected during the "report out" phase of the Gallery Walk; g) It promotes team building, fosters debate, and encourages consensus as students work together to accurately represent group member's ideas at different Gallery Walk "stations;" h) It acts as an ice breaker because students need to interact with classmates and the instructor when debating responses at each Gallery Walk "station;" and i) It encourages movement around classroom as groups move from "station" to "station", interrupting the lethargy that sometimes results from being seated for long periods.

The English teachers should be alarmed that those various advantages may lead them not to pay attention to the procedure carefully. Since the careless implementation of this cooperative learning strategy may lead them into the hole of lacks. Therefore, they should be aware of the advantages of this strategy as described by Marini (2012:4) as follows: a) If the team has a lot of members, it is possible to some members do not work and just follow the other member work; b) Teacher needs extra power to monitor and check student activity both in an individual or collective; and c) Class setting arrangement will be more complicated. However, these weaknesses can be minimized by doing student attitude judgment carefully during teaching learning process, using some instrument tools which have arranged appropriate with the needed which can support the effectiveness and the successful of Gallery Walk.

It can be concluded that when this teaching strategy is conducted carefully by paying attention to the considerations and implementing the steps set before, this technique will promote background knowledge and relate the prior knowledge with the topic going to learn. As a result, students will be ready to formulate their own opinions and finally improve their skill in reading comprehension.

#### **2.2.3.2 Numbered Heads Together Technique**

Numbered Heads Together technique is one of the cooperative learning activities which uses number as media to apply this technique during the discussion process (Kagan, 1994:56). Furthermore, it is a type of cooperative learning that is designed

to influence the patterns of student interaction and as an alternative to the traditional classroom structure. By implementing this technique, each student in group has a big chance to cooperate in understanding the material. It will also lead students to have opportunities to share ideas to one another as well as strengthen all members in group to be more active during the lesson.

In its practices at schools, there are a number of variations on this technique; some are very simple meanwhile the others have greater degree of complexity. Sometimes, teachers use this technique in combination with another cooperative learning technique such as ‘Think, Pair, Share’ when he/she focuses on the early development of cooperative classroom learning with spellings.

During the reading comprehension classes, teacher may face a problem when their students have different level of vocabulary mastery. Fortunately, Kagan (1994:57) states that *Numbered Heads Together* technique is significantly effective in decreasing this learning gap for English learners because all learners in a group are held equally responsible and have motivation to support each other. By having students work together in a group, this technique encourage each member to know the answer of the questions asked by the teacher. Because, no one knows which number will be called, all members of the group must be ready to answer.

To be effective, teacher can use or even modify the procedures of *Numbered Heads Together* technique to meet the specific needs of the students. For most cases, teachers use the following procedures in their teaching learning processes: a) Teacher divides the students onto several groups in which each member of the group will get different number; b) Teacher asks a question to be

- discussed by group members together; c) The teacher calls one number randomly;
- c) The students, whose numbers are called, have a chance to give and explain their group's answer (each student who has that number from each group stands up); and
- d) The teacher chooses one of them to answer the questions.

From the procedures stated above, it can be seen that Numbered Heads Together technique is believed to give more opportunities to the students to cooperate with one another for positive purposes. It means that they are allowed to help each other during the learning process so that all of the students can achieve the learning objective easier. This is in line with the cooperative learning purpose in which it emphasizes the active participation of the students and also developing students' team work (Stahl, 2002:37). In short, below is a list of the advantages of Numbered Heads Together technique: a) Positive interdependence. It means that the students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question; b) Individual accountability. It means that the students are accountable to each other for sharing ideas. The student may also be required to share their partner's ideas to another pair or whole group. Every student must be able to give the group response to the question; c) Equal participation. Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen; d) Simultaneous interaction. It means that high degrees of interaction at any one moment all of the students will be actively engaged in purposeful speaking and

listening; and e) Multilevel. It means that Numbered Heads Together can be used in any kinds of level, but of course it has to be adjusted with the material given.

However, as previous technique, Numbered Heads Together remains the lacks of its implementation in the classroom by the English teachers, namely: a) smart student domination. It means that the smart student will tend to dominate so that it can make the weak students have interior and passive attitude; b) copying the work. It means that the discussion process cannot go smoothly if there are students just simply copy the work of smart students without having an adequate understanding; c) homogenous group problem. If there are homogenous group so it will be unfair for the group contained of weak students; d) number of turns. Likelihood that number is called, called again by the teacher, means that not all members of the group called by the teacher.

Considering that there are still drawbacks of employing Numbered Heads Together, therefore this cooperative teaching technique should be run carefully. This is in line with Trianto (2010, 40) state that in order to be effective in conducting this technique, the English teacher need to consider the classroom situation and other things that may disrupt the English teaching and learning process.

#### **2.2.4 Introverted and Extroverted Student Personalities**

The relationship between personality and second language ability has received some research interest in the last few years. The results that are available, however, have sometimes been inconsistent, often because of methodological and conceptual

differences in the way the studies were performed (Sharp, 2008:17). Unlike Sharp, Soleimani, et. al. (2013: 212) state the different result asserting lately that students' personality is influential enough to illustrate a moderate percentage of the difference in the academic performance. In other words, the research method will influence the result of the study whether or not the students' personality has relationship with the second language ability. In this case, the study trying to see the relationship between students' personality and language ability should be conducted carefully by considering the method employed.

Prawira (2013:25) explains that formerly, the concept of personality was described as behaviors a person showed in society, or an image shown to people about him/herself. As time goes on, the term "personality" is defined as something which is internal but permanently guides and organizes the whole activities a person does in the real world. Personality theory assumes that everyone is different and that individuals are characterized by a unique and basically unchanging pattern of traits, dispositions and temperaments (Sharp, 2008:18). There has been a view that personality consists of a multitude a specific traits and it is therefore impossible to offer an accurate profile.

Among a number of personality variables in predicting English language proficiency, extroversion/introversion have been extensively studied than the other personality traits. Extroversion/introversion is considered as one of the individual differences which is greatly agreed to have an influence on learning in general, and second language acquisition in particular (Soleimani, et al., 2013:213). Yet, surprisingly, little research has been conducted on the impact personality on second

language acquisition, although researchers have been investigating personality and other affective factors for many decades.

Affect refers to emotion or feeling, therefore the effective domain is the emotional side of human behavior (Brown, 2000:143) in which extroversion and introversion are two dominant variables in this domain. The classification of intro/extroversion was proposed by a psychologist named Carl Gustav Jung. It is actually not clear that extroversion or introversion helps or hinders the process of second language acquisition (Brown, 2000:155). Therefore, effort to understand how human beings feel, respond, believe, and value is an exceedingly important aspect in the theory of second language acquisition.

Previous research suggests that introverted learners tend to be reflective thinkers and prefer connecting and integrating information in the assumption that knowledge is the interaction of information through the world. Introverted learners tend to be keep quiet, be passive, thoughtful, and reflective, avoid interference, and concentrate on the topic longer (Prawira, 2013:216). Therefore, they may actively participate when they have enough time to think.

On the other hand, Prawira (2013:217) describe that the extroverted learners actively express their thoughts verbally, like learning together with groups, and enjoy cooperative problem-solving processes. They tend to involve themselves more in group activities because they are social, prefer verbal communication, act spontaneously, and are not influenced by others' inference. Therefore, the extroverted students will look more active in the teaching and learning processes than the introverted students.

In the area of the second language acquisition, some researchers have traditionally claimed that extroverted students are better language learners, because of their willingness to speak out and their greater desire to communicate, which help them to increase the amount of input and comprehensible language output (Krashen, 1985:6). Moreover, teachers admire sociable students who always raise their hands to answer questions. As a consequence, extroverted students are perceived as better learners who usually have something to say. This stereotypical extroversion side leads many educators to look at introverted students as passive students who are not as bright as extroverted students (Brown, 2000:154). However, Dornyei, as quoted by HemmatNezhad, et. al., (2014), believes that introverted students' better ability to consolidate learning, their less distractibility, and better learning habits may help them to obtain better results in learning than extroverted students. It can be said that both students' personalities have its own advantages and disadvantages in language teaching and learning processes.

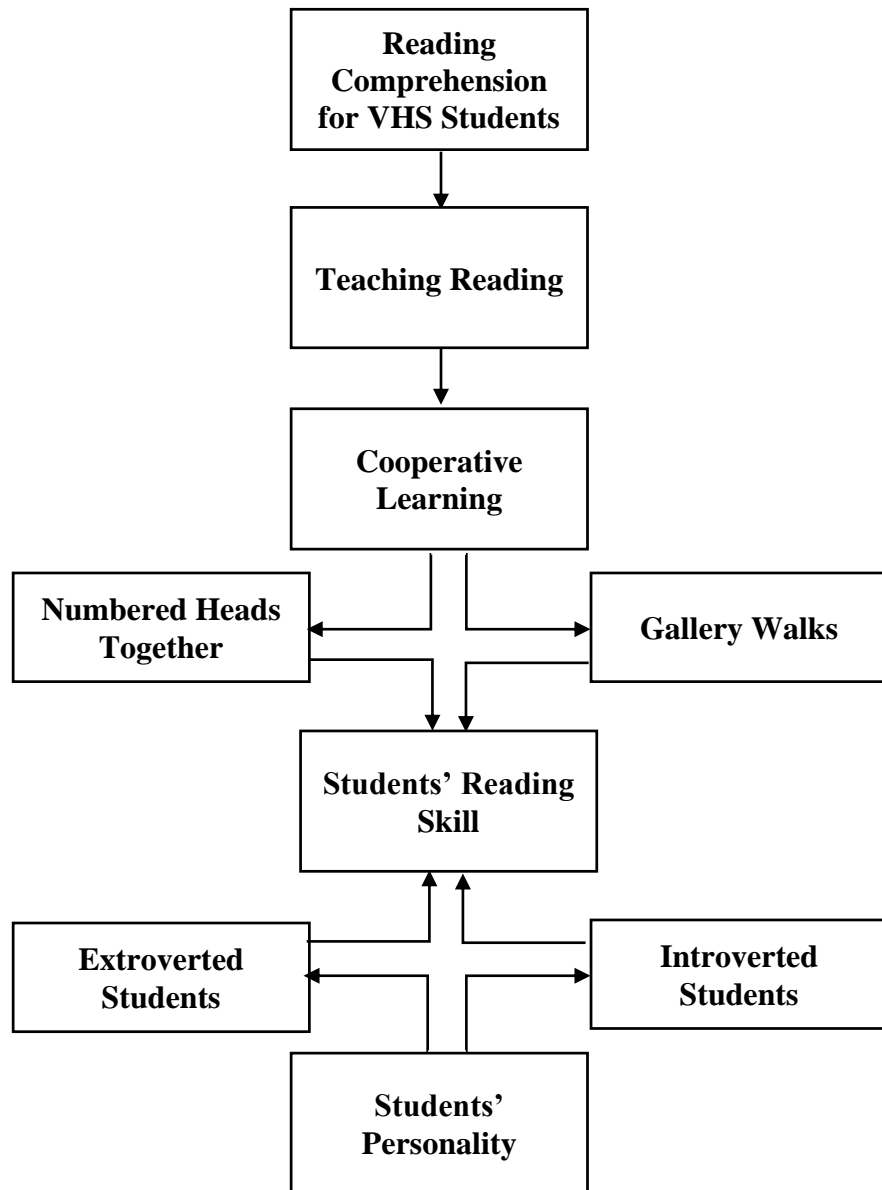
Meanwhile, Ellis (1994:520) reported that there are two major hypotheses with regard to the relationship of extroversion/introversion and second language learning. The first hypothesis stated that extroverted learners do better in acquiring basic interpersonal communication skills. This is because extroverted learners have more opportunity to practice, receive more input and thus become motivated and successful in second language communication. The second hypothesis stated that introverted learners do better at developing cognitive academic language proficiency. The reason might be that many introverted learners spend more time reading, writing and trying to produce accurate language.

However, the body of literatures has obtained three different points of results regarding the relationship between introverted and extroverted students and second language learning. The first point is gotten from studies which found that there is no major evidence that extroverted learners perform better (Brown, 2000:154), or in other words, there is no positive relationship between extroversion variable and second language learning (Marimoto, 2006:82). The second point is gotten from studies which found that either extroverted or introverted is better learner than the other: extroverted students are better to achieve higher grade (Strong, 1983:242; Chastain 1975:153), or that introverted students are outperformed by the introverted students (Dornyei, as cited by HemmatNezhad, et al., 2014). The last point is gotten from studies which concluded that extroverted learners do better in acquisition of basic interpersonal communication skills while introverted learners show a better performance at developing cognitive academic language ability (Ellis, 1994:520). In short, there are conflicting results and it is still a matter of question that what personality group can perform better and higher than others when confronted with language learning.

### **2.3 Theoretical Framework**

This study tried to describe the effect of Gallery Walk and Numbered Heads Together in teaching reading comprehension to the introverted and extroverted students. The scheme of the theoretical framework could be as follows.

**Figure 2.1 Scheme of the Theoretical Framework**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covered the Research Design, the Population and Samples, the Setting, the Research Hypotheses, the Research Instruments, the Data Collection Techniques, and the Data Analysis.

#### **3.1 Research Design**

Since this study employed more than one independent variables, therefore this study used factorial design. This saw the possibility of improvement for students' reading comprehension after being given the treatments using Gallery Walk and Numbered Heads Together techniques. There were two different groups, namely experimental group and control group.

Fraenkel and Wallen (1993:79) states that in the one-group pretest and posttest design, a single group is a measured or observed before and after being exposed to a treatment. An illustration of pretest posttest control group design with one treatment variable and one moderator variable can be clearly seen in the following diagram (Tuckman, 1978:164):

**Table 3.1 Two x Two Factorial Design**

R	O1	X1	Y1	O2
R	O3	X2	Y1	O4
R	O5	X1	Y2	O6
R	O7	X2	Y2	O8

Keys:

R = Factors that have been controlled by randomization

O = Observation

X = Treatment

Y = Moderator variable

Seeing the table, it can be inferred that two groups were taught using two different techniques, namely Gallery Walk and Numbered Heads Together. Those techniques are indicated with the letter X. Meanwhile, moderator variables are indicated with letter Y and divided into two groups; Y1 represented introverted students and Y2 represented extroverted students.

The research can be shown in a numbering notation as 2 x 2 factorial design used to analyze the data obtained from the study.

**Table 3.2 Two x Two Factorial Design Analysis**

Techniques Personalities	Gallery Walk (X <sub>1</sub> )	Numbered Heads Together (X <sub>2</sub> )	
Introverted Students (Y <sub>1</sub> )	X <sub>1</sub> Y <sub>1</sub>	X <sub>2</sub> Y <sub>1</sub>	X <sub>1</sub> X <sub>2</sub> Y <sub>1</sub>
Extroverted Students (Y <sub>2</sub> )	X <sub>1</sub> Y <sub>2</sub>	X <sub>2</sub> Y <sub>2</sub>	X <sub>1</sub> X <sub>2</sub> Y <sub>2</sub>
	X <sub>1</sub> Y <sub>1</sub> Y <sub>2</sub> X <sub>2</sub> Y <sub>1</sub> Y <sub>2</sub>		

### **3.2 Population and Samples**

The population of this research are the tenth graders of SMK Diponegoro Banyuputih consisting of 191 students. Meanwhile there were merely two classes of X Sharia Banking of SMK Diponegoro Banyuputih consisting of 50 students as the samples; X Sharia Banking 1 was the first experimental group, and the second experimental group was X Sharia Banking 2.

The two groups had the similar curriculum as well as similar materials in reading comprehension. The only difference is that they had different technique, i.e. the first experimental group had Gallery Walk technique meanwhile the second experimental group Numbered Heads Together technique.

### **3.3 Setting**

This study was done at SMK Diponegoro Banyuputih, Batang. It is a private school which is owned by the foundation under the supervision of LP Ma'arif, an education board of Nahdlatul Ulama organization.

### **3.4 Research Hypotheses**

In this study, I proposed seven hypotheses which are based on the formulation of the problems as discussed in the previous part and will be illustrated through null hypotheses ( $H_o$ ) and working hypotheses ( $H_a$ ).

- 1)  $H_o$  = There is no significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the extroverted

students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

Ha = There is a significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

- 2) Ho = There is no significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

Ha = There is a significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

- 3) Ho = There is no significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

Ha = There is a significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

- 4)  $H_0$  = There is no significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

$H_a$  = There is a significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

- 5)  $H_0$  = There is no significant influence of teaching techniques in teaching reading comprehension to the introverted and extroverted students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

$H_a$  = There is significant influence of teaching techniques in teaching reading comprehension to the introverted and extroverted students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

- 6)  $H_0$  = There is no significant influence of type of personality in teaching reading comprehension through Gallery Walk and Numbered Heads Together techniques to the students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

$H_a$  = There is a significant influence of type of personality in teaching reading comprehension through Gallery Walk and Numbered Heads

Together techniques to the students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

- 7) Ho = There is no significant interaction among the techniques, students' personality types and reading comprehension to the students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program
- Ha = There is a significant interaction among the techniques, students' personality types and reading comprehension to the students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program

### **3.5 Research Instruments**

This part discussed the research instruments, namely the Questionnaire, the Tryouts, the Pretest and Posttest.

#### **1) Questionnaire**

Questionnaire is one type of collecting data from subjects of research. It covers diversity of tools where subjects answer the questions related to the way they behave, feel, think etc. (McMillian, 2001:40). The questionnaire used in this research was based on Eysenck Personality Inventory (EPI).

The EPI is a questionnaire to assess the personality traits of a person, which was devised by Eysenck (2004:45). Eysenck initially conceptualized personality as two biologically-based categories of temperament which include: extroversion/introversion and neuroticism/stability. This hugely validated test consists of 57 Yes/No items. In this study, the 57 items of questions were in Bahasa

Indonesia to make the students easier in understanding all of the items. The form of the questionnaire looked like the following table:

**Table 3.3 Example of Question in Questionnaire**

No.	Question	Answer	
		Yes	No
1	Do you frequently feel happy for a quite long time?		

The scores of EPI Questionnaire showed the students' personality. Those who filled out the EPI received three different kinds of scores: the E score which was related to how much extroverted a person is, the N score measuring the neuroticism, and the Lie score which tried to measure how socially desirable a person has wanted to prove to be. The E score was computed out of 24 because it consisted of 24 items, the N score was out of 24, and the Lie score was out of 9.

Since this research only measures introversion and extroversion levels, only 'E Score' of the data was calculated. The procedures were mentioned below:

- a) It needs to check through all answers in the questionnaire and place an 'E' by the side of any answers which match those given in the E score table below if the answer matches. For example, the answer of question number 1 is 'Yes', put 'E' beside it. If 'No', leave it out without writing anything.

**Table 3.4 E Score of Eysenck Personality Inventory**

No.	Question	Answer	
		Yes	No
1	Do you frequently feel happy for a quite long time?	√	

**E**

b) Counting the number 'E'

The EPI result showed that the E score was large, namely from 0 until 24. Therefore, the level of E were divided into five even stages as seen the following table.

