

Using Numbered Head Together to Improve The Student's Reading Comprehension in Narrative Text

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Abstract: *The aim of this research was to find out whether Number Head Together as one of the cooperative learning strategy can improve the students' reading comprehension. The design of this research was Classroom Action Research (CAR) since this research focus on the teaching and learning activities in the classroom. This research was conducted at the eight grade of SMPN 1 Rejosso Kabupaten Pasuruan that consists of 27 students for D class. The result of this research can be said success because there was a progress improvement from each cycles conducted. It was proven by the result of the test in the cycle one 52% and cycle two 84% from the criteria of success which was standardized 80% from all students got minimal standard score 76.*

Keywords: *numbered head together, reading comprehension, narrative text.*

I. Introduction

Reading is one of the English skills that should be learnt by the students beside listening, speaking, and writing. Reading is the process of receiving and interpreting information encoded in language form via the medium of print (Grabe, 2009:14). Reading comprehension is important for English learners. By comprehending reading, they can get information within the text. Reading plays important role on mastering language. By reading, the students can learn about vocabulary knowledge, spelling and writing (Paul : 2003). The more they read, the more they get new vocabulary. The more they read, the more they get new ideas from the text for their writing.

Reading comprehension is one of the skills that must be mastered by students in the school. The fact shows that teaching and learning reading comprehension is not an easy task. It is because the teacher has to face learning of reading comprehension. In teaching and learning reading, students in fact cannot comprehend English well, because students seem do not have good motivation to read and beside they have to comprehend every word of text. So in teaching and learning, they just keep on looking up the words on dictionary to find out the meaning of the text. As we know, reading is an activity that involves greater levels of concentration and adds to the conversational skill of the reader. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading text also provided good models for English writing.

In reading comprehension, students should be able to comprehend and understand about the context that has been explained in the text. It means that students need to learn a considerable amount of information from a text. Therefore, students require abilities to comprehend and remember main ideas as well as number of details that elaborate the main and supporting ideas in text. They also need to link the text to their knowledge base. At different time, students be can encouraged to focus on vocabulary, grammar or punctuation. Also, reading can be used as material to demonstrate the way how to construct sentence, paragraphs and whole text. Student then have good models for their own writing.

In fact, reading comprehension is not as easy as people think. It is not easy to have the ability to comprehend meaning from the printed page and interpret the information appropriately. Willis (1996: 72) states that "I understand all the words but I don't know what the writer is getting at" is a common complaint from students reading a second language. Consequently, students will need to read the text two or three times to get even an approximate sense. All this takes time and many less motivated students give up.

Based on the Basic Competence of Junior High School, there are many kinds of text that must be mastered in Junior High School, there are narrative, descriptive, recount, and procedure text. Narrative text is the text that has purpose to amuse and entertain the readers with actual or imaginary experiences in difference ways. It always deals with some problems which lead to the climax and then turn into a solution to the problem (Sudarwati and Grace, 2008:62). Meanwhile, according to Wikipedia (2012) the typical elements in narrative are; Setting (when and where the story occurs). Characters (the most important people or players in the story). Initiating event (an action or occurrence that establishes a problem and/or goal). Conflict (the focal point around which the whole story is organized). Events (one or more attempts by the main character(s) to achieve the goal or solve the problem). Resolution (the outcome of the attempts to achieve the goal or solve the problem. Theme (the main idea or moral message of the story). To make the students amuse and entertain to this kind of text, the teacher should have many techniques and creative on teaching and learning.

Based on the results of the preliminary study at grade VIII-D of SMP Negeri 1 Rejoso, it showed that the students achievement in reading especially in narrative text is still unsatisfactory, their average score are below the standard minimum achievement or KKM. Besides that, mostly the students not only had low motivation of learning English, got bored easily but also the students did not have any self confidence.

To solve those problems, researcher tries to use cooperative learning. According to Slavin (1995: 2), cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academically, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding. Besides that, Kagan (2009) have defined cooperative learning as group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups in which each learner is accountable for his or her own learning an is motivated to increase the learning of others. In cooperative learning, heterogeneous grouping, positive interdependence, and individual accountability are emphasized. Within a cooperative learning group, students work together and are formally accountable for their own and one another's learning The study is designed to improve the student's reading comprehension in narrative text through one of the kinds of cooperative learning, that is numbered head together.