**Table 3.5 Level of E in Eysenck Personality Inventory**

Scores	Level of E
0, 1, 2, 3, 4	Extreme Introverted
5, 6, 7, 8, 9	Fairly Introverted
10, 11, 12, 13, 14	Balance
15, 16, 17, 18, 19	Fairly Extroverted
20, 21, 22, 23, 24	Extreme Extroverted

**2) Tryouts**

In terms of unstandardized tests going to be used in this study, tryout of the tests was conducted to find the validity and reliability of the tests. Validity refers to that the instrument can be used to measure what should be measured. Meanwhile, reliability means that something can be reliable or trusted. By measuring the reliability of a test, the accuracy and consistency of the test level can be achieved. In this study, both tryouts for pretest and posttest consisted of thirty items divided into six reading texts. Once the validity and reliability seen, the invalid items were dismissed and remained 20 items for pretest and posttest.

To see the validity of the both pretest and posttest, all the items of the pretest and posttest were analyzed. The test items were called valid when they had  $r_{\text{value}}$  higher than their  $r_{\text{table}}$ , or  $r_{\text{value}} > r_{\text{table}}$ . Meanwhile, when  $r_{\text{value}}$  of each item was similar or lower than  $r_{\text{table}}$ , it can be said that the item was invalid. In this study, the

result of the coefficient of correlation between score of items and total score was ranked as  $\alpha = 0.05$  and  $r_{table} = 0.355$ .

Seeing the table of validity of the pretest (see Appendix 16), it can be seen that there were 10 questions categorized as the invalid items. Therefore, those ten items were dismissed in the pretest for both experimental groups (see Appendix 2). The same process was also conducted to the tryout for the posttest. The table of validity of the posttest (see Appendix 17) showed that there were 10 questions as the invalid items. Therefore, they were dismissed in posttest for both experimental groups (see Appendix 4).

Another thing to see was the reliability of the test. The criterion to determine the reliable tests was that if Cronbach's Alpha  $> r_{table}$  where  $\alpha = 0.05$  and  $r_{table} = 0.355$ . The reliabilities of the tryouts for both pretest and posttest were calculated using SPSS. The result of reliability for pretest tryout was that the value of Cronbach's Alpha was 0,762. It meant that this was higher than  $r_{table}$ ; in other words it can be said that all items for pretest tryout were reliable. Meanwhile, the value of Cronbach's Alpha was 0,811. It also meant that this was higher than  $r_{table}$ . Therefore, it can be said that all items for posttest tryout were available.

### **3) Pretest**

In the pretest, the students in both experimental groups had to do the test by answering the questions related to the reading comprehension. The pretest mainly covered some reading texts with three to five questions for each reading text. The questions were about the main ideas, specific information from the texts, implied

information from the texts, references, and synonyms. Both experimental groups had the same reading texts as well as questions in the form of multiple choice items with four possible answers. The result of the pretest was used to know the condition of both groups before the treatment.

#### **4) Posttest**

After the treatment, the students in the both experimental groups had to do the test by answering the questions related to the reading comprehension which were similar to the questions in the pretest. The posttest mainly covered some reading texts with five questions for each reading text. The questions were about the main ideas, specific information from the texts, implied information from the texts, references, and synonyms. Both experimental groups had the same reading texts as well as questions in the form of multiple choice items with four possible answers. The result of posttest was used to analyze the condition of both groups after the treatment.

### **3.6 Data Collection Techniques**

This experimental study was conducted in some procedure to collect the data that finally enabled to find out the result. Consecutively, the data collection procedures were as follows: (1) Administering tryout for the test was the first thing to do in order to find out the validity and reliability of the tests; (2) EPI Questionnaire was given to and answered by the students in order to find out the introverted and extroverted students in both classes; (3) Pretest was conducted for both

experimental and control groups to investigate the initial differences; (4) Treatments was conducted for both experimental and control groups; and (5) Posttest was administered in order to investigate the results of the treatments; (6) The collected data from pretest and posttest were compared to see the effectiveness of both teaching techniques.

### **3.7 Data Analysis**

Data analysis is the process of analyzing data from the result of the research. In this study, the data analysis was used to see the effectiveness of the teaching techniques employed, namely Gallery Walk and Numbered Heads Together, for teaching reading comprehension to the introverted and extroverted students. To do so, this study used the 2 x 2 factorial design with two-way ANOVA by employing SPSS 18.0 calculation. Once the calculation for each research problem done, the interpretation was then given to describe the answer for each research problem.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

This chapter discusses the result of the research and discussion. The chapter explains more about findings and interpretation of the data analysis related to the effectiveness of Gallery Walk and Numbered Heads Together techniques for teaching reading comprehension for introverted and extroverted students.

#### **4.1 General Findings**

The research begins with the Eysenck Personality Inventory (EPI) questionnaire administered to all the participants. The questionnaire is conducted to achieve the information related to the personality traits of the participants. They are divided into two different groups of personality types discussed here namely introverted and extroverted students.

Having done with EPI questionnaire, the pretest is conducted to two groups of classes. The result of it is used to describe the effectiveness of Gallery Walk and Numbered Heads Together techniques in teaching reading comprehension for introverted and extroverted students by comparing it to the result of the posttest.

The first technique been taught in the research is Numbered Heads Together technique. This technique is implemented to teach reading comprehension to introverted and extroverted students for the first experimental group. The

procedures are implemented in this technique to get the teaching done in order. First, the students are divided into several group and each of them is given a number. Afterwards, a descriptive text is distributed to each group and discussed. Once they finished discussing, a number is called and students from each group with that number should stand up. One of the standing students is pointed to answer the question given by the teacher. In case the pointed student cannot answer the question correctly, the other student from other group can help propose the answer.

The other technique conducted is Gallery Walk technique. This is implemented in another group of class, however, it is used to teach the same reading comprehension texts to introverted and extroverted students for the second experimental group. This employs some procedures to get this technique get done perfectly or at least in order. In the beginning, students are divided into several group and each of them is given a list of questions they should find the answers in the gallery. Each group moves around to find the answers and once they complete the answers, a group is asked to propose their answers and confirmed by other group.

The last step of the research is posttest; it is conducted to both experimental groups in which they had been exposed in two different teaching techniques. The result of posttest is used to describe the effectiveness of Gallery Walk and Numbered Heads Together techniques in teaching reading comprehension to both groups of introverted and extroverted students.

#### **4.1.1 Eysenck Personality Inventory Results**

The first step of this research is conducting Eysenck Personality Inventory questionnaire. Afterwards, the E score is procedurally computed out of 24 items. The number of E score of each student determined the level of personality types, namely introversion, balance and extroversion. The result of this questionnaire in the form of level of personality types can be seen in Appendix 14 and 15.

#### **4.1.2 Pretest and Posttest Results**

The results of pretest and posttest are obtained once the pretest and posttest had been conducted. The results of pretest and posttest show the students' understanding reading comprehension by answering the questions related to the texts in multiple choice options.

In order to describe the effectiveness of teaching reading comprehension through Gallery Walk and Numbered Heads Together techniques to the introverted and extroverted students, the sample from the population is taken purposively.

The statistics of the pretests and posttests for both experimental groups can be shown in tables below. The Table 4.1 shows the statistics of pretest for both experimental groups, meanwhile the Table 4.2 shows the statistics of posttest for both experimental groups.

**Table 4.1 Statistics of Pretest for Both Experimental Groups**

		Pretest Numbered Heads Together Introverted	Pretest Numbered Heads Together Extroverted	Pretest Gallery Walk Introverted	Pretest Gallery Walk Extroverted
N	Valid	7	7	7	7
	Missing	0	0	0	0
Mean		40.71	43.57	66.43	72.14
Median		40.00	40.00	70.00	75.00
Std. Deviation		11.701	9.880	11.443	5.669
Minimum		30	30	45	60
Maximum		60	55	80	75

From the Table 4.1, it can be seen that the mean of the pretest of the introverted students in the first experimental group that would be treated in Numbered Heads Together technique is 40.71. Meanwhile, the mean of the pretest of the extroverted students in the first experimental group that would be treated in Numbered Heads Together technique is 43.57. It also can be seen that the result of pretest for the first experimental group ranged from 30 to 60 for both groups of students' personalities in class X Sharia Banking 1.

Table 4.1 also shows the pretest result for another group that would be treated with Gallery Walk technique. It can be clearly seen that the mean of the pretest of the introverted students in the second experimental group is 66.43. On the other hands, the mean of pretest scores of the extroverted students in the second experimental group is 72.14. Table 4.1 also shows the range score of the second experimental group ranging from 45 to 80 for both groups of students' personalities in class X Sharia Banking 2.

**Table 4.2 Statistics of Posttest for Both Experimental Groups**

		Posttest Numbered Heads Together Introverted	Posttest Numbered Heads Together Extroverted	Posttest Gallery Walk Introverted	Posttest Gallery Walk Extroverted
N	Valid	7	7	7	7
	Missing	0	0	0	0
Mean		75.00	79.29	72.86	83.57
Median		75.00	80.00	80.00	85.00
Std. Deviation		13.229	8.864	13.184	14.058
Minimum		55	70	55	65
Maximum		95	95	85	95

Based on the Table 4.2, it can be seen that the mean of the posttest of the introverted students in the first experimental group treated in Numbered Heads Together technique is 75.00. On the other hand, the mean of the posttest of the extroverted students in the first experimental group treated in Numbered Heads Together technique is 79.29. It also shows the range score of the posttest for the first experimental group ranging from 55 to 95 for both groups of students' personalities in class X Sharia Banking 1.

Meanwhile, the mean score of the posttest of the introverted students in the second experimental group treated in Gallery Walk technique is 72.86. On the other hand, the mean score of the posttest of the extroverted students in the second experimental group treated in Gallery Walk technique is 83.57. It also shows the range score of posttest for the second experimental group ranging from 55 to 95 for both groups of students' personalities in class X Sharia Banking 2.

Comparing the results of pretest and posttest, it can be clearly seen that the posttest result is better than the pretest result. Therefore, it can be concluded that Numbered Head Together and Gallery Walk techniques had significant effect for improving students' reading comprehension.

#### 4.1.3 Normality Test

Testing the normality of the test is important in conducting educational research. It is used to describe whether or not the sample has normal distribution. The criterion to determine the normal distribution of the sample is that if P value is higher than  $\alpha$  0.05. On the other hand, if P value is lower than  $\alpha$  0.05, it can be said that the sample does not have normal distribution.

The tables below are the concise summary of normality test data on pretest and posttest by using Kolmogorov-Smirnov test for one sample by SPSS 18.0.

**Table 4.3 Normality Test of the Pretest**

		Pretest Numbered Heads Together Introverted	Pretest Numbered Heads Together Extroverted	Pretest Gallery Walk Introverted	Pretest Gallery Walk Extroverted
N		7	7	7	7
Normal	Mean	40.71	43.57	66.43	72.14
Parameters <sup>a,b</sup>	Std. Deviation	11.701	9.880	11.443	5.669
Most	Absolute	.249	.213	.194	.407
Extreme	Positive	.249	.213	.118	.307
Differences	Negative	-.180	-.171	-.194	-.407
Kolmogorov-Smirnov Z		.658	.562	.513	1.077
Asymp. Sig. (2-tailed)		.780	.910	.955	.196

Table 4.3 shows that P values of the first experimental group pretest are 0.780 and 0.874 which are higher than  $\alpha$  0.05. Meanwhile, P values of the second experimental group pretest are 0.955 and 0.196 which are higher than  $\alpha$  0.05. Therefore, it can be concluded that the data of the first and second experimental group pretest has normal distribution.

**Table 4.4 Normality Test of the Posttest**

		Posttest Numbered Heads Together Introverted	Posttest Numbered Heads Together Extroverted	Posttest Gallery Walk Introverted	Posttest Gallery Walk Extroverted
N		7	7	7	7
Normal	Mean	75.00	79.29	72.86	83.57
Parameters <sup>a,b</sup>	Std. Deviation	13.229	8.864	13.184	14.058
Most	Absolute	.082	.182	.277	.164
Extreme	Positive	.082	.182	.198	.158
Differences	Negative	-.082	-.147	-.277	-.164
Kolmogorov-Smirnov Z		.217	.482	.734	.435
Asymp. Sig. (2-tailed)		1.000	.974	.654	.991

Table 4.3 shows that P values of the first experimental group posttest are 1.000 and 0.974 which are higher than  $\alpha$  0.05. Meanwhile, P values of the second experimental group posttest are 0.654 and 0.991 which are higher than  $\alpha$  0.05. Therefore, it can be concluded that the data of the first and second experimental group posttest has normal distribution.

The conclusion can be drawn from those two tables i.e. the data of the pretest and posttest have normal distribution because the P values of the pretest and posttest are higher than  $\alpha$  0.05.

#### 4.1.4 Homogeneity Test

In conducting the research, homogeneity test of the data cannot be neglected. It is used to ensure the homogeneity of the pretest and posttest data. The criterion to determine the homogeneous data of the sample is that if P value is higher than  $\alpha$  0.05. On the other hand, if P value is lower than  $\alpha$  0.05, the sample is not homogeneous.

The tables below are the concise summary homogeneity test data on pretest and posttest by using Levene's test for Homogeneity of Variance.

**Table 4.5 Homogeneity Test of the Pretest based on Personality Type**

	Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	1	26	.809
	Based on Median	1	26	.810
	Based on Median and with adjusted df	1	25.996	.810
	Based on trimmed mean	1	26	.809

Table 4.5 shows that P value is 0.392. It indicates that P value is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. It leads to the conclusion that the data of the pretest based on the personality type are homogeneous.

**Table 4.6 Homogeneity Test of the Pretest based on Teaching Technique**

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	1.058	1	26	.313
	Based on Median	.739	1	26	.398
	Based on Median and with adjusted df	.739	1	25.304	.398
	Based on trimmed mean	1.212	1	26	.281

Table 4.6 shows that P value is 0.313. It indicates that P value is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it can be concluded that data of the pretest based on the teaching technique are homogeneous.

**Table 4.7 Homogeneity Test of the Posttest based on Personality Type**

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.185	1	26	.670
	Based on Median	.157	1	26	.695
	Based on Median and with adjusted df	.157	1	25.159	.695
	Based on trimmed mean	.198	1	26	.660

Table 4.7 shows that P value is 0.670. It indicates that P value is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. It leads to the conclusion that the data of the posttest based on the personality type are homogeneous.

**Table 4.8 Homogeneity Test of the Posttest based on Teaching Technique**

	Levene Statistic	df1	df2	Sig.
Posttest Based on Mean	.993	1	26	.328
Based on Median	.749	1	26	.395
Based on Median and with adjusted df	.749	1	24.312	.395
Based on trimmed mean	.982	1	26	.331

Table 4.8 shows that P value is 0.328. It indicates that P value is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it can be concluded that data of the posttest based on the teaching technique are homogeneous.

The conclusion can be drawn from those four tables i.e. the data of pretest and posttest are homogeneous for both personality type and teaching technique because the entire P values of pretest and posttest are higher than  $\alpha$  0.05.

## **4.2 Hypothesis Testing**

Hypothesis testing is used to answer the research questions. There are several ways in explaining the answer of the questions. The questions have each way to answer and explain. In this research, the paired sample t-test is used to analyze the data from number 1 to 4, the independent samples t-test is used to analyze the data number 5 and 6, meanwhile two-ways ANOVA is used to analyze the data of number 7 by using SPSS 18.0. Therefore, the answer of the research questions can be obtained and explained.

#### 4.2.1 The Effect of Gallery Walk to the Extroverted Students

The first aim of this study is to describe the significant difference between Pretest and Posttest scores of Gallery Walk in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

The null hypothesis ( $H_0$ ) 1 of the study indicates that there is no significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. Meanwhile, the alternative hypothesis ( $H_a$ ) 1 indicates that there is significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. The following tables would determine which hypothesis is accepted.

**Table 4.9 Paired Samples Statistics of Hypothesis 1**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	72.14	7	5.669	2.143
	Posttest	83.57	7	14.058	5.313

Based on Table 4.9 above, it can be clearly seen that the mean score of Pretest of Gallery Walk in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program is 72.14. Meanwhile, the main score of Posttest of Gallery Walk in teaching reading

comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program is 83.57.

**Table 4.10 Paired Samples Correlations of Hypothesis 1**

	<b>N</b>	<b>Correlation</b>	<b>Sig.</b>
<b>Pair 1 Pretest &amp; Posttest</b>	<b>7</b>	<b>.515</b>	<b>.237</b>

Table 4.10 shows the strength of variable correlations of pretest and posttest. It can be seen that the value sig. is 0.237 meaning that there is no significant correlation among the variables of pretest and posttest.

**Table 4.11 Paired Samples Test of Hypothesis 1**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-11.429	12.150	4.592	-22.665	-.192	-2.489	6	.047

Table 4.11 shows that the value of sig (2-tailed) is 0.047 meaning that  $H_0$  is rejected, therefore  $H_a$  is accepted. In other words, it can be concluded that there is a significant difference of pretest and posttest scores of Gallery Walk technique in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

#### 4.2.2 The Effect of Gallery Walk to the Introverted Students

The second aim of this study is to describe the significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

The null hypothesis ( $H_0$ ) 2 of the study indicates that there is no significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. Meanwhile, the alternative hypothesis ( $H_a$ ) 2 indicates that there is significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. The following tables would determine which hypothesis is accepted.

**Table 4.12 Paired Samples Statistics of Hypothesis 2**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	66.43	7	11.443	4.325
Posttest	72.86	7	13.184	4.983

Based on the Table 4.12, it can be clearly seen that the mean score of Pretest of Gallery Walk in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program is 66.43. Meanwhile, the main score of Posttest of Gallery Walk in teaching reading

comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program is 72.86.

**Table 4.13 Paired Samples Correlations of Hypothesis 2**

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	7	-.391	.386

The Table 4.13 showed the strength of variable correlations of pretest and posttest. It can be seen that the value sig. is 0.386 meaning that there is no significant correlation among the variables of pretest and posttest.

**Table 4.14 Paired Samples Test of Hypothesis 2**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-6.429	20.558	7.770	-25.441	12.584	-.827	6	.440

The table above showed that the value of sig (2-tailed) is 0.440 meaning that  $H_0$  is accepted, therefore  $H_a$  is rejected. In other words, it can be concluded that there is no significant difference between pretest and posttest scores of Gallery Walk in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

### 4.2.3 The Effect of Numbered Heads Together to the Extroverted Students

The third aim of this study is to describe the significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

The null hypothesis ( $H_0$ ) 3 of the study indicates that there is no significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. Meanwhile, the alternative hypothesis ( $H_a$ ) 3 indicates that there is significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. The following tables determine which hypothesis is accepted.

**Table 4.15 Paired Samples Statistics of Hypothesis 3**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	43.57	7	9.880	3.734
Posttest	79.29	7	8.864	3.350

Based on Table 4.15, it can be clearly seen that the mean score of Pretest of Numbered Heads Together in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program is 43.57. Meanwhile, the main score of Posttest of Numbered Heads

Together in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program is 79.29.

**Table 4.16 Paired Samples Correlations of Hypothesis 3**

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	7	-.347	.446

Table 4.16 shows the strength of variable correlations of pretest and posttest. It can be seen that the value sig. is 0.446 meaning that there is no significant correlation among the variables of pretest and posttest.

**Table 4.17 Paired Samples Test of Hypothesis 3**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-35.714	15.392	5.818	-49.949	-21.479	-6.139	6	.001

Table 4.17 shows that the value of sig (2-tailed) is 0.001 meaning that  $H_0$  is rejected, therefore  $H_a$  is accepted. In other words, it can be concluded that there is a significant difference between pretest and posttest scores of Numbered Heads

Together in teaching reading comprehension to the extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

#### **4.2.4 The Effect of Numbered Heads Together to the Introverted Students**

The fourth aim of this study is to describe the significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

The null hypothesis ( $H_0$ ) 4 of the study indicates that there is no significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. Meanwhile, the alternative hypothesis ( $H_a$ ) 4 indicates that there is significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. The following tables determine which hypothesis is accepted.

**Table 4.18 Paired Samples Statistics of Hypothesis 4**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	40.71	7	11.701	4.422
Posttest	75.00	7	13.229	5.000

Based on Table 4.18, it can be clearly seen that the mean score of Pretest of Numbered Heads Together in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program is 40.71. Meanwhile, the main score of Posttest of Numbered Heads Together in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program is 75.00.

**Table 4.19 Paired Samples Correlations of Hypothesis 4**

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	7	-.215	.643

Table 4.19 shows the strength of variable correlations of pretest and posttest. It can be seen that the value sig. is 0.643 meaning that there is no significant correlation among the variables of pretest and posttest.

**Table 4.20 Paired Samples Test of Hypothesis 4**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-34.286	19.457	7.354	-52.280	-16.291	-4.662	6	.003

Table 4.20 shows that the value of sig (2-tailed) is 0.003 meaning that  $H_0$  is rejected, therefore  $H_a$  is accepted. In other words, it can be concluded that there is a significant difference between pretest and posttest scores of Numbered Heads Together in teaching reading comprehension to the introverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

#### **4.2.5 The Significant Teaching Techniques for the Personality Types**

The fifth aim of this study is to describe a technique which gives significant influences in teaching reading comprehension to the introverted and extroverted students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. The null hypothesis ( $H_0$ ) 5 of the study indicates that there is no significant influence of teaching techniques in teaching reading comprehension to the introverted and extroverted students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. Meanwhile, the alternative hypothesis

(H<sub>a</sub>) 5 of the study indicates that there is a significant influence of teaching techniques in teaching reading comprehension to the introverted and extroverted students of the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. The result of the study is as follows.

**Table 4.21 Group Statistics of Hypothesis 5**

Technique		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Numbered Heads Together	14	77.14	11.044	2.952
	Gallery Walk	14	78.21	14.224	3.802

Based on Table 4.21, it can be seen that the mean score of posttest of Numbered Heads Together technique to both extroverted and introverted students is 77.14. Meanwhile, the mean score of posttest of Gallery Walk technique to both extroverted and introverted students is 78.21.

Table 4.22 showed that the value of sig (2-tailed) is 0.826 meaning that H<sub>0</sub> is accepted and H<sub>a</sub> is rejected. In other words, it can be said that there is no significant difference in the effectiveness between Gallery Walk and Numbered Heads Together techniques to the extroverted and introverted students.

**Table 4.22 Independent Sample Test of Hypothesis 5**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference		
								Lower	Upper	
Posttest	Equal variances assumed	.993	.328	-.223	26	.826	-1.071	4.813	-10.965	8.822
	Equal variances not assumed			-.223	24.496	.826	-1.071	4.813	-10.994	8.852

Therefore, it can be drawn a conclusion that both Gallery Walk and Numbered Heads Together techniques has equal effectiveness in teaching reading comprehension to the extroverted and introverted students since there is no significant difference of effectiveness between Gallery Walk and Numbered Heads Together techniques to the extroverted and introverted students.

#### 4.2.6 The Significant Personality Types for the Teaching Techniques

The sixth aim of this study is to describe a personality type which gives significant influences in teaching reading comprehension through Gallery Walk and Numbered Heads Together techniques to the students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. The null hypothesis ( $H_0$ ) 6 of the study indicates that there is no significant influence of personality types in teaching reading comprehension through Gallery Walk and Numbered Heads Together techniques to the students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. Meanwhile, the alternative hypothesis ( $H_a$ ) 6 of the study indicates that there is a significant influence of type of personality in teaching reading comprehension through Gallery Walk and Numbered Heads Together techniques to the students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program. The result of the study is as follows.

**Table 4.23 Group Statistics of Hypothesis 6**

Type of Personality		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Introverted Students	14	73.93	12.737	3.404
	Extroverted Students	14	81.43	11.507	3.075

Based on Table 4.23, it can be seen that the mean score of posttest of introverted and extroverted students treated with Gallery Walk and Numbered Head Together

techniques is 73.93. Meanwhile, the mean score of posttest of introverted and extroverted students treated with Gallery Walk and Numbered Head Together techniques is 81.43.

**Table 4.24 Independent Sample Test of Hypothesis 6**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest	.185	.670	-1.635	26	.114	-7.500	4.588	-16.930	1.930
			-1.635	25.737	.114	-7.500	4.588	-16.935	1.935
Equal variances assumed									
Equal variances not assumed									

Table 4.24 shows that the value of sig (2-tailed) is 0.114 meaning that  $H_0$  is accepted and  $H_a$  is rejected. In other words, it can be said that there is no significant influence of type of personality in teaching reading comprehension through Gallery Walk and Numbered Heads Together techniques to the students in the Tenth Graders of SMK Diponegoro Majoring in the Sharia Banking Program.

Therefore, it can be drawn a conclusion that both extroverted and introverted students had equal improvement treated with Gallery Walk and Numbered Heads Together techniques since there is no significant difference of the improvement between introverted and extroverted students.

#### **4.2.7 The Interaction among Teaching Techniques, Personality Types, and Reading Comprehension**

The last aim of this study is to explain the significance of the interaction among teaching techniques, reading comprehension, and students' personality types.

The null hypothesis ( $H_0$ ) 7 of the study indicates that there is no interaction among teaching techniques, reading comprehension, and students' personality types. Meanwhile the alternative hypothesis ( $H_a$ ) 7 of the study indicates that there is interaction among teaching techniques, reading comprehension of descriptive texts, and students' personality types. The result of the study is as follows.

**Table 4.25 Table of Subject Factors**

		N
Techniques	Gallery Walk	14
	Numbered Heads Together	14
Personality Types	Extroverted Students	14
	Introverted Students	14

Based on the Table 4.25 above, there are two techniques used in this study namely Gallery Walk and Numbered Heads Together as well as two different types of personality namely extroverted and introverted students.

**Table 4.26 Mean and Standard Deviation of the Data**

Techniques	Personality Types	Mean	Std. Deviation	N
Gallery Walk	Extroverted	83.57	14.058	7
	Introverted	72.86	13.184	7
	Total	78.21	14.224	14
Numbered Heads Together	Extroverted	79.29	8.864	7
	Introverted	75.00	13.229	7
	Total	77.14	11.044	14
Total	Extroverted	81.43	11.507	14
	Introverted	73.93	12.737	14
	Total	77.68	12.508	28

Table 4.26 shows the result of dependent variable scores of the posttest conducted for both experimental groups. It can be seen that in the Gallery Walk technique, the mean score of the extroverted students is 83.57 and its standard deviation is 14.058. Meanwhile, the mean score of the introverted students is lower than previous one i.e. 72.86 and its standard deviation is merely 13.184. Therefore, it can be said that the mean score for both groups of personality types treated in the Gallery Walk technique is 77.14 and its standard deviation is 11.044 from 14 students of X Sharia Banking 2.

Gathered from 14 students of X Sharia Banking 1 treated in the Numbered Heads Together, the mean score of the extroverted students is 79.29 and its standard deviation is 8.864. Meanwhile the mean score of the introverted students is 73.93 and its standard deviation is 12.737. In total, both groups of personality types treated in the Numbered Heads Together showed that their mean score is 77.68 and its standard deviation is 12.508.

The last row of the table above showed the mean score and standard deviation for two teaching techniques and two groups of personality types employed in this study. It can be seen that the total mean score and standard deviation for the extroverted students are respectively 81.43 and 11.507. Meanwhile, the mean score and standard deviation for the introverted students are respectively 73.93 and 12.737. Not to mention, the total mean score and standard deviation for both extroverted and introverted students treated in the Gallery Walk and Numbered Heads Together techniques are respectively 77.68 and 12.508.

It can be derived from the table above that the total mean score of the Gallery Walk technique is higher than the total mean score of the Numbered Heads Together technique. In addition, the total mean score of the extroverted students is higher than the mean score of the introverted students.

**Table 4.27 Lave's Test of Equality of Error Variances**

F	df1	df2	Sig.
.914	3	24	.449

The Table 4.27 shows that P value is 0.449 meaning that P value is higher than  $\alpha$  0.05. Therefore, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. In other words, it can be said that there is no significant difference of variance which meant that the data are homogenous.

**Table 4.28 Two x Two Factorial Design with ANOVA Analysis**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	474.107 <sup>a</sup>	3	158.036	1.011	.405
Intercept	168950.893	1	168950.893	1081.286	.000
Teaching Techniques	8.036	1	8.036	.051	.823
Personality Types	393.750	1	393.750	2.520	.125
Teaching Technique * Personality Types	72.321	1	72.321	.463	.503
Error	3750.000	24	156.250		
Total	173175.000	28			
Corrected Total	4224.107	27			

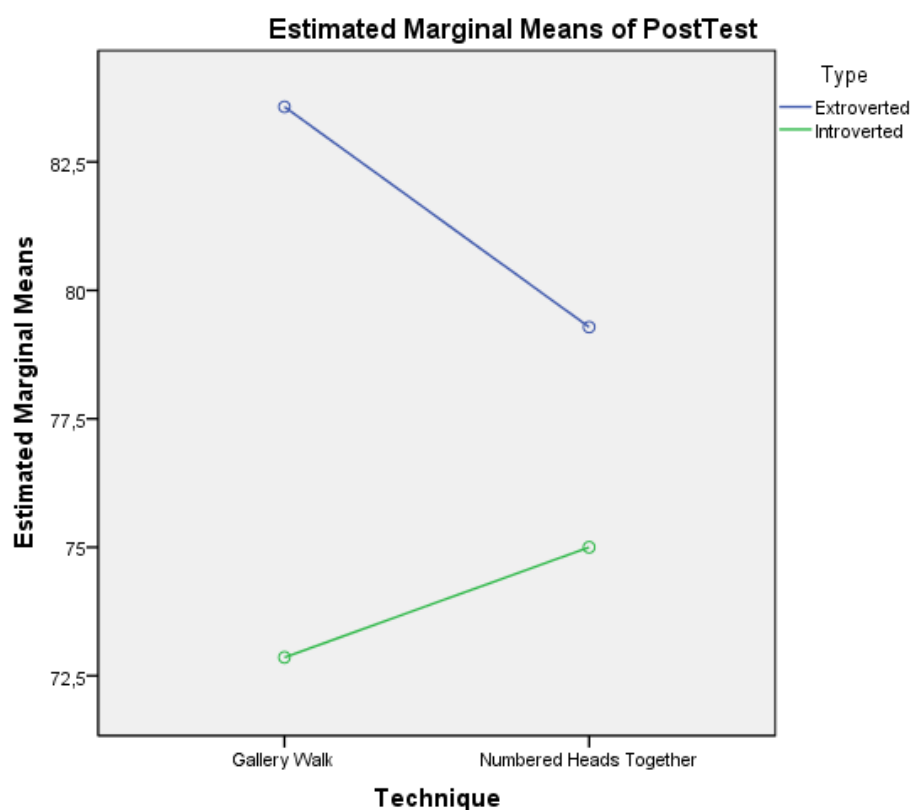
From Table 4.28, it can be seen that P value of the teaching techniques is 0.823. In other words, this is higher than  $\alpha$  0.05 indicating that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it indicates that there is no significant difference between Gallery Walk and Numbered Heads Together techniques shown in the result of the posttests.

The P value of personality types is 0.125; it is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it indicates that there is no significant difference between extroverted and introverted students shown in the result of the posttests.

The P value of teaching techniques \* personality types is 0.503; it is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it indicates that there is no interaction between teaching techniques employed in this study and the students' personality types.

From all the information derived from Table 4.28, it can be concluded that there is no interaction among teaching techniques, reading comprehension, and students' personality types in teaching reading comprehension of descriptive text to the extroverted and introverted students. In other words, the extroverted and introverted students get rather equal results in reading comprehension treated with Gallery Walk and Numbered Heads Together techniques. Conversely, the teaching techniques employed in this study have quite equal effectiveness for both personality types. It graphically can be seen in the Figure 4.1 showing that two lines do not cross each other.

**Figure 4.1 Interaction among Teaching Techniques, Reading Comprehension, and Students' Personality Types**



### 4.3 Discussion

This study aims to describe the effect of Gallery Walk and Numbered Heads Together techniques in teaching reading comprehension to the introverted and extroverted students in the Tenth Graders of SMK Diponegoro Banyuputih majoring in the Sharia Banking Program. In this study, there are two different groups namely the first experimental group, i.e. X Sharia Banking 1, treated with Numbered Heads Together technique and the second experimental group, i.e. X Sharia Banking 2, treated with Gallery Walk technique.

Before conducting the study, there are two tryouts initiated to describe the validity and reliability of the pretest and posttest questions. The tryouts are conducted in another school but are still in the same grade. The questions for both tryouts are in the form of multiple choice reading comprehension tests. The results of both tryouts could show the valid questions that would finally be used in the study as well as the invalid questions that would be dismissed or revised. In addition, both tryouts showed the reliability. Therefore, the valid and reliable questions are occupied in the pretest and posttest.

In the first meeting, the students are given a personality test which is conducted to classify the group of introverted students and extroverted students. The test is in the form of questionnaire consisting of 57 questions. The students should put a tick on the Yes or No answer that best described their personality. Once they submitted the questions form, the E score is calculated to classify the students whether they are introverted or extroverted students. This personality test is conducted for both experimental groups.

In the following meeting, the pretest is conducted for both experimental groups. The pretests are conducted to compare the result of the introverted and extroverted students before being treated with Gallery Walk and Numbered Heads Together techniques to the result of posttests after the students are treated with Gallery Walk and Numbered Heads Together techniques. The pretest is in the form of reading comprehension of descriptive text with multiple choice answers.

The researcher, as the teacher, implemented the Numbered Heads Together technique for teaching reading comprehension of descriptive text in the first experimental group. In the teaching process, the School-Based Curriculum is used as the underlying curriculum and the Numbered Heads Together is used as the teaching technique. In addition, there are three meetings for this study.

Initiated by saluting the students, the teaching and learning process then is followed by delivering some questions about sharia banking. After some questions are discussed, then the students are divided into some groups. Each group is given a descriptive text about sharia banking. Here, each member of the group is given a number as their identity. Once the group finished reading the text, the teacher called the number to have the one who had that number to answer the question related to the descriptive text. When the assigned student gave the answer, the other students will confirm whether it is correct or incorrect.

In the second meeting, the teaching and learning process is initiated by questioning the students about the previous material. Afterwards, the students are explained about the social function and general structure of the descriptive text.

Afterwards, the students are again given another descriptive text related to sharia banking and then discussed it in Numbered Head Together technique.

In the third meeting which meant the last meeting, the students are given the posttest to see the improvement of understanding in descriptive text. In order to make sure that the questions of the posttest valid, tryout is initially conducted. The questions consisted twenty items of multiple choice with four options.

The researcher, as the teacher, implemented the Gallery Walk technique for teaching reading comprehension of descriptive text in the second experimental group. In the teaching process, the School-Based Curriculum is used as the underlying curriculum and the Gallery Walk is used as the teaching technique. In addition, there are three meetings for this study.

The teaching and learning process is initiated by saluting the students, then followed with some questions about sharia banking. After some questions are discussed, then the students are divided into five groups. Each group is given a list of questions in which the members will have to find the answer in the gallery. Students then walked around the class and stopped at each gallery post. They read the text at each gallery post and try to find the answer for the detailed information and main topic of the texts. Afterwards, they had to move to others gallery posts until they got the answers for all questions. Once they finished, a group is asked to read the answer of a question and the other group had to confirm that answer. Meanwhile, the teacher evaluated their performance, gave comment and correction.

In the second meeting, the teaching and learning process is initiated by questioning the students about the previous material. Afterwards, the students are explained about the social function and general structure of the descriptive text. Afterwards, the students are again given another list of questions where they had to find the answers in the gallery.

As the previous technique, in the third meeting which meant the last meeting, the students are given the posttest to see the improvement of understanding in descriptive text. In order to make sure that the questions of the posttest valid, tryout is initially conducted. The questions consisted twenty items of multiple choice with four options.

Once the students had been treated with both techniques, they are given a posttest. It is used to compare the result of the introverted and extroverted students after they are treated with the Gallery Walk and Numbered Heads Together techniques to the result of pretest before they are treated with the Gallery Walk and Numbered Heads Together techniques. The posttest is in the form of reading comprehension of descriptive text with multiple choice answers.

The all data gathered in this study are then taken purposively for statistical test. It is conducted to see the mean, median, standard deviation, minimum score, and maximum score.

The first data to be analyzed using the Kolmogorov-Smirnov test is the normality of both pretest and posttest. For the normality of pretest, it showed that P values of the first experimental group pretest are 0.780 and 0.874 which are higher

than  $\alpha 0.05$ . Meanwhile, P values of the second experimental group pretest are 0.955 and 0.196 which are higher than  $\alpha 0.05$ . Therefore, it can be concluded that the data of the first and second experimental group pretest had normal distribution.

For the normality of posttest, it showed that P values of the first experimental group posttest are 1.000 and 0.974 which are higher than  $\alpha 0.05$ . Meanwhile, P values of the second experimental group posttest are 0.654 and 0.991 which are higher than  $\alpha 0.05$ . Therefore, it can be concluded that the data of the first and second experimental group posttest had normal distribution.

The normality of pretest and posttest stated above for both experimental groups had normal distribution. Therefore, it indicates that the data are appropriate to be given to the students.

The data of homogeneity test of pretest and posttest are analyzed by using Levene's test for Homogeneity of Variance. For the homogeneity test of pretest based on the personality type, it showed that P value is 0.392. It indicates that P value is higher than  $\alpha 0.05$  meaning that  $H_0$  is accepted and  $H_a$  is rejected. It led the conclusion that the data of the pretest based on the personality type are homogeneous.

For the homogeneity test of pretest based on the teaching technique, it showed that P value is 0.313. It indicates that P value is higher than  $\alpha 0.05$  meaning that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it can be concluded that data of the pretest based on the teaching technique are homogeneous.

For the homogeneity test of posttest based on the personality type, it showed that P value is 0.670. It indicates that P value is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. It led the conclusion that the data of the posttest based on the personality type are homogeneous.

For the homogeneity test of posttest based on the teaching technique, it showed that P value is 0.328. It indicates that P value is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it can be concluded that data of the posttest based on the teaching technique are homogeneous.

The data of pretest and posttest in both experimental groups are homogeneous. Therefore, it indicates that the data are appropriate to be given to the students.

In answering the first research question, the data showed that the mean score of Pretest of the extroverted students treated with Gallery Walk technique is 72.14. Meanwhile, the main score of Posttest of the extroverted students treated with Gallery Walk technique is 83.57. Moreover, the value sig. is 0.237 meaning that there is no significant correlation among the variables of pretest and posttest. Meanwhile, the value of sig (2-tailed) is 0.047 meaning that  $H_0$  is rejected, therefore  $H_a$  is accepted. In other words, it can be concluded that there is a significant difference of pretest and posttest scores of the extroverted students treated with Gallery Walk technique.