Kagan (1994: 20) who developed Numbered Heads Together technique describes that in this technique the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one of the way to ensure more equitable response opportunities by stop calling on students who raise their hands. Besides that, it can give same opportunities for each student to actively engage in the teaching and learning process. Here, the teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared. Meanwhile, According to According to Trianto (2007 : 62), the teacher use four phase structure to asking the question for students in the class, they are ; Phase I : Numbering; in this phase the teacher divides the student into some groups consist of 3 to 5 person and each member of groups given number from 1 to 5. Phase II: Asking Question Pose a question or a problem to the class and give the groups fifteen minutes oh "Head Together". Phase III : Heads Together, the students put their head together to decide one appropriate answer making sure that every group member know the agreed upon answer. Phase IV : Answering the Question, the teacher calls a number at random and only student with the number respond to the question.

Due to the fact that team members are not able to know in advance which member will be called upon by the instructor, they would have to peer-tutor each other to ensure everyone knows the answer. Thus, teammates get to practice sharing information together (Septiana in Jayanti:2014). High achievers share answer because they know their number might not be called; low achievers listen carefully because they know their number might be called. Therefore, positive interdependence occurs in the group. Once individual member is called upon, each one is on his/her own and there exists individual accountability. Secondly, before team members respond to the teacher's question, NHT permits them enough to have think – time. Finally, for students who are shy or lack confidence, comparing answers with their teammates before responding to the teacher enormously decreases their chances of making a blunder and embarrasses themselves in front of the whole class. Numbered head together techniques can build; First, positive interdependence which the students are able to learn from each other. They also work together to ensure there is one product to their learning. Second, individual accountability in which the students are accountable to each other for sharing ideas. Third, equal participation which each student within the group has an equal opportunity to share. Last, multilevel which this kind learning can be used in any kinds of level, but of course it has to be adjusted with the material given, Anjarsari, et al.(2013)

From the some reasons above, the researcher hopes that by using numbered head together in teaching English, it can help the students be more interested and easy to understand in learning reading comprehension in narrative text. Based on the general background of the study above, the problem can be stated as follow: How can numbered head together improve the student's reading comprehension in narrative text at eight grade of SMP Negeri 1 Rejoso?

II. Methodology

The research design in this study was the classroom action research (CAR). According to Gwynn (2003), " Classroom action research is a method of finding out what work best in your own classroom so that you can improve students learning". This classroom action research is the way for instructors to discover what works best in their own classroom situation, thus allowing informed decision about teaching. As addition, Cohen (2000:229) states that action research establish self-critical communities of people participating and collaborating on all phases of the research proses: planning, action, observation, and reflection. According to Kemmis and Mc Taggart (1990), the process of action research is a cyclical process, which consists of some

steps, namely: plan, implementation, observation and reflection. It means that if the first cycle fails to meet the criteria of success, the researcher should continue to next cycles until the objectives of the research are reached.

This classroom action research was conducted at SMP Negeri 1 Rejoso – Pasuruan, which is located on Jl. Raya Kedungbako Kec. Rejoso Kab. Pasuruan. Related to the setting of the research, the subject of the study was the eight grade of class D. The class consisted of 27 students, contains of 17 males and 10 females.

Research Instrument

To get the data of the research, the researcher used some instruments. They were observation, interview, questionnaire, and test.

Observation

The observation of classroom interaction could be a very powerful research instrument. Through observation, all kinds of the students' activities in the classroom were observed while the teaching and learning process took place. Observation checklist was used to obtain the data which described the implementation of the numbered head together technique to teach reading comprehension in narrative text in the teaching learning process. The things observed were student's collaboration with the team, student's interaction with the team, student's contribution, and the student's seriousness to the lesson. There were two kinds of observation checklist; the first observation was different from the second observation. It was used to see the condition of the class before doing the research, so the researcher only took a note during the teaching and learning process. The second was done by the English teacher in observing the implementation of NHT technique during teaching learning process by using the observation checklist.

Interview

The interview was the dialogue between the researcher and the English teacher to get more information. Interview was used for gathering data about students' activity in teaching learning process, when they were involved in English class especially in reading comprehension skill in narrative text.

Questionnaire

Questionnaire was administered after conducting the cycles in order to know the students' response, their feeling after using NHT technique in teaching learning process.

Test

The researcher used the reading comprehension test to measure the students' reading skill. The test was answering the question based on the narrative text. The researcher gave the students an opportunity to discuss with their group then answered the question according to the narrative text. Each cycle had different narrative text.

Research Procedure

In conducting the research, the researcher did the following procedure. The first was doing preliminary study to analyze and identify the problems faced by the students and the teacher. The second was making an action plan to overcome the problems. After that, it was implementing the plan. The next was observing, and then analyzing the data, which was called as reflecting.