Dealing with the second research question, the data showed that the mean score of Pretest of the introverted students treated with Gallery Walk technique is

66.43. Meanwhile, the main score of Posttest of the introverted treated with Gallery Walk technique is 72.86. Moreover, the strength of variable correlations of pretest and posttest. It can be seen that the value sig. is 0.386 meaning that there is no significant correlation among the variables of pretest and posttest. Meanwhile, the value of sig (2-tailed) is 0.440 meaning that  $H_0$  is accepted, therefore  $H_a$  is rejected. In other words, it can be concluded that there is no significant difference of pretest and posttest scores of the introverted students treated with using Gallery Walk technique.

Related to the third research question, the data showed that the mean score of Pretest of the introverted students treated with Numbered Heads Together technique is 43.57. Meanwhile, the main score of Posttest of the introverted students treated with Numbered Heads Together technique is 79.29. Moreover, the strength of variable correlations of pretest and posttest. It can be seen that the value sig. is 0.446 meaning that there is no significant correlation among the variables of pretest and posttest. Meanwhile, the value of sig (2-tailed) is 0.001 meaning that  $H_0$  is rejected, therefore  $H_a$  is accepted. In other words, it can be concluded that there is a significant difference of pretest and posttest scores of the extroverted students treated with Numbered Heads Together technique.

Dealing with the fourth research question, the data showed that the mean score of Pretest of the introverted students treated with Numbered Heads Together technique is 40.71. Meanwhile, the main score of Posttest of the introverted students treated with Numbered Heads Together technique is 75.00. Moreover, the strength of variable correlations of pretest and posttest. It can be seen that the value sig. is

0.643 meaning that there is no significant correlation among the variables of pretest and posttest. Meanwhile, the value of sig (2-tailed) is 0.003 meaning that  $H_0$  is rejected, therefore  $H_a$  is accepted. In other words, it can be concluded that there is a significant difference of pretest and posttest scores of the introverted students treated with Numbered Heads Together technique.

Dealing with the fifth research question, the data showed that the mean score of posttest of Numbered Heads Together technique to both extroverted and introverted students is 77.14. Meanwhile, the mean score of posttest of Gallery Walk technique to both extroverted and introverted students is 78.21. The data also showed that the value of sig (2-tailed) is 0.826 meaning that  $H_0$  is accepted and  $H_a$  is rejected. In other words, it can be said that there is no significant difference in the effectiveness between Gallery Walk and Numbered Heads Together techniques to the extroverted and introverted students.

Therefore, it can be drawn a conclusion that both Gallery Walk and Numbered Heads Together techniques had equal effectiveness to teach reading comprehension to the extroverted and introverted students since there is no significant difference of effectiveness between Gallery Walk and Numbered Heads Together techniques to the extroverted and introverted students.

Dealing with the sixth research question, the data showed that the mean score of posttest of introverted and extroverted students treated in Gallery Walk and Numbered Head Together techniques is 73.93. Meanwhile, the mean score of posttest of introverted and extroverted students treated in Gallery Walk and Numbered Head Together techniques is 81.43. In addition, the data also showed

that the value of sig (2-tailed) is 0.114 meaning that  $H_0$  is accepted and  $H_a$  is rejected. In other words, it can be said that there is no significant difference in the improvement between introverted and extroverted students in reading comprehension treated with Gallery Walk and Numbered Heads Together techniques.

Therefore, it can be drawn a conclusion that both extroverted and introverted students had equal improvement treated with Gallery Walk and Numbered Heads Together techniques since there is no significant difference in the improvement between introverted and extroverted students in reading comprehension treated with Gallery Walk and Numbered Heads Together techniques.

Related to the last research question, the data showed that the P value of the teaching techniques is 0.823. In other words, this is higher than  $\alpha$  0.05 indicating that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it indicates that there is no significant difference between Gallery Walk and Numbered Heads Together techniques shown in the result of the posttests.

The data also showed that the P value of personality types is 0.125; it is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it indicates that there is no significant difference between extroverted and introverted students shown in the result of the posttests.

In addition, the P value of teaching techniques \* personality types is 0.503; it is higher than  $\alpha$  0.05 meaning that  $H_0$  is accepted and  $H_a$  is rejected. Therefore,

it can be concluded that there is no interaction among teaching techniques, reading comprehension, and students' personality types in teaching reading comprehension to the extroverted and introverted students.

In the situation that there is no interaction among the teaching techniques, students' personality types and reading comprehension, there must be other variables that influence the result of the study. Those variables that may influence the results of the study can be the students' motivation, self-esteem, sex, background knowledge, as well as their daily achievement at school. The thing that can be easily checked is comparing the students' results in this study to their daily achievement in English.

#### **4.4 Triangulation**

The results of this study as aforementioned before also needed to be strengthened by conducting triangulation. Therefore, this study employed investigator triangulation. Lier (1988: 13) states that investigator triangulation refers to the use of more than one observer contributing to findings.

In this study, an English teacher of both experimental groups is asked to be the investigator or rater to calculate, analyze, and discuss the results of the students' reading comprehension in the pretest and the posttest for both experimental groups to avoid subjectivity. Afterwards, the results from the investigator triangulation are compared with the results of this study.

The result of this type of triangulation were not much different from the result of this study. In Numbered Head Together group, the mean score of the pretest of the introverted and extroverted students was 42.7, whereas it was 41.6 based on the result of this study. Additionally, the mean score of the posttest for both introverted and extroverted students was 66.8, whereas it was 67.5.

Meanwhile, in the Gallery Walk group, the mean score of the pretest of the introverted and extroverted students was 74.5 while it was 75.0 according to the result of this study. Additionally, the mean score of the posttest for both introverted and extroverted students was 76.7. Conversely, it was 77.5 from the result of this study. As a result, it is apparent to state that the data analysis of this study was valid since the results of this study were also strengthened by the triangulation.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter encompasses conclusions elaborated from the previous chapter and suggestions related to the findings.

#### **5.1 Conclusions**

This study focuses on comparing Gallery Walk and Numbered Heads Together techniques for teaching reading comprehension of descriptive text to the introverted and extroverted students. The data are taken from students of the first experimental group i.e. X PS 1 and the second experimental group i.e. X PS 2. From the findings described in the previous chapter, it can be concluded that:

1. There is a significant difference between pretest and posttest scores of the extroverted students treated with Gallery Walk technique. It is clearly seen from the significant increase of the score of posttest compared to the score of pretest. Therefore, it can be concluded that mean score of the extroverted students treated with Gallery Walk technique increases significantly.
2. There is an insignificant difference between pretest and posttest scores of the introverted students treated with Gallery Walk technique. It can be seen from the insignificant increase of the score of posttest compared to the score of pretest. Therefore, it can be concluded that mean score of the introverted students treated with Gallery Walk technique increases insignificantly.

3. There is a significant difference between pretest and posttest scores of the extroverted students treated with Numbered Heads Together technique. It is clearly seen from the significant increase of the score of posttest compared to the score of pretest. Therefore, it can be concluded that the mean score of extroverted students treated with Numbered Heads Together technique increases significantly.
4. There is a significant difference between pretest and posttest scores of the introverted students treated with Numbered Heads Together technique. It is clearly seen from the significant increase of the score of posttest compared to the score of pretest. Therefore, it can be concluded that the mean score of introverted students treated with Numbered Heads Together technique increases significantly.
5. The Gallery Walk and Numbered Heads Together techniques have equal effectiveness in teaching reading comprehension to the extroverted and introverted students since there is no significant difference between Gallery Walk and Numbered Heads Together techniques to the extroverted and introverted students.
6. The extroverted and introverted students have equal improvement treated with Gallery Walk and Numbered Heads Together techniques since there was no significant difference in the improvement between introverted and extroverted students in teaching reading comprehension of descriptive texts using the Gallery Walk and Numbered Heads Together techniques.

7. There is no interaction among teaching techniques, reading comprehension, and students' personality types in teaching reading comprehension of descriptive text to the extroverted and introverted students.

## **5.2 Suggestions**

Seeing the entire conclusions stated in the previous section, these lead to several suggestions for the incoming researchers, English teachers, as well as the English learners in vocational high school.

1. The first suggestions are for the incoming researchers. They can conduct other researches dealing with the implementation Gallery Walk and Numbered Heads Together in the language skills, English writing for example. The researchers may also implement these teaching techniques that are related to other variable, such as student's anxiety. Therefore, the researchers can see the different angles of the effectiveness of those cooperative teaching techniques.
2. The next ones are for the English teachers. They can implement those teaching techniques to their English classroom especially in reading classes. It is suggested that the teachers should be careful in grouping the students so that each group will have both introverted and extroverted students.
3. The last suggestions are for the English learners. They should be cooperative and contributive while they have to read the descriptive texts the teacher give. They also should learn the generic structures of descriptive text in order to ease in comprehending the text.

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# APPENDICES

## Appendix 1 - Personality Measurement Instrument

### PETUNJUK PENGISIAN

1. Berikut ini terdapat pertanyaan-pertanyaan yang menyangkut tingkah laku, perasaan dan perbuatan Saudara. Untuk setiap pertanyaan tersedia 2 (dua) alternatif jawaban. Tidak ada jawaban yang salah, namun Saudara harus memilih satu jawaban yang paling sesuai dengan diri Saudara sendiri.
2. **Pilihlah salah satu** dari 2 (dua) alternative jawaban yang disediakan. Bacalah dengan teliti setiap pernyataan sebelum Saudara menentukan pilihan. Pilihlah jawaban “Ya” atau “Tidak” sesuai dengan diri Saudara.
3. Berilah tanda *checklist* (✓) pada salah satu jawaban yang Saudara anggap paling sesuai dengan diri Saudara. **Pastikan tidak ada pernyataan yang terlewat.**

TERIMA KASIH DAN SELAMAT MENGERJAKAN!

### SKALA TIPE KEPRIBADIAN

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah Saudara sering merasakan kegembiraan dalam waktu yang cukup lama?		
2	Apakah Saudara sering membutuhkan teman-teman yang penuh pengertian untuk membuat Saudara gembira?		
3	Apakah Saudara biasanya bersikap masa bodoh?		
4	Apakah Saudara sangat sulit untuk menolak sesuatu?		
5	Apakah Saudara berpikir terlebih dahulu sebelum bertindak?		
6	Jika Saudara berjanji akan melakukan sesuatu, apakah Saudara selalu menepati janji Saudara walaupun bagaimanapun sulitnya untuk melakukan hal itu?		
7	Apakah suasana hati saudara sering berubah-ubah?		
8	Pada umumnya, apakah saudara mengatakan dan melakukan sesuatu dengan cepat tanpa dipikirkan terlebih dahulu?		
9	Pernahkah saudara merasa tidak enak hati tanpa sebab yang jelas?		
10	Apakah setiap tantangan akan selalu saudara hadapi?		
11	Apakah tiba-tiba saudara merasa canggung jika ingin berbicara dengan seseorang yang menarik dan belum saudara kenal?		
12	Pada suatu waktu, apakah saudara sulit mengendalikan emosi dan marah?		
13	Apakah saudara sering melakukan sesuatu secara tiba-tiba?		
14	Apakah saudara sering mencemaskan mengenai sesuatu yang tidak semestinya saudara lakukan atau ucapkan?		
15	Pada umumnya, apakah saudara lebih suka membaca daripada bertemu dengan orang-orang?		
16	Apakah perasaan saudara mudah terluka?		
17	Apakah saudara suka sekali bepergian?		
18	Apakah saudara kadang-kadang memiliki pikiran dan gagasan yang tidak ingin diketahui oleh orang lain?		
19	Apakah saudara kadang-kadang begitu bersemangat dan kadang-kadang amat lesu?		
20	Apakah saudara lebih suka memiliki sedikit teman tapi betul-betul akrab?		
21	Apakah saudara sering berkhayal?		
22	Ketika seseorang membentak saudara, apakah saudara membentakinya kembali?		

No	Pertanyaan	Jawaban	
		Ya	Tidak
23	Apakah saudara sering terganggu dengan perasaan bersalah?		
24	Apakah seluruh kebiasaan saudara baik dan menarik?		
25	Apakah biasanya saudara merasa bebas dan menikmati suatu pesta yang meriah?		
26	Apakah saudara menganggap diri saudara seseorang yang tegang atau kaku?		
27	Apakah orang lain menganggap bahwa hidup saudara bahagia?		
28	Setelah saudara melakukan sesuatu yang penting, apakah saudara sering merasa saudara telah melakukannya dengan sangat baik?		
29	Apakah saudara lebih sering berdiam diri ketika saudara bersama orang lain?		
30	Apakah kadang-kadang saudara membicarakan orang lain?		
31	Apakah ide-ide muncul dalam kepala saudara sampai saudara tidak dapat tidur?		
32	Ketika ada sesuatu yang ingin saudara ketahui, apakah saudara lebih suka mencarinya di buku daripada menanyakannya kepada orang lain?		
33	Apakah jantung saudara sering berdebar – debar?		
34	Apakah saudara menyukai jenis pekerjaan yang membutuhkan ketelitian?		
35	Apakah saudara sering mengalami gemetaran atau tremor karena suatu hal?		
36	Apakah saudara selalu memberitahukan segala sesuatu kepada orang lain, meskipun saudara tahu sebenarnya jika disembunyikan tidak akan ketahuan oleh orang lain?		
37	Apakah saudara tidak suka berkumpul bersama orang-orang yang suka berolok-olok satu sama lain?		
38	Apakah saudara seorang yang mudah tersinggung?		
39	Apakah saudara suka melakukan hal-hal yang membutuhkan tindakan cepat?		
40	Apakah saudara mencemaskan sesuatu yang buruk menimpa diri saudara?		
41	Apakah saudara lambat dan tidak cepat dalam gerak-gerik saudara?		
42	Apakah saudara pernah terlambat dalam suatu janji atau pekerjaan?		
43	Apakah saudara sering bermimpi buruk?		

No	Pertanyaan	Jawaban	
		Ya	Tidak
44	Apakah saudara suka berbicara dengan siapapun, meskipun dengan orang yang baru saudara kenal?		
45	Apakah saudara merasa terganggu dengan sakit dan nyeri yang saudara alami?		
46	Apakah saudara merasa sangat tidak bahagia ketika saudara tidak dapat bertemu dengan banyak orang?		
47	Apakah saudara menganggap diri saudara seorang yang gugup?		
48	Dari seluruh orang yang saudara kenal, adakah beberapa orang yang sangat tidak saudara sukai?		
49	Apakah saudara menganggap saudara memiliki rasa percaya diri yang cukup besar?		
50	Apakah saudara mudah sekali sakit hati ketika orang-orang mengetahui kesalahan pada diri saudara atau pekerjaan saudara?		
51	Apakah saudara sangat sulit untuk menikmati suasana saat berkumpul dalam suatu pesta?		
52	Apakah saudara merasa terganggu dengan perasaan rendah diri?		
53	Dapatkah saudara menciptakan suasana pesta yang sepi menjadi menyenangkan?		
54	Apakah saudara kadang-kadang berbicara mengenai hal-hal yang saudara tidak ketahui?		
55	Apakah saudara mencemaskan kesehatan saudara?		
56	Apakah saudara suka mejahili orang lain?		
57	Apakah saudara menderita sulit tidur?		

## Appendix 2

### Score of Personality Scale for Numbered Heads Together

No	Name	E-Score	Category
1	RISALATUL MUAWANAH	5	Introverted
2	FINDRI YANINGSIH	7	Introverted
3	DEWI KUSUMANINGRUM	7	Introverted
4	DIAH PURNAMA SARI	8	Introverted
5	ZUMROTUL MAGHFIROH	8	Introverted
6	AYU TRI LESTARI	9	Introverted
7	CHIKMAFATUN	9	Introverted
8	LAILI MUTOHAROH	9	Introverted
9	NANI ZULAIKHA	9	Introverted
10	NILAM LISTIYAWATI	10	Balance
11	RIZQI AVIATUN	11	Balance
12	DISKI TIYA QUINDRA	12	Balance
13	KHOLIFAH	12	Balance
14	LUKLU'UL KHUMAIRAH	12	Balance
15	ASNIK DINA FUSKHA	13	Balance
16	DANI PRASETYO KURNIAWAN	13	Balance
17	DHARMA LUTFIANSYAH	13	Balance
18	DWI FIMA HANI	14	Balance
19	LUTFI HUSNA AMALIYA	15	Extroverted
20	ZAEFURRIZAL MUHAJMIN	15	Extroverted
21	DWI TURONO	15	Extroverted
22	LISTIANINGSIH	15	Extroverted
23	PUTRI DEWI REZKIANA	16	Extroverted
24	RAHAYU CIPTANINGSIH	16	Extroverted
25	ELY DWI SUSANTI	17	Extroverted
26	HARDIYANTI	17	Extroverted
27	SANI ASIH	18	Extroverted

### Appendix 3

#### Score of Personality Scale for Gallery Walk

No.	Name	E-Score	Category
1	ANIS SAPUTRI	6	Introverted
2	DIANA NOVITA	6	Introverted
3	NUR KHIKMAH	7	Introverted
4	DEWI SAFITRI	8	Introverted
5	MAULINATUS SOLIKHAH	8	Introverted
6	NUR ALFIYATUR R.	9	Introverted
7	NURUL KHANIFAH	9	Introverted
8	UMMI LATIFAH	9	Introverted
9	DWI ROCHANAH	10	Balance
10	SINDHI APRILIANA	11	Balance
11	SITI ELLYANA MUSYARROFAH	11	Balance
12	SITI FAROZAH	12	Balance
13	SUSI PURWANINGSIH	12	Balance
14	DEWI ROSALIA	13	Balance
15	DWI WIDIANTI	13	Balance
16	LISSA YAUVI NURANI	14	Balance
17	NUR INDAH SARI	15	Extroverted
18	ERNI WIDIASTUTI	15	Extroverted
19	ISWATUN	16	Extroverted
20	NILA DWI ROKHMAH	17	Extroverted
21	RIRIN SETIOWATI	17	Extroverted
22	GINA ASTARINI	19	Extroverted
23	TITIK SETIYOWATI	19	Extroverted

#### Appendix 4 – Pretest Tryout

**Direction:** Mark on your choice on your answer sheet by crossing (A), (B), (C), or (D) that might be the best answer based on the text.

**Questions 1 to 5 refer to the following text.**

Islamic banking refers to a system of banking that is consistent with the principles of the *Sharia* (Islamic rulings) and its practical application through the development of Islamic economics. It has the same purpose as conventional banking except that it operates in accordance with the rules of Sharia, known as *Fiqh al-Muamalat* (Islamic rules on transactions).

The principles upon which Islamic banking is based are commonly accepted all over the world, for centuries rather than decades. These principles are not new but arguably, their original state has been altered over the centuries.

The principle source of the Sharia is The Qur'an followed by the recorded sayings and actions of Prophet Muhammad – the Hadith. Where solutions to problems cannot be found in these two sources, rulings are made based on the consensus of a community learned scholars, independent reasoning of an Islamic scholar and custom, so long as such rulings do not deviate from the fundamental teachings in The Qur'an.

Source: [http://www.islamic-banking.com/what\\_is\\_ibanking.aspx](http://www.islamic-banking.com/what_is_ibanking.aspx)

1. What is the text about?
  - A. Sharia in Islam
  - B. Development of Islam
  - C. Principles of Sharia Banking
  - D. Principles of Conventional Banking
2. In what way are Sharia and Conventional Banking different?
  - A. The banking operational
  - B. The principles of both banks
  - C. Bank interest
  - D. The banking purposes
3. According to the text, what source is excluded as the principles in Sharia Banking?
  - A. Prophet Muhammad
  - B. The Qur'an
  - C. Hadith
  - D. Consensus of Community

4. In what condition is the consensus of a community used as the principle source in Sharia Banking?
  - A. The community forces to do so
  - B. The Sharia Banking finds serious problem
  - C. There is no solution in The Qur'an and Hadith
  - D. The Islamic scholars need to express their independent reasoning
5. "so long as such rulings to not deviate from the fundamental teachings ..."  
The underlined word has the closest meaning to ....
  - A. important
  - B. basic
  - C. phenomenal
  - D. conventional

**Questions 6 to 10 refer to the following text.**

Riba is an unjustified increment in borrowing or lending money, paid in kind or in money above the amount of loan, as a condition imposed by the lender or voluntarily by the borrower. Riba defined in this way is called in *Fiqh riba al-duyun* (debt usury). Riba also is an unjustified increment gained by the seller or the buyer if they exchanged goods of the same kind in different quantities. This is called "*riba al-fadl*" or "*riba-al-buyu*" (trade usury).

The "riba" system was formally introduced in Islamic countries during the 19th and 20th Centuries through two channels; (i) secular legislations which have endorsed the Western definition of usury, (ii) the modern banking system whose activities are interest based. These two channels were opened during the era of Western colonial rule to the Islamic world. Besides, the riba system has increasingly gained strength in the Islamic world because of the serious economic dependence on the Western world on one hand and secular education which neglected the teachings of Islam.

*Source: [http://www.islamic-banking.com/iarticles\\_8.aspx](http://www.islamic-banking.com/iarticles_8.aspx)*

6. What does the text tell us about?
  - A. Lending money
  - B. Riba system
  - C. Islamic countries
  - D. Western colonial rule
7. When was riba system firstly known in Islamic countries?
  - A. During the era of Western colonial rule
  - B. When the modern banking system used
  - C. While the Islamic world was depending on the Western world
  - D. In 19<sup>th</sup> and 20<sup>th</sup> centuries

8. How was the riba system finally introduced in Islamic countries?
  - A. through secular legislation
  - B. through modern banking systems
  - C. through two tunnels
  - D. through secular legislation and modern banking systems
9. Why has the riba system got strength in the Islamic world?
  - A. Islamic world was relied on the Western world
  - B. Islamic world found serious economic problem
  - C. It was introduced through two channels
  - D. It gave more interests
10. “the riba system has increasingly gained strength in the Islamic world...”  
The underlined word has the closest meaning to ....
  - A. obtained
  - B. defined
  - C. remained
  - D. depended

**Questions 11 to 15 refer to the following text.**

Syariah banking or Islamic finance is a large untapped potential in Indonesia, a country where about 13 percent of the total global Muslim population live. With nearly 90 percent of the 250 million people in Indonesia adhering to Islam, the market share of syariah (sharia) finance is remarkably low. Islamic banking in Indonesia has had difficulty to grow due to weak government management (a lack of ministerial-level coordination in this sector), an uncertain legal environment and the lack of highly qualified human capital, innovation and creativity in the country.

At USD \$24 billion, Islamic banks in Indonesia only held 4.9 percent of the country's total banking assets in 2013, hence making Indonesia's Financial Services Authority (OJK) decide to launch a five-year roadmap in a move to boost syariah banking. The OJK and Indonesia's central bank (Bank Indonesia) are also eager to encourage the spin-off of syariah-compliant units of conventional banks into independent entities. Data from Bank Indonesia indicates that there are currently 11 full-fledged Islamic banks and 23 syariah-compliant units in Indonesia.

*Source: <http://www.indonesia-investments.com/news/news-columns/islamic-banking-in-indonesia-boosting-syariah-finance/item5404>*

11. What is the text about?
  - A. Definition of Islamic finance
  - B. Global Muslim population
  - C. Government management weaknesses
  - D. Islamic banking in Indonesia
12. These conditions make the market share of sharia finance remains low, **EXCEPT**
  - A. the government management is low
  - B. our innovation and creativity
  - C. highly qualified human capital is abundant
  - D. the legal environment is ambivalent
13. What makes the OJK launch a roadmap to boost the syariah banking?
  - A. 90 percent of Indonesian people adhere to Islam.
  - B. Muslims in Indonesia are about 13 percent of total global Muslims population.
  - C. There are 11 full-fledged Islamic banks and 23 syariah-compliant units in Indonesia.
  - D. Islamic banks in Indonesia merely hold less than 5 percent of the country's total banking assets.
14. What will the OJK and Bank Indonesia do to grow the syariah banking in Indonesia?
  - A. They will eager to encourage Muslims to save money in syariah banking.
  - B. They will help 11 full-fledged Islamic banks and 23 syariah-compliant units grow bigger.
  - C. They will assist syariah-compliant units of conventional banks to be independent entities.
  - D. They will launch a five-year roadmap of syariah banking in Indonesia.
15. "...decide to launch a five-year roadmap in a move to boost syariah banking." The underlined word is closest in meaning to ....
  - A. investigate
  - B. initiate
  - C. decide
  - D. encourage

**Questions 16 to 20 refer to the following text.**

Mudarabah is a partnership in Islamic banking where one partner gives money to another for investing in a commercial enterprise. The investment comes from the first partner who is called "Rab-ul-Maal" while the management and work is an exclusive responsibility of the other, who is called "Mudarib" and the profits generated are shared in a predetermined ratio.

The distribution of profit must be pre-determined by the two parties. Furthermore, the amount of profit ascribed to either of the parties must be independent of the capital amount, dependent solely on the actual profit realized by the commercial enterprise. That is, the profit assigned to a party cannot be a percentage of capital amount contributed as that would be considered a fixed return, or interest. The profit assigned to either of the parties cannot be a lump sum amount either as this would also constitute interest.

*Sources:*

<http://sharia-banking.blogspot.co.id/2006/10/al-mudarabah.html>

<https://cief.wordpress.com/2006/04/02/mudarabah/>

16. What is the text about?
  - A. Commercial enterprise
  - B. Islamic banking management
  - C. Distribution of profit in Islamic banking
  - D. Partnership product in sharia baking
17. What do both parties share in *Mudarabah*?
  - A. Investment
  - B. Profit
  - C. Interest
  - D. Responsibility
18. How should profit be shared in *Mudarabah*?
  - A. It is determined by both parties in advance.
  - B. It should be managed carefully.
  - C. It is generated by both parties.
  - D. The actual profit is realized by the commercial enterprise.
19. Why can profit assigned not be based on the percentage of investment amount?
  - A. It would be defined as interest.
  - B. It would be realized by commercial enterprise.
  - C. It would be called a fixed profit.
  - D. It would be profits for both parties.

20. “the profit assigned to a party cannot be a percentage of capital amount...”  
The underlined word is closest in meaning to...
- A. allocated
  - B. signed
  - C. contributed
  - D. considered

**Questions 21 to 25 refer to the following text.**

*Murabaha* is one of the most common modes used by Islamic Banks. It refers to a sale where the seller discloses the cost of the commodity and amount of profit charged. Therefore, *Murabaha* is not a loan given on interest rather it is a sale of a commodity at profit. The mechanism of *Murabaha* is that the bank purchases the commodity as per requisition of the client and sells him on cost-plus-profit basis.

Under this arrangement, the bank is bound to disclose cost and profit margin to the client. Therefore, the bank, rather than advancing money to a borrower, buys the goods from a third party and sell those goods to the customer on profit. A question may be raised that selling goods on profit (under *Murabaha*) and charging interest on the loan (as per the practice of conventional banks) appears to be one of the same things and also produces the same results. The answer to this query is that there is a clear difference between the mechanism/structure of the product.

The basic difference lies in the contract being used. *Murabaha* is a sale contract whereas the conventional finance overdraft facility is an interest based lending agreement and transaction. In case of *Murabaha*, the bank sells an asset and charges profit which is a trade activity declared halal (valid) in the Islamic Sharia. Whereas giving loan and charging interest thereupon is pure interest-based transaction declared *haram* (prohibited) by Islamic Sharia.

Source: <http://www.mib.com.mv/blog/guide-to-islamic-banking/what-is-murabaha>

21. What is the text about?
- A. Commodity sale in Islamic Banks
  - B. Islamic bank profits
  - C. Cost of the commodity
  - D. Cost and profit margin in Conventional Banks

22. How do Islamic Banks get profit from *Murabaha* mode?
- They charge interest
  - They sell the product as they bought
  - They advance money to a borrower
  - They sell the goods to customer higher than they bought
23. How is *Murabaha* different from charging interest in conventional banks?
- Murabaha* advances money to a borrower
  - Murabaha* gives loans and charges interest
  - Murabaha* is an interest based lending agreement and transaction
  - Murabaha* allows the bank to sell an asset and charges profit
24. What is the main dissimilarity between *Murabaha* and loans in conventional banks?
- The product
  - The profit
  - The client
  - The contract
25. "the bank is bound to disclose cost and profit margin to the client."  
The underlined word is closest in meaning to ....
- close
  - disappear
  - reveal
  - pay

**Questions 26 to 30 refer to the following text.**

*Takaful* is founded on the cooperative principle and on the principle of separation between the funds and operations of shareholders. It passes the ownership of the *Takaful* (Insurance) fund and operations to the policyholders. Muslim jurists conclude that insurance in Islam should be based on principles of mutuality and co-operation, encompassing the elements of shared responsibility, joint indemnity, common interest and solidarity.

In *takaful*, the policyholders are joint investors with the insurance vendor (the *takaful* operator), who acts as a *mudarib* – a manager or an entrepreneurial agent for the policyholders. The policyholders share in the investment pool's profits as well as its losses. A positive return on policies is not legally guaranteed, as any fixed profit guarantee would be akin to receiving interest and offend the prohibition against *riba*.

Source: [http://www.islamic-banking.com/takaful\\_insurance.aspx](http://www.islamic-banking.com/takaful_insurance.aspx)

26. What is the text about?
- A. The principles of Islam
  - B. The principles of Islamic banks
  - C. The principles of shareholders and policyholders
  - D. The principles of insurance in Islamic banks
27. What should insurance in Islam **NOT** be based on?
- A. Principle of mutuality and co-operation
  - B. Shared positive return
  - C. Common interest and solidarity
  - D. Joint indemnity
28. How does *Takaful* operate in Islamic Banks?
- A. Sending the ownership of *Takaful* fund and operations to shareholders
  - B. Receiving and offending the prohibition against *riba*
  - C. Joining the funds and operations of shareholders
  - D. Sharing in the investment pool's profits, not its losses
29. In Islamic insurance, which plays a role as a *mudarib*?
- A. Policyholders
  - B. Investors
  - C. Government
  - D. Insurance vendor
30. "A positive return on policies is not legally guaranteed, ..."
- The underlined word is closest in meaning to ....
- A. received
  - B. prohibited
  - C. assured
  - D. offered

## Appendix 5

### Score of Tryout for Pretest

NO	NAMA	BENAR	SALAH	NILAI
1	Ainul Fadhillah	23	7	76.67
2	Anna Mufidah	11	19	36.67
3	Defika Afriyani	20	10	66.67
4	Diah Pitaloka	11	19	36.67
5	Dian Fasela	17	13	56.67
6	Elin Sri Dianti	11	19	36.67
7	Even Magenta	17	13	56.67
8	Fitra Alfakhassifa	13	17	43.33
9	Fitri Alifia	18	12	60.00
10	Gita Ayu Nadia Galuh Putri	15	15	50.00
11	Hety Nur Aeni	16	14	53.33
12	Inayati	14	16	46.67
13	Isnaeni	15	15	50.00
14	Khaeriyah	16	14	53.33
15	Mirayanti	14	16	46.67
16	Luluk Dinas Handayani	16	14	53.33
17	Mawar Muji Rahayu	24	6	80.00
18	Merina Saimatul Zaidah	16	14	53.33
19	Lukfi Kristianto	27	3	90.00
20	Nicky Arlianti	16	14	53.33
21	Novitasari	24	6	80.00
22	Nur Anisah	19	11	63.33
23	Nur Faiyah	23	7	76.67
24	Retno Ayu Jayanti	18	12	60.00
25	Rizky Sofiyana	23	7	76.67
26	Selvi Riskiyah	21	9	70.00
27	Siti Khotijah	20	10	66.67
28	Tri Priantini	22	8	73.33
29	Vera Agustina	23	7	76.67
30	Vinalia Wati	24	6	80.00
31	Wahyu Safitri	21	9	70.00

### Appendix 6 – Validity of the Pretest

Item	R value	R table	Note
1	0,305	0,355	Invalid
2	0,441		Valid
3	0,395		Valid
4	0,422		Valid
5	0,179		Invalid
6	0,404		Valid
7	0,227		Invalid
8	0,551		Valid
9	0,465		Valid
10	0,412		Valid
11	0,368		Valid
12	0,385		Valid
13	0,407		Valid
14	0,582		Valid
15	0,062		Invalid
16	0,424		Valid
17	0,474		Invalid
18	0,642		Valid
19	0,047		Invalid
20	0,266		Invalid
21	-0,108		Invalid
22	0,285		Invalid
23	0,415		Valid
24	0,526		Valid
25	0,391		Valid
26	0,369		Valid
27	0,108		Invalid
28	0,424		Valid
29	0,081		Invalid
30	0,429		Valid

## Appendix 7 – Pretest

**Direction:** Mark on your choice on your answer sheet by crossing (A), (B), (C), or (D) that might be the best answer based on the text.

**Questions 1 to 3 refer to the following text.**

Islamic banking refers to a system of banking that is consistent with the principles of the *Sharia* (Islamic rulings) and its practical application through the development of Islamic economics. It has the same purpose as conventional banking except that it operates in accordance with the rules of Sharia, known as *Fiqh al-Muamalat* (Islamic rules on transactions).

The principles upon which Islamic banking is based are commonly accepted all over the world, for centuries rather than decades. These principles are not new but arguably, their original state has been altered over the centuries.

The principle source of the Sharia is The Qur'an followed by the recorded sayings and actions of Prophet Muhammad – the Hadith. Where solutions to problems cannot be found in these two sources, rulings are made based on the consensus of a community learned scholars, independent reasoning of an Islamic scholar and custom, so long as such rulings do not deviate from the fundamental teachings in The Qur'an.

Source: [http://www.islamic-banking.com/what\\_is\\_ibanking.aspx](http://www.islamic-banking.com/what_is_ibanking.aspx)

1. In what way are Sharia and Conventional Banking different?
  - A. The banking operational
  - B. The principles of both banks
  - C. Bank interest
  - D. The banking purposes
2. According to the text, what source is excluded as the principles in Sharia Banking?
  - A. Prophet Muhammad
  - B. The Qur'an
  - C. Hadith
  - D. Consensus of Community
3. In what condition is the consensus of a community used as the principle source in Sharia Banking?
  - A. The community forces to do so
  - B. The Sharia Banking finds serious problem
  - C. There is no solution in The Qur'an and Hadith
  - D. The Islamic scholars need to express their independent reasoning

**Questions 4 to 7 refer to the following text.**

Riba is an unjustified increment in borrowing or lending money, paid in kind or in money above the amount of loan, as a condition imposed by the lender or voluntarily by the borrower. Riba defined in this way is called in *Fiqh riba al-duyun* (debt usury). Riba also is an unjustified increment gained by the seller or the buyer if they exchanged goods of the same kind in different quantities. This is called "*riba al-fadl*" or "*riba-al-buyu*" (trade usury).

The "riba" system was formally introduced in Islamic countries during the 19th and 20th Centuries through two channels; (i) secular legislations which have endorsed the Western definition of usury, (ii) the modern banking system whose activities are interest based. These two channels were opened during the era of Western colonial rule to the Islamic world. Besides, the riba system has increasingly gained strength in the Islamic world because of the serious economic dependence on the Western world on one hand and secular education which neglected the teachings of Islam.

Source: [http://www.islamic-banking.com/iarticles\\_8.aspx](http://www.islamic-banking.com/iarticles_8.aspx)

4. What does the text tell us about?
  - A. Lending money
  - B. Riba system
  - C. Islamic countries
  - D. Western colonial rule
5. How was the riba system finally introduced in Islamic countries?
  - A. through secular legislation
  - B. through modern banking systems
  - C. through two tunnels
  - D. through secular legislation and modern banking systems
6. Why has the riba system got strength in the Islamic world?
  - A. Islamic world was relied on the Western world
  - B. Islamic world found serious economic problem
  - C. It was introduced through two channels
  - D. It gave more interests
7. "the riba system has increasingly gained strength in the Islamic world..."  
The underlined word has the closest meaning to ....
  - A. obtained
  - B. defined
  - C. remained
  - D. depended

**Questions 8 to 11 refer to the following text.**

Syariah banking or Islamic finance is a large untapped potential in Indonesia, a country where about 13 percent of the total global Muslim population live. With nearly 90 percent of the 250 million people in Indonesia adhering to Islam, the market share of syariah (sharia) finance is remarkably low. Islamic banking in Indonesia has had difficulty to grow due to weak government management (a lack of ministerial-level coordination in this sector), an uncertain legal environment and the lack of highly qualified human capital, innovation and creativity in the country.

At USD \$24 billion, Islamic banks in Indonesia only held 4.9 percent of the country's total banking assets in 2013, hence making Indonesia's Financial Services Authority (OJK) decide to launch a five-year roadmap in a move to boost syariah banking. The OJK and Indonesia's central bank (Bank Indonesia) are also eager to encourage the spin-off of syariah-compliant units of conventional banks into independent entities. Data from Bank Indonesia indicates that there are currently 11 full-fledged Islamic banks and 23 syariah-compliant units in Indonesia.

*Source: <http://www.indonesia-investments.com/news/news-columns/islamic-banking-in-indonesia-boosting-syariah-finance/item5404>*

8. What is the text about?
  - A. Definition of Islamic finance
  - B. Global Muslim population
  - C. Government management weaknesses
  - D. Islamic banking in Indonesia
9. These conditions make the market share of sharia finance remains low, **EXCEPT**
  - A. the government management is low
  - B. our innovation and creativity
  - C. highly qualified human capital is abundant
  - D. the legal environment is ambivalent
10. What makes the OJK launch a roadmap to boost the syariah banking?
  - A. 90 percent of Indonesian people adhere to Islam.
  - B. Muslims in Indonesia are about 13 percent of total global Muslims population.
  - C. There are 11 full-fledged Islamic banks and 23 syariah-compliant units in Indonesia.
  - D. Islamic banks in Indonesia merely hold less than 5 percent of the country's total banking assets.

11. What will the OJK and Bank Indonesia do to grow the syariah banking in Indonesia?
- A. They will eager to encourage Muslims to save money in syariah banking.
  - B. They will help 11 full-fledged Islamic banks and 23 syariah-compliant units grow bigger.
  - C. They will assist syariah-compliant units of conventional banks to be independent entities.
  - D. They will launch a five-year roadmap of syariah banking in Indonesia.

**Questions 12 to 14 refer to the following text.**

Mudarabah is a partnership in Islamic banking where one partner gives money to another for investing in a commercial enterprise. The investment comes from the first partner who is called "Rab-ul-Maal" while the management and work is an exclusive responsibility of the other, who is called "Mudarib" and the profits generated are shared in a predetermined ratio.

The distribution of profit must be pre-determined by the two parties. Furthermore, the amount of profit ascribed to either of the parties must be independent of the capital amount, dependent solely on the actual profit realized by the commercial enterprise. That is, the profit assigned to a party cannot be a percentage of capital amount contributed as that would be considered a fixed return, or interest. The profit assigned to either of the parties cannot be a lump sum amount either as this would also constitute interest.