Preliminary Study

The preliminary study was conducted to get data about the factual condition of the problem faced by the teacher and students in teaching learning of reading comprehension. The data were derived; first, by conducting interviews with the English teacher and students. By interviewing the English teacher and students, it was found that students got bored with English lesson, because they did not like the way their teacher teach. So, they lost their spirit to learn English. The English teacher never applied technique in teaching reading comprehension. She just explained and asked to the students to do the worksheet (LKS).

The second, by observing the students' activity in the process of teaching and learning, there was no brainstorming activity before reading activity. The students did not pay any attention to the teacher's instruction. They had another activities with their classmate. The students did not do the teacher's instruction. On the other hand, the teacher became more dominant than the students in teaching learning process. They rarely asked question when they did not understand the material related the reading text.

The last was by observing the students' score in reading comprehension. By observing the students' score, the researcher found that the average score was only 55, it means that mostly the students of VIII D did not pass the minimum standard score which was about 76.

Planning

Planning was the steps of the research procedure. In the application of the study, the researcher made planning before doing implementation. The planning consisted of preparing the instructional materials, designing the lesson plan, and setting of criteria of success.

The Material

In doing the research, the researcher prepared the instructional materials and media, which were relevant to the topic for the eight grade students of junior high school the researcher designed the topics four meetings that were based on the curriculum. The materials are about narrative text. Some tenses were related to its function of the narrative text. The materials got from the available sources and selected by the researcher.

The material that presented can be seen in the following table;
The Instructional Materials

Cycle	Meeting	Topic	Time
Cycle 1	First Meeting	The Legend of Toba Lake	80'
	Second Meeting	The Boy who Cried "Wolf!"	80'
Cycle 2	First Meeting	The Greedy Dog	80'
	Second Meeting	The Golden Egg	80'

Lesson Plan

The researcher and the English teacher designed the lesson plan before conducting the teaching learning activity. In designing the lesson plan, the researcher and English teacher made the lesson plan based on syllabus. The standard of competence of reading for the eight grade of junior high school was understanding the meaning of the simple essay in recount and narrative form to interact with the surrounding environment. Furthermore the basic competence was responding meaning and rethorical steps in simple short essay accurately, fluently and acceptable which was connected to the environment in the form of recount and narrative text.

This study needed two cycles in which every cycle consisted of two meetings. The lesson plan used in cycle 1 consisted of three objectives. The objectives were planned in two meetings. The meeting was 2 x 40 minutes. The objectives were (1) The students were able to find out the written and implied information in narrative text by using number head together technique (2) The students were able to identify the rethorical steps in simple short essay in the form of narrative text by using numbered head together technique (3) The students were able to answer the question according to the narrative text through numbered head together technique.

In the lesson plan, the teaching procedure were divided into three stages which consisted of pre activities, main activities, post activities in which the main activities were divided into three sections; exploration, elaboration and confirmation. The pre activities was done brainstorming, which was intended to activate the students background knowledge. The brainstorming activities included questions and answers about the new topic or previous material. Meanwhile, the main activities focused on teaching reading narrative text by using NHT technique. The last, post activities was used to make conclusion and closed the meeting.

The Test

The researcher used the written test to collect the data. It was used to measure the achievement of the students' reading comprehension in narrative text. In this research, the researcher obtained the data by giving a test in each meeting after the NHT technique was done in the class.

The type of the test was done by answering the question. The question involved in the test were used to measure the students' comprehension on the narrative text such as; to get the main idea of the paragraph, to retell the content of a paragraph in narrative text, the moral message that can be taken from the narrative text. The students must answer all the question to get the score. There were ten questions in each test.

Criteria of Success

The researcher used the criteria of success to know whether the implementation of NHT to improve the eighth graders' reading comprehension in narrative text was successful or not. The researcher had three criteria of success.

Firstly, it was called successful if 80% among the students in class D got the score in reading comprehension minimum 76. It is appropriate with KKM for English subject of SMP Negeri 1 Rejoso. The data got from some tests by the researcher.

Secondly, it was called successful if 80% of the students had good participation in group discussion. the data got from the result of observation checklist that was done by the English teacher as the collaborator.

The last, it was called successful if 80% of the students gave positive respond toward the teaching learning process by using NHT technique. the data were taken from the result of the questionnaire.

Acting

The implementation of teaching learning through NHT technique are as follows; The teacher distributed the reading text and asking the students to do the teacher's instruction based on NHT procedure. The first, the teacher asked the student to make a group and each student got the number based on their group (numbering), and then distributed the reading text. After numbering the students, the teacher asked the students to answer the question based on the text (questioning). Then, the students shared their answers with their friends to make sure that all member of group knew the answer (heads together). After that, the student came in front of the class to answer the question. In this case, the researcher called the students based on their number randomly (the number head).

Observing

Observing aims to get all relevant data about any aspects during the teaching and learning process, to know who were active in the classroom and to know the effect of using numbered head together in the process of teaching reading. Beside the observation, the researcher also gave the questionnaire to know what the students' respond toward the implementation of numbered head together in the process of teaching reading whether the students feel happy or not in learning reading comprehension by using numbered head together technique. The teacher was acted as the observer when the implementation was carried out by the researcher.

Reflecting

After the data collected, the researcher has to analyze it. The purpose of the data analysis was to measure the students' achievement on reading comprehension in narrative text. This was done in purpose to know whether the implementation of NHT was successful or not. The test were always conducted in the end of cycle. They were used to measure the students' comprehension on reading narrative through NHT technique. The test was in the form of essay which was related to the narrative text given before. To scoring reading comprehension test, the researcher counted the students' by using the formula below:
True answer x 10 with maximum score is 100

$$10(\text{true answer}) \times 10 = 100$$

The students' response toward the implementation of NHT technique was collected through questionnaire. It was distributed after all activities were done in the second meeting of each cycle. The students were required to choose one of the provide answer that is best presented their feeling, response, or outlook the use of NHT technique. To know the percentage of the students who chose "YES" or "NO" was carried out by using frequency-based formula as follows:

Percentage of the

Students who choose = $x \times 100$

a particular option

If $\geq 80\%$ of the students choose option "YES", it can be considered to be succeeded.

III. Findings And Discussion

The finding of the researcher told everything happened while the research held. In this research, the researcher conducted two cycles, so the researcher prepared two test in the end of each cycle to measure the improvement of the students' comprehension in reading narrative text through NHT.

Cycle 1

The cycle was conducted in two meetings. The first meeting was implementing the teaching strategy of NHT technique. The second was reviewing the material and giving a test. The phase started from planning, implementing, observing and reflecting. The researcher presented about the narrative text entitled "The Legend of Toba Lake" and "The Boy who Cried Wolf" for each meeting in the cycle 1.

In this case, the researcher used some instruments to measure the success of the study concerning to the process and the product. The instruments were the result of students' score, observation checklist, and questionnaire. The researcher used the test as one of instrument that was used to know the students achievement in reading comprehension by using NHT technique.

While the researcher was teaching reading in narrative text in the eight grade students, the English teacher observed the classroom activities by using students' observation format. Those observation format were used to measure the students activeness in teaching learning process.

From the data shown by the students' observation format, it was found that in opening activities the students were silent because they were curious what the researcher did. In main activities, it was found that the students were not motivated enough to get involved in the teaching and learning process. It was also found that most of the students disturbed the other students in other group, so they did not collaborate well, did not give good contribution to the group, and did not have interaction with their group. In meeting 1, it was found that 44% of the students who were active in the class. It means that only 11 students who had good participation in the teaching learning process. In other words, it was about 56% of the students or 14 students were passive during the teaching learning process. It was caused by the students did not pay attention to the researcher' instruction, they always disturbed the other students. In meeting 2, it was found that 64% of the students were active in the teaching and learning process. It means that only 16 students who were active and had good participation in the class. The other 36% of the students were passive during the teaching and learning process. It was caused that the students still did not understand the strategy, they were still lack of vocabularies. It could

be said that the action in this cycle was not successful since the students' participation still did not reach the criteria of success.

To obtain the data of the students' feeling and attitude toward the implementation of NHT technique to improve the students' reading skill, the researcher used questionnaire which consisted of 10 questions with multiple choice answers. The questionnaire was conducted in the end of cycle 1. It was administered after the students finished doing the test. In the questionnaire, the students could express their feeling, their thought, their response by choosing one of the options provided in each item. From the questionnaire result it was found that 80% of the the students or 20 students liked to join the teaching and learning process by using NHT technique. It means that the students were able to reach one of the criteria of success.

To get the students' score, the researcher used the test as one of the instruments to assess the students' reading comprehension skill. The test of this cycle was an individual test given to the students in essay form. The researcher gave 10 questions to measure the students reading skill in narrative text which was entitled "The Boy who Cried Wolf". The students were given 25 minutes to answer all the questions individually.

The score of the students :

1. The highest score : 90
2. The lowest score : 50
3. The mean of the students' score : 72.4

From the test, it was found that 13 students or 52% of the students got more than 76 as the minimum score. Therefore, it could be said that this cycle was not successful in terms of students' score.