*Sources:*

<http://sharia-banking.blogspot.co.id/2006/10/al-mudarabah.html>

<https://cief.wordpress.com/2006/04/02/mudarabah/>

12. What is the text about?
- A. Commercial enterprise
  - B. Islamic banking management
  - C. Distribution of profit in Islamic banking
  - D. Partnership product in sharia baking
13. What do both parties share in *Mudarabah*?
- A. Investment
  - B. Profit
  - C. Interest
  - D. Responsibility

14. How should profit be shared in *Mudarabah*?
- A. It is determined by both parties in advance.
  - B. It should be managed carefully.
  - C. It is generated by both parties.
  - D. The actual profit is realized by the commercial enterprise.

**Questions 15 to 17 refer to the following text.**

*Murabaha* is one of the most common modes used by Islamic Banks. It refers to a sale where the seller discloses the cost of the commodity and amount of profit charged. Therefore, *Murabaha* is not a loan given on interest rather it is a sale of a commodity at profit. The mechanism of *Murabaha* is that the bank purchases the commodity as per requisition of the client and sells him on cost-plus-profit basis.

Under this arrangement, the bank is bound to disclose cost and profit margin to the client. Therefore, the bank, rather than advancing money to a borrower, buys the goods from a third party and sell those goods to the customer on profit. A question may be raised that selling goods on profit (under *Murabaha*) and charging interest on the loan (as per the practice of conventional banks) appears to be one of the same things and also produces the same results. The answer to this query is that there is a clear difference between the mechanism/structure of the product.

The basic difference lies in the contract being used. *Murabaha* is a sale contract whereas the conventional finance overdraft facility is an interest based lending agreement and transaction. In case of *Murabaha*, the bank sells an asset and charges profit which is a trade activity declared halal (valid) in the Islamic Sharia. Whereas giving loan and charging interest thereupon is pure interest-based transaction declared *haram* (prohibited) by Islamic Sharia.

Source: <http://www.mib.com.mv/blog/guide-to-islamic-banking/what-is-murabaha>

15. How is *Murabaha* different from charging interest in conventional banks?
- A. *Murabaha* advances money to a borrower
  - B. *Murabaha* gives loans and charges interest
  - C. *Murabaha* is an interest based lending agreement and transaction
  - D. *Murabaha* allows the bank to sell an asset and charges profit

16. What is the main dissimilarity between *Murabaha* and loans in conventional banks?
- |                |                 |
|----------------|-----------------|
| A. The product | C. The client   |
| B. The profit  | D. The contract |
17. “the bank is bound to disclose cost and profit margin to the client.”  
The underlined word is closest in meaning to ....
- |              |           |
|--------------|-----------|
| A. close     | C. reveal |
| B. disappear | D. pay    |

**Questions 18 to 20 refer to the following text.**

*Takaful* is founded on the cooperative principle and on the principle of separation between the funds and operations of shareholders. It passes the ownership of the *Takaful* (Insurance) fund and operations to the policyholders. Muslim jurists conclude that insurance in Islam should be based on principles of mutuality and co-operation, encompassing the elements of shared responsibility, joint indemnity, common interest and solidarity.

In *takaful*, the policyholders are joint investors with the insurance vendor (the *takaful* operator), who acts as a *mudarib* – a manager or an entrepreneurial agent for the policyholders. The policyholders share in the investment pool's profits as well as its losses. A positive return on policies is not legally guaranteed, as any fixed profit guarantee would be akin to receiving interest and offend the prohibition against *riba*.

Source: [http://www.islamic-banking.com/takaful\\_insurance.aspx](http://www.islamic-banking.com/takaful_insurance.aspx)

18. What is the text about?
- |   |
|---|
| A. The principles of Islam                          |
| B. The principles of Islamic banks                  |
| C. The principles of shareholders and policyholders |
| D. The principles of insurance in Islamic banks     |
19. How does *Takaful* operate in Islamic Banks?
- |  |
|--|
| A. Sending the ownership of <i>Takaful</i> fund and operations to shareholders |
| B. Receiving and offending the prohibition against <i>riba</i>                 |
| C. Joining the funds and operations of shareholders                            |
| D. Sharing in the investment pool's profits, not its losses                    |
20. “A positive return on policies is not legally guaranteed, ...”  
The underlined word is closest in meaning to ....
- |               |            |
|---------------|------------|
| A. received   | C. assured |
| B. prohibited | D. offered |

## Appendix 8

### Score of Pretest for Numbered Heads Together Technique

NO	NAMA	BENAR	SALAH	NILAI
1	ASNIK DINA FUSKHA	8	12	40.00
2	AYU TRI LESTARI	12	8	60.00
3	CHIKMAFATUN	6	14	30.00
4	DANI PRASETYO KURNIAWAN	5	15	25.00
5	DEWI KUSUMANINGRUM	6	14	30.00
6	DHARMA LUTFIANSYAH	6	14	30.00
7	DIAH PURNAMA SARI	9	11	45.00
8	DISKI TIYA QUINDRA	9	11	45.00
9	DWI FIMA HANI	8	12	40.00
10	DWI TURYONO	10	10	50.00
11	ELY DWI SUSANTI	7	13	35.00
12	FINDRI YANINGSIH	6	14	30.00
13	HARDIYANTI	8	12	40.00
14	KHOLIFAH	11	9	55.00
15	LAILI MUTOHAROH	10	10	50.00
16	LISTIANINGSIH	11	9	55.00
17	LUKLU'UL KHUMAIRAH	10	10	50.00
18	LUTFI HUSNA AMALIYA	8	12	40.00
19	NANI ZULAIKHA	6	14	30.00
20	NILAM LISTIYAWATI	8	12	40.00
21	PUTRI DEWI REZKIANA	8	12	40.00
22	RAHAYU CIPTANINGSIH	11	9	55.00
23	RISALATUL MUAWANAH	10	10	50.00
24	RIZQI AVIATUN	9	11	45.00
25	SANI ASIH	6	14	30.00
26	ZAEFURRIZAL MUHAIMIN	9	11	45.00
27	ZUMROTUL MAGHFIROH	8	12	40.00

## Appendix 9

### Score of Pretest for Gallery Walk Technique

NO	NAMA	BENAR	SALAH	NILAI
1	ANIS SAPUTRI	13	7	65.00
2	DEWI ROSALIA	13	7	65.00
3	DEWI SAFITRI	12	8	60.00
4	DIANA NOVITA	14	6	70.00
5	DWI ROCHANAH	10	10	50.00
6	DWI WIDIANTI	13	7	65.00
7	ERNI WIDIASTUTI	15	5	75.00
8	GINA ASTARINI	12	8	60.00
9	ISWATUN	15	5	75.00
10	LISSA YAUVI NURANI	15	5	75.00
11	MAULINATUS SOLIKHAH	9	11	45.00
12	NILA DWI ROKHMAH	14	6	70.00
13	NUR ALFIYATUR R.	16	4	80.00
14	NUR INDAH SARI	15	5	75.00
15	NUR KHIKMAH	15	5	75.00
16	NURUL KHANIFAH	14	6	70.00
17	RIRIN SETIOWATI	15	5	75.00
18	SINDHI APRILIANA	17	3	85.00
19	SITI ELLYANA MUSYARROFAH	15	5	75.00
20	SITI FAROZAH	14	6	70.00
21	SUSI PURWANINGSIH	15	5	75.00
22	TITIK SETIOWATI	15	5	75.00
23	UMMI LATIFAH	17	3	85.00

### Appendix 10 – Curriculum of English for Vocational High School

Standar Kompetensi	Kompetensi Dasar
1. Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i>	1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan
	1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun
	1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun
	1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar
	1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi
	1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas
	1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus
	1.8 Menuliskan undangan sederhana

## Appendix 11 – Syllabus of English for Vocational High School

Class/Semester: X/1

Competence Standard: *Berkomunikasi dengan Bahasa Inggris setara Level Novice*

BASIC COMPETENCE	INDICATOR	TEACHING MATERIAL	LEARNING ACTIVITIES	ASSESSMENT	TIME ALLOTMENT			SOURCE	Attitude and Entrepreneurship Values
					TM	PS	PI		
1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	<ul style="list-style-type: none"> <li>• Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat</li> <li>• Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat</li> <li>• Berbagai ungkapan terima kasih dan responnya digunakan secara tepat</li> <li>• Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and leave takings               <ul style="list-style-type: none"> <li>– Good morning.</li> <li>– How are you?</li> <li>– I'm fine, thanks</li> <li>– See you later.</li> </ul> </li> <li>• Introducing               <ul style="list-style-type: none"> <li>– May I introduce myself. I am Budi.</li> <li>– Ani, this is Ida.</li> <li>– Nice to meet you.</li> </ul> </li> <li>• Thanking               <ul style="list-style-type: none"> <li>– Thank you very much.</li> <li>– You are welcome.</li> </ul> </li> <li>• Apologizing               <ul style="list-style-type: none"> <li>– I am sorry for ...</li> <li>– Please forgive me ..</li> </ul> </li> <li>• Grammar Review               <ul style="list-style-type: none"> <li>– Personal Pronoun (Subject &amp; possessive)                   <ul style="list-style-type: none"> <li>❖ I – my</li> <li>❖ You – your</li> </ul> </li> <li>– Simple Present Tense : to be &amp; Verb 1</li> </ul> </li> </ul>	<p>Eksploration Reading dialog about greetings Elaboration</p> <ul style="list-style-type: none"> <li>• Listening               <ul style="list-style-type: none"> <li>– About greetings, introducing, than'king, leave takings, and apologizing</li> <li>– Listening for information</li> <li>– Dictation</li> </ul> </li> <li>• Speaking               <ul style="list-style-type: none"> <li>– Saying greetings, introducing, thanking, leave takings, and apologizing</li> <li>– Role playing, dialogues, introducing, thanking, leave takings, and apologizing</li> <li>– Telling one's self</li> </ul> </li> <li>• Reading for information               <ul style="list-style-type: none"> <li>– Short passages</li> <li>– Dialogues</li> </ul> </li> <li>• Writing               <ul style="list-style-type: none"> <li>– Completing dialogues</li> <li>– Arranging jumbled dialogues</li> <li>– Composing dialogues</li> </ul> </li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>• Giving feed back by corrections and suggestions</li> <li>• Observing about learning activity</li> <li>• Giving motivation to active students</li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan:               <ul style="list-style-type: none"> <li>– Memperagak an dialog secara berpasangan</li> </ul> </li> <li>• Tes tertulis:               <ul style="list-style-type: none"> <li>– Melengkapi dialog</li> </ul> </li> </ul>	12			<ul style="list-style-type: none"> <li>❖ Get Along with English</li> <li>❖ Grammar in Use</li> <li>❖ English for SMK</li> <li>❖ Picture model</li> <li>❖ Slide</li> <li>❖ powerpoint</li> <li>❖ TOEIC for novice level</li> </ul>	<ul style="list-style-type: none"> <li>• Bersahabat</li> <li>• Komunikatif</li> <li>• Peduli sosial</li> <li>• Rasa ingin tahu</li> <li>• Demokratis</li> <li>• Mandiri</li> <li>• Kerja Keras</li> <li>• Disiplin</li> <li>• Senang membaca</li> </ul>

BASIC COMPETENCE	INDICATOR	TEACHING MATERIAL	LEARNING ACTIVITIES	ASSESSMENT	TIME ALLOTMENT			SOURCE	Attitude and Entrepreneurship Values
					TM	PS	PI		
1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> <li>Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat.</li> <li>Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat.</li> <li>Waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives showing colours, quality, size, shape, age, origin, material - <i>green, good, big, old, Indonesian, wooden</i>, dsb.</li> <li>Profession, nationality</li> <li>Adjectives showing physical (appearance), non-physical (characteristic) - <i>beautiful, humorous</i> dsb</li> <li>Nouns showing time, day, date, month, year - <i>six o'clock, Sunday, 1<sup>st</sup> of May, July, 2006</i></li> <li>Grammar review: - Singular – plural nouns. (<i>book – books</i> <i>box – boxes</i> <i>child – children</i> <i>fish – fish</i>)</li> </ul>	<p>Eksplorasi Reading dialog about greetings Elaboration</p> <ul style="list-style-type: none"> <li>Listening - Matching pictures with words - Dictation - Listening for information</li> <li>Speaking: - Naming objects, quality of objects and persons, professions, nationalities, and time of the day.</li> <li>Reading: - Reading for information</li> <li>Writing: - Completing passages with suitable words</li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>Giving feed back by corrections and suggestions</li> <li>Observing about learning activity Giving motivation to active students</li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>Giving feed back by corrections and suggestions</li> <li>Observing about learning activity Giving motivation to active students</li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan - Mendeskripsikan gambar secara lisan</li> <li>Tes tertulis - Melengkapi kalimat - Pilihan Ganda - Memberi label pada gambar - Menjawab pertanyaan cerita.</li> </ul>	12			<ul style="list-style-type: none"> <li>❖ Get Along with English</li> <li>❖ Grammar in Use</li> <li>❖ English for SMK</li> <li>❖ Picture model</li> <li>❖ Slide powerpoint</li> <li>❖ TOEIC for novice level</li> </ul>	<ul style="list-style-type: none"> <li>Bersahabat</li> <li>Komunikatif</li> <li>Peduli sosial</li> <li>Rasa ingin tahu</li> <li>Demokratis</li> <li>Mandiri</li> <li>Kerja Keras</li> <li>Disiplin</li> <li>Senang membaca</li> </ul>

1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> <li>• Bilangan (<i>cardinal / ordinal</i>) digunakan dengan tepat dalam berbagai konteks.</li> <li>• Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas.</li> <li>• Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya.</li> <li>• Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun.</li> </ul>	<ul style="list-style-type: none"> <li>• Cardinal and ordinal numbers – ten, twenty, first, fifth, dsb</li> <li>• Adjectives of quality: good, beautiful, dsb</li> <li>• Adjectives of size: big, small, dsb.</li> <li>• Adjectives of shape: round, straight, dsb.</li> <li>• Adjectives of age: old, new, dsb.</li> <li>• Adjectives of colour: blue, red, dsb.</li> <li>• Nationality, profession – John is an American. – He is a very busy chef</li> <li>• Adjective in series: A beautiful big U-shaped wooden house.</li> <li>• Description of events: The accident happened at nine PM on Monday, the 26th of July 2006.</li> <li>• Antonym / synonym</li> </ul>	<p>Eksplorasi Reading dialog about cardinal and ordinal numbers Elaboration</p> <ul style="list-style-type: none"> <li>• Listening: <ul style="list-style-type: none"> <li>– Matching pictures with words.</li> <li>– Dictation</li> <li>– Listening for information</li> </ul> </li> <li>• Speaking: <ul style="list-style-type: none"> <li>– Describing things, people, profession, and nationalities</li> <li>– Telling numbers, responding to questions about numbers.</li> <li>– Discussing things based on physical appearance.</li> <li>– Role playing dialogues</li> </ul> </li> <li>• Reading: <ul style="list-style-type: none"> <li>– Understanding and discussing passages.</li> </ul> </li> <li>• Writing: <ul style="list-style-type: none"> <li>– Describing things</li> <li>– Matching numbers and the way they are said.</li> <li>– Arranging jumbled paragraphs.</li> <li>– Composing dialogues involving the use of numbers in various contexts</li> <li>– Writing paragraphs based on pictures.</li> </ul> </li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>• Giving feed back by corrections and suggestions</li> <li>• Observing about learning activity</li> <li>• Giving motivation to active students</li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan <ul style="list-style-type: none"> <li>– Mendeskripsikan gambar</li> <li>– Menyebutkan waktu, bilangan.</li> <li>– Menceritakan kejadian secara lisan.</li> </ul> </li> <li>• Tes tertulis: <ul style="list-style-type: none"> <li>- Pilihan ganda</li> <li>- Menjodohkan gambar.</li> <li>- Menyusun paragraph pendek.</li> </ul> </li> </ul>	20			<ul style="list-style-type: none"> <li>❖ Get Along with English</li> <li>❖ Descriptive texts about Sharia Banking</li> </ul>	<ul style="list-style-type: none"> <li>• Bersahabat</li> <li>• Komunikatif</li> <li>• Peduli sosial</li> <li>• Rasa ingin tahu</li> <li>• Demokratis</li> <li>• Mandiri</li> <li>• Kerja Keras</li> <li>• Disiplin</li> <li>• Senang membaca</li> </ul>
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BASIC COMPETENCE	INDICATOR	TEACHING MATERIAL	LEARNING ACTIVITIES	ASSESSMENT	TIME ALLOTMENT			SOURCE	Attitude and Entrepreneurship Values
					TM	PS	PI		
1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	<ul style="list-style-type: none"> <li>• Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat.</li> <li>• Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat</li> <li>• Ungkapan berbagai perasaan disampaikan dengan tepat</li> <li>• Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat</li> <li>• Ungkapan perintah dan permintaan digunakan secara tepat.</li> <li>• Ungkapan penawaran barang dan jasa digunakan secara tepat.</li> </ul>	<ul style="list-style-type: none"> <li>• Words and expressions used to show regrets and apologies: <ul style="list-style-type: none"> <li>- I'm sorry that ...</li> </ul> </li> <li>• Words and expressions used to express sympathy: <ul style="list-style-type: none"> <li>- I'm sorry to hear that ..</li> </ul> </li> <li>• Adjectives for expressing feelings: <ul style="list-style-type: none"> <li>- happy, terrible, sad, etc</li> </ul> </li> <li>• Adjectives ' -ing' vs ' -ed' <ul style="list-style-type: none"> <li>- boring &gt;&lt; bored</li> </ul> </li> <li>• Adjective set expressions <ul style="list-style-type: none"> <li>- get bored; turn bad, etc</li> </ul> </li> <li>• Subject – verb agreement: <ul style="list-style-type: none"> <li>- John is very happy to see you.</li> </ul> </li> <li>• Words and expressions used in asking for and giving permission: <ul style="list-style-type: none"> <li>- May I use the phone?</li> <li>- You can leave now.</li> </ul> </li> <li>• Grammar: Modals + Auxiliary</li> <li>• Expressions and verb forms used in commands and requests: <ul style="list-style-type: none"> <li>- Can you lend me a pen, please?</li> <li>- Come here!; Stand up!</li> </ul> </li> <li>• Responses to commands: <ul style="list-style-type: none"> <li>- Yes, I will.</li> <li>- Certainly.</li> </ul> </li> <li>• Expressions used for offering things and services. <ul style="list-style-type: none"> <li>- Would you like to have some tea?</li> <li>- Would you like to taste this food?</li> </ul> </li> </ul>	<p>Eksplorasi</p> <p>Reading dialog about regrets and apologies</p> <p>Elaboration</p> <ul style="list-style-type: none"> <li>• Listening: <ul style="list-style-type: none"> <li>- Dictation</li> <li>- Listening for information</li> <li>- Completing passages</li> </ul> </li> <li>• Speaking: <ul style="list-style-type: none"> <li>- Pronunciation practice</li> <li>- Dialogue practice</li> <li>- In pairs, creating and practising dialogues dealing with regret and apologies, sympathy, asking for and giving information, offering things and services.</li> <li>- Expressing feelings about certain events</li> </ul> </li> <li>• Reading: <ul style="list-style-type: none"> <li>Reading for information: <ul style="list-style-type: none"> <li>- Dialogues</li> <li>- Stories which stimulate readers' emotion</li> </ul> </li> </ul> </li> <li>• Writing: <ul style="list-style-type: none"> <li>- Completing Dialogues</li> <li>- Rearranging jumbled dialogues</li> <li>- Composing short stories (good or bad experiences)</li> </ul> </li> </ul> <p>Confirmation</p> <ul style="list-style-type: none"> <li>• Giving feed back by corrections and suggestions</li> <li>• Observing about learning activity</li> <li>• Giving motivation to active students</li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan <ul style="list-style-type: none"> <li>- Dialog</li> <li>- Merespon pernyataan</li> </ul> </li> <li>• Tes tertulis <ul style="list-style-type: none"> <li>- Melengkapi kalimat</li> <li>- Membuat kalimat berdasarkan gambar.</li> <li>- Menyusun cerita.</li> </ul> </li> </ul>	20			<ul style="list-style-type: none"> <li>❖ Global Access to the World of Work</li> <li>❖ American Business English</li> <li>❖ Person to Person</li> <li>❖ Grammar in Use</li> </ul>	<ul style="list-style-type: none"> <li>• Bersahabat</li> <li>• Komunikatif</li> <li>• Peduli sosial</li> <li>• Rasa ingin tahu</li> <li>• Demokratis</li> <li>• Mandiri</li> <li>• Kerja Keras</li> <li>• Disiplin</li> <li>• Senang membaca</li> </ul>

## Appendix 12 - Lesson Plan for Gallery Walk

**School** : SMK Diponegoro Banyuputih  
**Subject** : English  
**Program** : Sharia Banking  
**Grade/Semester** : X/I  
**Time Allotment** : 6 x 45 minutes

### Standard of Competence

Communicating English in Novice Level

### Basic Competence

Describing things, people, characteristics, times, days, months, and years.

### Indicators

1. Detailed information from the descriptive texts is answered correctly
2. The information provided in the descriptive texts is summarized correctly
3. The *reference of pronouns* and *synonym of words* found in the descriptive text are specified correctly

### Learning objectives

By the end of this course, students will be able to:

1. Find detailed information in the descriptive text
2. Summarize the information in the descriptive text
3. Specify the reference of pronouns and synonym of words

### Material of learning

#### 1) *Descriptive text*

BSM Edukasi is a short and medium term financing by the Ijarah agreement for school/higher education/other education institution admission fee. This admission fee is paid for new semester or education term registration.

This Bank Syariah Mandiri product proposes some benefits for the customers. Firstly and the most important thing, it is sharia compliance. It will not burden them too much since it has low cost and flat installment. It also has efficient and simple process for customer.

#### 2) *Synonyms*

simple – easy  
 propose – intend  
 paid – purchased

3) **References**

“It also has efficient and simple process for customer.”

The underlined word refers to *BSM Edukasi*.

“It will not burden them too much since it has low cost and flat installment.”

The underlined word refers to *the customers*.

4) **Detailed information**

What benefits will the costumers get?

5) **Main topic**

What is the text about?

## Teaching Technique

### Gallery Walk

## Learning activities

### First Meeting

#### a. Pre-teaching

- 1) Salutation
- 2) Checking student's attendance
- 3) Apperception: stating the topic and objective of the meeting
- 4) Orientation
- 5) Motivation

#### b. Whilst-teaching

- 1) Exploration
  - a) Teacher delivers some questions about sharia banking
  - b) Students are divided into five group of four or five students
  - c) Each group is given a list of questions in which the members will have to find the answer in the gallery
  - d) Teacher posts five different descriptive texts around the class
- 2) Elaboration
  - a) Students walk around the class and stop at each gallery post
  - b) Students read the text at each gallery post and try to find the answer for the detailed information and main topic of the texts
  - c) Students move to others gallery posts until they get the answers for all questions
- 3) Confirmation
  - a) A group is asked to read the answer of a question and the other group will have to confirm that answer.
  - b) Teacher evaluates their performance, gives comment and correction

**c. Post-teaching**

- 1) Teacher concludes the meeting
- 2) Teacher gives a slight description about the subject matter for the next meeting

***Second Meeting*****a. Pre-teaching**

- 1) Salutation
- 2) Checking student's attendance
- 3) Apperception: stating the topic and objective of the meeting
- 4) Orientation
- 5) Motivation

**b. Whilst-teaching**

- 1) Exploration
  - a) Students are asked about the previous reading texts
  - b) Teacher explain the function of the text
  - c) Each group is again given a list of questions in which they should find the answer on the gallery posts
- 2) Elaboration
  - a) Students walk around the class and stop at each gallery post
  - b) Students read the text at each gallery post and try to find the answer for synonyms and references from the text
  - c) Students move to others gallery posts until they get the answers for all questions
- 3) Confirmation
  - a) A group is asked to read the answer of a question and the other group will have to confirm that answer.
  - b) Teacher evaluates their performance, gives comment and correction

**c. Post-teaching**

- 1) Teacher concludes the meeting
- 2) Teacher tells the students that the next meeting is for evaluation

***Third meeting***

Evaluation

**Source and Media**

Source : several descriptive text related to sharia banking

Media : Gallery of texts, board marker, duck-tape

### **Evaluation**

Posttest

Answer Key for Posttest

1	2	3	4	5	6	7	8	9	10
<b>D</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>B</b>
11	12	13	14	15	16	17	18	19	20
<b>C</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>	<b>D</b>	<b>D</b>	<b>A</b>

### **Scoring**

Number of Correct Answers x 5 = Final Score

For example:

$$15 \times 5 = 75$$

Therefore the final score is 75.

**Banyuputih, November 2015**

**Principle of SMK Diponegoro**

**English Teacher**

**Badrudin, S.T**

**Mochlisin**

## Reading Materials for Gallery Walk

### Reading 1

BSM Edukasi is a short and medium term financing by the Ijarah agreement for school/higher education/other education institution admission fee. This admission fee is paid for new semester or education term registration.

This Bank Syariah Mandiri product proposes some benefits for the customers. Firstly and the most important thing, it is sharia compliance. It will not burden too much since it has low cost and flat installment. It also has efficient and simple process for customer.

### Reading 2

Islamic banking has been experiencing extraordinary developments in several Islamic countries and Europe. In some countries, it has been enjoying an average growth-rate of 40.2 percent per year from 2007 to 2011.

All over Europe, Islamic banks are establishing branches. Commonly, the western banks are offering sharia-compliant financial services. This leads a big support from the European governments that are trying to outcompete each other in welcoming Islamic banks.

### Reading 3

Mudrabah is a partnership in Islamic banking where one partner gives money to another for investing in a commercial enterprise. The investment comes from the first partner who is called "Rab-ul-Maal" while the management and work is an exclusive responsibility of the other, who is called "Mudarib" and the profits generated are shared in a predetermined ratio.

The distribution of profit must be pre-determined by the two parties. Furthermore, the amount of profit ascribed to either of the parties must be independent of the capital amount, dependent solely on the actual profit realized by the commercial enterprise. That is, the profit assigned to a party cannot be a percentage of capital amount contributed as that would be considered a fixed return, or interest. The profit assigned to either of the parties cannot be a lump sum amount either as this would also constitute interest.

#### Reading 4

Takaful is founded on the cooperative principle and on the principle of separation between the funds and operation of shareholders. It passes ownership of Takaful (Insurance) fund and operations to the policyholders.

Muslim jurists concluded that insurance in Islam should be based on the principle of responsibility and cooperation, encompassing the element of shared responsibility, joint indemnity, common interest and solidarity

#### Reading 5

BSM Mabruur Saving is a saving account for facilitating hajj and umrah pilgrimage. It is especially dedicated for those who want to go to Mecca for hajj and/or umrah. As other sharia products, Mabruur Saving is based on the sharia principles with mudharabah and muthlaqah schemes.

This sharia product has some features. It only requires minimum initial deposit a hundred thousand rupiah. In addition, the account user will only have to put the next minimum deposit a hundred thousand rupiah.

To get a seat for hajj and/or umrah, the account should meet the minimum balance for SISKOHAT, i.e. twenty five million rupiah. This is in accordance with the Ministry of Religious Affairs requirements. In case of pilgrimage cancelation, the customer will have to pay the account closing cost for twenty five thousand rupiah.

**Questions for Discussion in Gallery Walk**

1. Mention the principles of Islamic Insurance!  
\_\_\_\_\_
2. How does insurance in Islamic Banks operate?  
\_\_\_\_\_
3. How are the profits shared in *mudharabah*?  
\_\_\_\_\_
4. Why can't profits in *mudharabah* be assigned based on the percentage of investment amount?  
\_\_\_\_\_
5. When is the admission fee paid in BSM Edukasi?  
\_\_\_\_\_
6. What are the benefits of BSM Edukasi for the customers?  
\_\_\_\_\_
7. What are the characteristics of BSM Mabruur Saving?  
\_\_\_\_\_
8. What should the customers do when they want to cancel the pilgrimage program?  
\_\_\_\_\_
9. Where has Islamic been growing surprisingly?  
\_\_\_\_\_
10. What supports Islamic banking in European countries?  
\_\_\_\_\_



### Appendix 13 – Lesson Plan for Numbered Heads Together

**School** : SMK Diponegoro Banyuputih  
**Subject** : English  
**Program** : Sharia Banking  
**Grade/Semester** : X/I  
**Time Allotment** : 6 x 45 minutes

#### Standard of Competence

Communicating English in Novice Level

#### Basic Competence

Describing things, people, characteristics, times, days, months, and years.

#### Indicators

1. Detailed information from the descriptive texts is answered correctly
2. The information provided in the descriptive texts is summarized correctly
3. The *reference of pronouns* and *synonym of words* found in the descriptive text are specified correctly

#### Learning objectives

By the end of this course, students will be able to:

1. Find detailed information in the descriptive text
2. Summarize the information in the descriptive text
3. Specify the reference of pronouns and synonym of words

#### Material of learning

##### 1) *Descriptive text*

BSM Edukasi is a short and medium term financing by the Ijarah agreement for school/higher education/other education institution admission fee. This admission fee is paid for new semester or education term registration.

This Bank Syariah Mandiri product proposes some benefits for the customers. Firstly and the most important thing, it is sharia compliance. It will not burden them too much since it has low cost and flat installment. It also has efficient and simple process for customer.

##### 2) *Synonyms*

simple – easy

propose – intend

paid – purchased

3) **References**

“It also has efficient and simple process for customer.”

The underlined word refers to *BSM Edukasi*.

“It will not burden them too much since it has low cost and flat installment.”

The underlined word refers to *the customers*.

4) **Detailed information**

What benefits will the costumers get?

5) **Main topic**

What is the text about?

**Teaching Technique**

Numbered Heads Together

**Learning activities**

**First Meeting**

a) **Pre-teaching**

- 1) Salutation
- 2) Checking student's attendance
- 3) Apperception: stating the topic and objective of the meeting
- 4) Orientation
- 5) Motivation

b) **Whilst-teaching**

- 1) Exploration
  - a) Teacher delivers some questions about sharia banking
  - b) Students are divided into six groups consisting of 4 to 5 students for each group
  - c) Each member of groups is given a number as the identity
  - d) Each group is given the same text related to the sharia banking
- 2) Elaboration
  - a) Students in groups read and comprehend the text carefully
  - b) Teacher will eventually give another text when the previous text has been discussed
- 3) Confirmation
  - a) Teacher calls the number and the students with that number have to stand up
  - b) Teacher points which student should answer the question
  - c) The pointed student will have to answer the question
  - d) Other students will confirm the answer given

**c) Post-teaching**

- 1) Teacher concludes the meeting
- 2) Teacher gives a slight description about the subject matter for the next meeting

***Second Meeting*****a. Pre-teaching**

- 1) Salutation
- 2) Checking student's attendance
- 3) Apperception: stating the topic and objective of the meeting
- 4) Orientation
- 5) Motivation

**b. Whilst-teaching**

- 2) Exploration
  - a) Students are asked about the previous reading texts
  - b) Teacher explain the function of the text
  - c) Each group again reunite in the previous group
- 3) Elaboration
  - a) Students in groups read and comprehend the text carefully
  - b) Teacher will eventually give another text when the previous text has been discussed
- 4) Confirmation
  - a) Teacher calls the number and the students with that number have to stand up
  - b) Teacher points which student should answer the question
  - c) The pointed student will have to answer the question
  - d) Other students will confirm the answer given

**c. Post-teaching**

- 1) Teacher concludes the meeting
- 2) Teacher informs that the next meeting will be evaluation test

***Third meeting***

Evaluation

**Source and Media**

Source : Several descriptive text related to sharia banking

Media : Numbers

**Evaluation**

Posttest

Answer Key for Posttest

1	2	3	4	5	6	7	8	9	10
<b>D</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>B</b>
11	12	13	14	15	16	17	18	19	20
<b>C</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>A</b>	<b>B</b>	<b>D</b>	<b>D</b>	<b>A</b>

**Scoring**

Number of Correct Answers x 5 = Final Score

For example:

$$15 \times 5 = 75$$

Therefore the final score is 75.

**Banyuputih, November 2015****Principle of SMK Diponegoro****English Teacher****Badrudin, S.T****Mochlisin**

## Reading Materials for Numbered Heads Together

### Reading 1

BSM Edukasi is a short and medium term financing by the Ijarah agreement for school/higher education/other education institution admission fee. This admission fee is paid for new semester or education term registration.

This Bank Syariah Mandiri product proposes some benefits for the customers. Firstly and the most important thing, it is sharia compliance. It will not burden too much since it has low cost and flat installment. It also has efficient and simple process for customer.

### Reading 2

Islamic banking has been experiencing extraordinary developments in several Islamic countries and Europe. In some countries, it has been enjoying an average growth-rate of 40.2 percent per year from 2007 to 2011.

All over Europe, Islamic banks are establishing branches. Commonly, the western banks are offering sharia-compliant financial services. This leads a big support from the European governments that are trying to outcompete each other in welcoming Islamic banks.

### Reading 3

Mudarabah is a partnership in Islamic banking where one partner gives money to another for investing in a commercial enterprise. The investment comes from the first partner who is called "Rab-ul-Maal" while the management and work is an exclusive responsibility of the other, who is called "Mudarib" and the profits generated are shared in a predetermined ratio.

The distribution of profit must be pre-determined by the two parties. Furthermore, the amount of profit ascribed to either of the parties must be independent of the capital amount, dependent solely on the actual profit realized by the commercial enterprise. That is, the profit assigned to a party cannot be a percentage of capital amount contributed as that would be considered a fixed return, or interest. The profit assigned to either of the parties cannot be a lump sum amount either as this would also constitute interest.

#### Reading 4

Takaful is founded on the cooperative principle and on the principle of separation between the funds and operation of shareholders. It passes ownership of Takaful (Insurance) fund and operations to the policyholders.

Muslim jurists concluded that insurance in Islam should be based on the principle of responsibility and cooperation, encompassing the element of shared responsibility, joint indemnity, common interest and solidarity

#### Reading 5

BSM Mabruur Saving is a saving account for facilitating hajj and umrah pilgrimage. It is especially dedicated for those who want to go to Mecca for hajj and/or umrah. As other sharia products, Mabruur Saving is based on the sharia principles with mudharabah and muthlaqah schemes.

This sharia product has some features. It only requires minimum initial deposit a hundred thousand rupiah. In addition, the account user will only have to put the next minimum deposit a hundred thousand rupiah.

To get a seat for hajj and/or umrah, the account should meet the minimum balance for SISKOHAT, i.e. twenty five million rupiah. This is in accordance with the Ministry of Religious Affairs requirements. In case of pilgrimage cancelation, the customer will have to pay the account closing cost for twenty five thousand rupiah.

**Questions for Discussion in Numbered Heads Together**

1. Mention the principles of Islamic Insurance!
2. How does insurance in Islamic Banks operate?
3. How are the profits shared in *mudharabah*?
4. Why can't profits in *mudharabah* be assigned based on the percentage of investment amount?
5. When is the admission fee paid in BSM Edukasi?
6. What are the benefits of BSM Edukasi for the customers?
7. What are the characteristics of BSM Mabror Saving?
8. What should the customers do when they want to cancel the pilgrimage program?
9. Where has Islamic been growing surprisingly?
10. What supports Islamic banking in European countries?

**Numbers to Wear in Numbered Heads Together**

**1**

**2**

**3**

**4**

Appendix 14 – Posttest Tryout

**Direction:** Mark on your choice on your answer sheet by crossing (A), (B), (C), or (D) that might be the best answer based on the text.

Questions 1 to 5 refer to the following text.

BSM Edukasi is a short and medium term financing by the Ijarah agreement for school/higher education/other education institution admission fee. This admission fee is paid for new semester or education term registration.

This Bank Syariah Mandiri product proposes some benefits for the customers. Firstly and the most important thing, it is sharia compliance. It will not burden too much since it has low cost and flat installment. It also has efficient and simple process for customer.

- 1. What is the text about?  
A. Bank Syariah  
B. Education Admission  
C. Ijarah Agreement  
D. Education savings
- 2. What is the admission fee paid for in BSM Edukasi?  
A. School Education  
B. Bank Syariah Mandiri  
C. Sharia Bank customers  
D. Education term registration
- 3. What benefit can the customer get in BSM Edukasi?  
A. School admission is free.  
B. Process for customer is difficult.  
C. It has low cost and flat installment.  
D. It is not sharia compliance.
- 4. “It also has efficient and simple process for customer.”  
The underlined word refers to....  
A. Bank Syariah Mandiri  
B. Ijarah agreement  
C. flat installment  
D. BSM Edukasi
- 5. “It also has efficient and simple process for customer.”  
The underlined word is closest in meaning to....  
A. easy  
B. ample  
C. rumble  
D. noisy

Questions 6 – 10 refer to the following text.

Islamic banking has been experiencing extraordinary developments in several Islamic countries and Europe. In some countries, it has been enjoying an average growth-rate of 40.2 percent per year from 2007 to 2011.

All over Europe, Islamic banks are establishing branches. Commonly, the western banks are offering sharia-compliant financial services. This leads a big support from the European governments that are trying to outcompete each other in welcoming Islamic banks.

- 6. What is the text about?  
A. Sharia banking growth in Europe and some Islamic countries.  
B. Growth of Islamic countries.  
C. European government.  
D. Financial services.
- 7. What period has sharia banking grown 40.2 percent per year?  
A. 2007  
B. 2011  
C. 2007 to 2011  
D. 2007 and 2011

8. What do the western banks do to support Islamic banking?
- They compete with Islamic banks.
  - They provide sharia-compliance financial services.
  - They establish new branches in Islamic countries.
  - They lead the sharia banks in Europe.
9. “it has been enjoying an average growth-rate of 40.2 percent per year...”  
The underlined word refers to....
- European country
  - growth rate
  - Islamic banking
  - Western bank
10. “This leads a big support from the European governments...”  
The underlined word is closest in meaning to....
- encourage
  - experience
  - offer
  - employ

**Questions 11 – 15 refer to the following text**

BSM Maburr Saving is a saving account for facilitating hajj and umrah pilgrimage. It is especially dedicated for those who want to go to Mecca for hajj and/or umrah. As other sharia products, Maburr Saving is based on the sharia principles with mudharabah and muthlaqah schemes.

This sharia product has some features. It only requires minimum initial deposit a hundred thousand rupiah. In addition, the account user will only have to put the next minimum deposit a hundred thousand rupiah.

To get a seat for hajj and/or umrah, the account should meet the minimum balance for SISKOHAT, i.e. twenty five million rupiah. This is in accordance with the Ministry of Religious Affairs requirements. In case of pilgrimage cancelation, the customer will have to pay the account closing cost for twenty five thousand rupiah.

11. What is the text about?
- Savings product for hajj pilgrimage.
  - Mudharabah and mutlaqah schemes.
  - Hajj and/or Umrah pilgrimage.
  - SISKOHAT system in Indonesia.
12. What will the customers do if they want to cancel the pilgrimage program?
- Register account in SISKOHAT.
  - Go to Mecca for Hajj and/or Umrah.
  - Pay the account closing cost.
  - Save minimum initial deposit.
13. How much is the minimum balance to have hajj seat?
- A hundred thousand rupiah.
  - Twenty-five thousand rupiah.
  - Twenty-five million rupiah.
  - One hundred and twenty-five thousand rupiah.
14. “It only requires minimum initial deposit a hundred thousand rupiah.”  
The underlined word refers to....
- Bank Syariah Mandiri
  - Maburr Savings
  - Customer
  - SISKOHAT

15. "...the account should meet the minimum balance for SISKOHAT"  
The underlined word is closest in meaning....
- |           |            |
|-----------|------------|
| A. close  | C. satisfy |
| B. cancel | D. save    |

**Questions 16 – 20 refer to the following text**

Bank Syariah Mandiri has launched its services called BSM SMS Banking. Its services use cellular technology for ease of doing a variety of transactions. In order to use it, the user needs to make sure that the cellular phone comes with GPRS facility and that the cellular SIM card has been registered for GPRS facility activation.

The users will find the advantages of using it. First, if they travel a lot and cannot avoid money transactions, they can have transaction at anywhere and anytime. Second, the users do not have to register the program at the branch they make an account since the registration can be done at all branches. Another one is it will only charge the users low-cost transaction.

16. What is the text about?
- |  |
|--|
| A. GPRS facility                       |
| B. SMS Banking in Bank Syariah Mandiri |
| C. Bank Syariah Mandiri                |
| D. Cellular SIM card                   |
17. What technology is used in sharia product above?
- |                          |
|--------------------------|
| A. Email                 |
| B. Phone call            |
| C. Internet banking      |
| D. Short message service |
18. What is **NOT** the advantage of BSM SMS Banking?
- |   |
|---|
| A. Transaction at anywhere and anytime.                         |
| B. No need to register at the branch the users make an account. |
| C. Low-cost transaction.  |
| D. GPRS facility activation.                                    |
19. "if they travel a lot and cannot avoid money transactions..."  
The underlined word refers to....
- |                              |
|------------------------------|
| A. Sharia banks              |
| B. Advantages of SMS Banking |
| C. Branches of BSM           |
| D. Users of SMS Banking      |
20. "the users do not have to register the program at the branch..."  
The underlined word is closest in meaning to....
- |           |               |
|-----------|---------------|
| A. list   | C. facilitate |
| B. charge | D. activate   |

**Questions 21 – 25 refer to the following text**

Sharia banks compete to win the hajj and/or umrah pilgrimage program. One of them is BNI Syariah which has launched hajj and/or umrah pilgrimage saving called iB Baitullah Hasanah Savings.

It is a savings account under a Mudharabah or Wadiah contract that facilitate a guaranteed place in the national quota for the Hajj pilgrimage and in planning and Umrah pilgrimage to be carried out in accordance with customer's preference. Options include montly or flexible deposits, as well as in the choice of currency; Rupiah and US dollar.

Benefits can be obtained by the customers in this sharia product. It will assist them in planning the Hajj and Umrah pilgrimage. It offers convenience in obtaining a place in the Hajj national quota as the BNI Syariah is connected to the SISKOHAT system in the customer's province of domicile. It's free of monthly fees for account management and of account closure fees. It also offers insurance coverage for accidents.

21. What is the text about?
  - A. Mudharabah and Wadiah contract.
  - B. SISKOHAT system.
  - C. Hajj and/or Umrah management.
  - D. Hajj and/or Umrah program in BNI Syariah.
22. What becomes the basis of iB Baitullah Hasanah Savings?
  - A. Takaful
  - B. Mudharabah
  - C. Musharakah
  - D. Deposit
23. What is the advantage of the Hajj savings in BNI Syariah?
  - A. It help customers plan their hajj and/or umrah pilgrimage.
  - B. It is disconnected to SISKOHAT system.
  - C. It has monthly fee charges
  - D. Insurance coverage for accidents is dismissed.
24. "It will assist them in planning the Hajj and Umrah pilgrimage."  
The underlined word is closest in meaning to....
  - A. consist
  - B. help
  - C. obtain
  - D. offer
25. "It will assist them in planning the Hajj and Umrah pilgrimage."  
The underlined word refers to....
  - A. Customers
  - B. SISKOHAT systems
  - C. Accidents
  - D. Hajj and Umrah

**Questions 26 – 30 refer to the following text**

Musharakah is a financing technique adopted by Islamic banks. It is an agreement under which the Islamic bank provides funds which are mingled with the funds of the business enterprise and others. All providers of capital are entitled to participate in the management but not necessarily required to do so. The profit is distributed among the partners in predetermined ratios, while the loss is borne by each partner in proportion to his contribution.

Investing money in Musharakah can be securitized easily. It is especially in the case of big projects where huge amounts are required which a limited number of people cannot afford to subscribe. Every subscriber can be given a musharakah certificate which represents his proportionate ownership in the assets of musharakah. After the project is started by acquiring substantial non-liquid assets, these musharakah certificates can be treated as negotiable instruments and can be bought and sold in the secondary market.

26. What is the text about?
- A. Financial technique
  - B. Certificate of Islamic bank
  - C. Project for secondary market
  - D. Musharakah in Islamic bank
27. How is loss shared in musharakah?
- A. It is shared in predetermined ratios.
  - B. The customers will be fully charged for the loss.
  - C. It is distributed to each party.
  - D. It can be securitized.
28. What does musharakah certificate show?
- A. The project of secondary market.
  - B. Negotiable instruments.
  - C. Predetermined ratios.
  - D. Ownership proportion.
29. "It is especially in the case of big projects where huge amounts are required..."  
The underlined word is closest in meaning to....
- A. needed
  - B. subscribed
  - C. distributed
  - D. predetermined
30. "It is an agreement under which the Islamic bank provides funds..."  
The underlined word refers to....
- A. Financial technique
  - B. Islamic bank
  - C. Market
  - D. Profit

## Appendix 15

### Score of the Tryout for Posttest

NO	NAMA	BENAR	SALAH	NILAI
1	Lukfi Kristianto	29	1	96.67
2	Mawar Muji Rahayu	29	1	96.67
3	Novitasari	27	3	90.00
4	Vinalia Wati	26	4	86.67
5	Ainul Fadhillah	25	5	83.33
6	Nur Faiyah	23	7	76.67
7	Rizky Sofiyana	23	7	76.67
8	Vera Agustina	21	9	70.00
9	Tri Priantini	21	9	70.00
10	Selvi Riskiyah	19	11	63.33
11	Wahyu Safitri	22	8	73.33
12	Defika Afriyani	22	8	73.33
13	Siti Khotijah	23	7	76.67
14	Nur Anisah	18	12	60.00
15	Fitri Alifia	21	9	70.00
16	Retno Ayu Jayanti	20	10	66.67
17	Dian Fasela	24	6	80.00
18	Even Magenta	21	9	70.00
19	Hety Nur Aeni	25	5	83.33
20	Khaeriyah	23	7	76.67
21	Luluk Dinas Handayani	17	13	56.67
22	Merina Saimatul Zaidah	16	14	53.33
23	Nicky Arlianti	18	12	60.00
24	Gita Ayu Nadia Galuh Putri	18	12	60.00
25	Isnaeni	20	10	66.67
26	Inayati	20	10	66.67
27	Mirayanti	18	12	60.00
28	Fitra Alfakhassifa	18	12	60.00
29	Anna Mufidah	18	12	60.00
30	Diah Pitaloka	16	14	53.33
31	Elin Sri Dianti	16	14	53.33

**Appendix 16 – Validity of the Posttest**

Item	R value	R table	Note
1	0,500	0,355	Valid
2	0,516		Valid
3	0,513		Valid
4	0,230		Invalid
5	0,310		Invalid
6	0,417		Valid
7	0,395		Valid
8	0,581		Valid
9	0,434		Valid
10	-0,098		Invalid
11	0,399		Valid
12	0,299		Invalid
13	0,509		Valid
14	0,749		Valid
15	0,595		Valid
16	0,245		Invalid
17	0,682		Valid
18	0,194		Invalid
19	0,551		Valid
20	0,546		Valid
21	-0,230		Invalid
22	0,529		Valid
23	0,367		Valid
24	0,357		Valid
25	0,298		Invalid
26	0,408		Valid
27	0,152		Invalid
28	0,433		Valid
29	0,207		Invalid
30	0,454		Valid

## Appendix 17 – Posttest

**Direction:** Mark on your choice on your answer sheet by crossing (A), (B), (C), or (D) that might be the best answer based on the text.

**Questions 1 to 3 refer to the following text.**

BSM Edukasi is a short and medium term financing by the Ijarah agreement for school/higher education/other education institution admission fee. This admission fee is paid for new semester or education term registration.

This Bank Syariah Mandiri product proposes some benefits for the customers. Firstly and the most important thing, it is sharia compliance. It will not burden too much since it has low cost and flat installment. It also has efficient and simple process for customer.

1. What is the text about?
  - A. Bank Syariah
  - B. Education Admission
  - C. Ijarah Agreement
  - D. Education savings
2. What is the admission fee paid for in BSM Edukasi?
  - A. School Education
  - B. Bank Syariah Mandiri
  - C. Sharia Bank customers
  - D. Education term registration
3. What benefit can the customer get in BSM Edukasi?
  - A. School admission is free.
  - B. Process for customer is difficult.
  - C. It has low cost and flat installment.
  - D. It is not sharia compliance.

**Questions 4 – 7 refer to the following text.**

Islamic banking has been experiencing extraordinary developments in several Islamic countries and Europe. In some countries, it has been enjoying an average growth-rate of 40.2 percent per year from 2007 to 2011.

All over Europe, Islamic banks are establishing branches. Commonly, the western banks are offering sharia-compliant financial services. This leads a big support from the European governments that are trying to outcompete each other in welcoming Islamic banks.

4. What is the text about?
  - A. Sharia banking growth in Europe.
  - B. Growth of Islamic countries.
  - C. European government.
  - D. Financial services.
5. When sharia banking has grown 40.2 percent per year?
  - A. 2007
  - B. 2011
  - C. 2007 to 2011
  - D. 2007 and 2011
6. What do the western banks do to support Islamic banking?
  - A. They compete with Islamic banks.
  - B. They provide sharia-compliance financial services.
  - C. They establish new branches in Islamic countries.
  - D. They lead the sharia banks in Europe.
7. “it has been enjoying an average growth-rate of 40.2 percent per year...”  
The underlined word refers to....
  - A. European country
  - B. growth rate
  - C. Islamic banking
  - D. Western bank

**Questions 8 – 11 refer to the following text**

BSM Maburr Saving is a saving account for facilitating hajj and umrah pilgrimage. It is especially dedicated for those who want to go to Mecca for hajj and/or umrah. As other sharia products, Maburr Saving is based on the sharia principles with mudharabah and muthlaqah schemes.

This sharia product has some features. It only requires minimum initial deposit a hundred thousand rupiah. In addition, the account user will only have to put the next minimum deposit a hundred thousand rupiah.

To get a seat for hajj and/or umrah, the account should meet the minimum balance for SISKOHAT, i.e. twenty five million rupiah. This is in accordance with the Ministry of Religious Affairs requirements. In case of pilgrimage cancelation, the customer will have to pay the account closing cost for twenty five thousand rupiah.

8. What is the text about?
  - A. Savings product for hajj pilgrimage.
  - B. Mudharabah and mutlaqah schemes.
  - C. Hajj and/or Umrah pilgrimage.
  - D. SISKOHAT system in Indonesia.

9. How much is the minimum balance to have hajj seat?
- A hundred thousand rupiah.
  - Twenty-five thousand rupiah.
  - Twenty-five million rupiah.
  - One hundred and twenty-five thousand rupiah.
10. “It only requires minimum initial deposit a hundred thousand rupiah.”  
The underlined word refers to....
- Bank Syariah Mandiri
  - Customer
  - Mabrur Savings
  - SISKOHAT
11. “...the account should meet the minimum balance for SISKOHAT”  
The underlined word is closest in meaning....
- close
  - satisfy
  - cancel
  - save

**Questions 12 – 14 refer to the following text**

Bank Syariah Mandiri has launched its services called BSM SMS Banking. Its services use cellular technology for ease of doing a variety of transactions. In order to use it, the user needs to make sure that the cellular phone comes with GPRS facility and that the cellular SIM card has been registered for GPRS facility activation.

The users will find the advantages of using it. First, if they travel a lot and cannot avoid money transactions, they can have transaction at anywhere and anytime. Second, the users do not have to register the program at the branch they make an account since the registration can be done at all branches. Another one is it will only charge the users low-cost transaction.

12. What technology is used in sharia product above?
- Email
  - Phone call
  - Internet banking
  - Short message service
13. “if they travel a lot and cannot avoid money transactions...”  
The underlined word refers to....
- Sharia banks
  - Advantages of SMS Banking
  - Branches of BSM
  - Users of SMS Banking

14. “the users do not have to register the program at the branch...”

The underlined word is closest in meaning to....

- |           |               |
|-----------|---------------|
| A. list   | C. facilitate |
| B. charge | D. activate   |

**Questions 15 – 17 refer to the following text**

Sharia banks compete to win the hajj and/or umrah pilgrimage program. One of them is BNI Syariah which has launched hajj and/or umrah pilgrimage saving called iB Baitullah Hasanah Savings.

It is a savings account under a Mudharabah or Wadiah contract that facilitate a guaranteed place in the national quota for the Hajj pilgrimage and in planning and Umrah pilgrimage to be carried out in accordance with customer's preference. Options include montly or flexible deposits, as well as in the choice of currency; Rupiah and US dollar.

Benefits can be obtained by the customers in this sharia product. It will assist them in planning the Hajj and Umrah pilgrimage. It offers convenience in obtaining a place in the Hajj national quota as the BNI Syariah is connected to the SISKOHAT system in the customer's province of domicile. It's free of monthly fees for account management and of account closure fees. It also offers insurance coverage for accidents.

15. What becomes the basis of iB Baitullah Hasanah Savings?
- Takaful
  - Mudharabah
  - Musharakah
  - Deposit
16. What is the advantage of the Hajj savings in BNI Syariah?
- It help customers plan their hajj and/or umrah pilgrimage.
  - It is disconnected to SISKOHAT system.
  - It has monthly fee charges
  - Insurance coverage for accidents is dismissed.
17. “It will assist them in planning the Hajj and Umrah pilgrimage.”
- The underlined word is closest in meaning to....
- consist
  - help
  - obtain
  - offer

**Questions 18 – 20 refer to the following text**

Musharakah is a financing technique adopted by Islamic banks. It is an agreement under which the Islamic bank provides funds which are mingled with the funds of the business enterprise and others. All providers of capital are entitled to participate in the management but not necessarily required to do so. The profit is distributed among the partners in predetermined ratios, while the loss is borne by each partner in proportion to his contribution.

Investing money in Musharakah can be securitized easily. It is especially in the case of big projects where huge amounts are required which a limited number of people cannot afford to subscribe. Every subscriber can be given a musharakah certificate which represents his proportionate ownership in the assets of musharakah. After the project is started by acquiring substantial non-liquid assets, these musharakah certificates can be treated as negotiable instruments and can be bought and sold in the secondary market.

18. What is the text about?
  - A. Financial technique
  - B. Certificate of Islamic bank
  - C. Project for secondary market
  - D. Musharakah in Islamic bank
19. What does musharakah certificate show?
  - A. The project of secondary market.
  - B. Negotiable instruments.
  - C. Predetermined ratios.
  - D. Ownership proportion.
20. “It is an agreement under which the Islamic bank provides funds...”  
The underlined word refers to....
  - A. Financial technique
  - B. Islamic bank
  - C. Market
  - D. Profit

## Appendix 18

### Score of Posttest for Numbered Heads Together Technique

NO	NAMA	BENAR	SALAH	NILAI
1	ASNIK DINA FUSKHA	14	6	70.00
2	AYU TRI LESTARI	15	5	75.00
3	CHIKMAFATUN	14	6	70.00
4	DANI PRASETYO KURNIAWAN	18	2	90.00
5	DEWI KUSUMANINGRUM	16	4	80.00
6	DHARMA LUTFIANSYAH	18	2	90.00
7	DIAH PURNAMA SARI	19	1	95.00
8	DISKI TIYA QUINDRA	15	5	75.00
9	DWI FIMA HANI	15	5	75.00
10	DWI TURYONO	14	6	70.00
11	ELY DWI SUSANTI	19	1	95.00
12	FINDRI YANINGSIH	17	3	85.00
13	HARDIYANTI	16	4	80.00
14	KHOLIFAH	15	5	75.00
15	LAILI MUTOHAROH	11	9	55.00
16	LISTIANINGSIH	14	6	70.00
17	LUKLU'UL KHUMAIRAH	18	2	90.00
18	LUTFI HUSNA AMALIYA	16	4	80.00
19	NANI ZULAIKHA	19	1	95.00
20	NILAM LISTIYAWATI	13	7	65.00
21	PUTRI DEWI REZKIANA	16	4	80.00
22	RAHAYU CIPTANINGSIH	17	3	85.00
23	RISALATUL MUAWANAH	11	9	55.00
24	RIZQI AVIATUN	14	6	70.00
25	SANI ASIH	15	5	75.00
26	ZAEFURRIZAL MUHAIMIN	18	2	90.00
27	ZUMROTUL MAGHFIROH	13	7	65.00

**Appendix 19****Score of Posttest for Gallery Walk Technique**

<b>NO</b>	<b>NAMA</b>	<b>BENAR</b>	<b>SALAH</b>	<b>NILAI</b>
1	ANIS SAPUTRI	17	3	85.00
2	DEWI ROSALIA	17	3	85.00
3	DEWI SAFITRI	17	3	85.00
4	DIANA NOVITA	11	9	55.00
5	DWI ROCHANA	11	9	55.00
6	DWI WIDIANTI	18	2	90.00
7	ERNI WIDIASTUTI	15	5	75.00
8	GINA ASTARINI	13	7	65.00
9	ISWATUN	14	6	70.00
10	LISSA YAUVI NURANI	17	3	85.00
11	MAULINATUS SOLIKHAH	16	4	80.00
12	NILA DWI ROKHMAH	18	2	90.00
13	NUR ALFIYATUR R.	14	6	70.00
14	NUR INDAH SARI	19	1	95.00
15	NUR KHIKMAH	16	4	80.00
16	NURUL KHANIFAH	11	9	55.00
17	RIRIN SETIOWATI	19	1	95.00
18	SINDHI APRILIANA	15	5	75.00
19	SITI ELLYANA MUSYARROFAH	17	3	85.00
20	SITI FAROZAH	11	9	55.00
21	SUSI PURWANINGSIH	16	4	80.00
22	TITIK SETIYOWATI	17	3	85.00
23	UMMI LATIFAH	14	6	70.00