Based on the result of the criteria of success namely observation checklist, questionnaire and test. It was found that in observation checklist result the students only got 54% of the students were active during the teaching and learning process. It means the students were not able to reach the criteria of success that was about 80%. Based on the questionnaire result, it was found that 80% or 20 students had positive response during the implementation of NHT in teaching reading narrative text. It means that the students were able to reach the criteria of success that was about 80%. The last, based on the students' score it was found that only 52% or 13 students who got more than 76 as the minimum score. It means that the students were not able to reach the criteria of success.

From some reasons above, it means that this research in cycle 1 was failed because only the questionnaire result could reach the criteria of success. The researcher should conduct cycle 2 to solve the problem that was found in cycle 1.

Cycle 2

In the cycle 2, some students still got difficulties in comprehending the narrative text. They still did not have motivation when they learnt English lesson. Since cycle one was not successful, the researcher held the cycle two and expected that it could solve the problem found in cycle 1. In this cycle, the researcher revised the lesson plan. This cycle also consisted of two meetings. The researcher presented different narrative texts. The texts were entitled "The Greedy Dog" and "The Golden Egg".

Similar to the previous cycle, in this case, the researcher used some instrument to measure the success of the cycle. The instruments were the test, observation checklist and questionnaire. The test was used to know the students achievement in reading comprehension by using NHT technique. While the researcher was teaching reading in narrative text in the eight grade students, the English teacher observed the classroom activities by using students' observation format. Those observation format were used to measure the students' participation toward the implementation of NHT technique.

From the data shown by the students' observation format, it was found that the number of the students activeness during the teaching learning was increased. In meeting 1, it was about 88% of students or 22 students who were active in the class. On the other hand, it was about 12% of the students or 3 students were passive during the teaching learning process. In meeting 2, it was about 80% of the students or 20 students who were active in teaching and learning process. while, 20% of the students or 5 students were passive during teaching learning process. It could be concluded that this cycle the students' participation reached 84% which mean that it was more than criteria of success.

To obtain the data of the students' feeling and attitude toward the implementation of NHT technique to improve the students' reading skill, the researcher used questionnaire which consisted of 10 questions with multiple choice answers. The questionnaire was conducted on June 18th 2014 or in the end of cycle 2. It was administered after the students finished doing the test. In the questionnaire, the students could express their feeling, their thought, their response by choosing one of the options provided in each item. From the questionnaire result it was found that 84% of the the students or 21 students liked to join the teaching and learning process by using NHT technique. It could be concluded that this cycle the students' respond reached 84% which mean that it was more than criteria of success.

For getting student's score, the researcher used the test as one of the instruments to assess the students' reading comprehension skill. The test of this cycle was was an individual test given to the students in essay form.

The score of the students :

1. The highest score : 100
2. The lowest score : 70
3. The mean of the students' score : 85,2

From the table above, it was found that only 4 students who got score under the minimum score. In other words, there were 80% of the students who got 76 or more. It means that this cycle was successful in terms of students score. This cycle was successful because of some reasons. In cycle 2, the condition run smoothly because the students felt more familiar with NHT as a technique in teaching and learning process. They were helped by the leader who help them to share their opinion in the group discussion. Since this cycle was successful, the researcher could stop the action.

In this section, the result of this research was discussed based on the relevant theories under the study in the use of NHT technique to improve the students' reading skill of eight grade of SMP Negeri 1 Rejoso. In this section. Elaborated the discussion, the failure and the problems that happened in cycle 1 and cycle 2

In cycle 1. The students' achievement in comprehending narrative text was unsuccessful. There were only 13 students or 52% of the students who could reach more than 76 as the minimum score. It was below the criteria of success. In terms the students' participation and motivation, the result also showed that it was still below the criteria. It was happened since there were some problems occured in the implementation of NHT technique. It was hard to apply the steps in doing NHT technique well. It was difficult to make the students in good condition so that the researcher could not help the students who faced difficulties during the teaching and learning process. According to Suprijono (2009), the use of NHT technique can make the students more interactive and able to share ideas in group. Nevertheless, it was not happened in cycle 1. There were still some problems, such as some students were not serious and passive in teaching and learning process. they disturbed the other students, did not give any assumption or opinion in group discussion. They also waited for the answer from their friends. Therefore, the researcher tried to overcome the problems for the next cycle.

Based on the failures during the cycle 1, the researcher arranged some plans to solve the problem in cycle 2. The researcher arranged the group by giving a leader for each group. By giving the leader of the group, they could share their ideas or opinion confidently that was appropriate with Bresnahan (2011) that NHT technique is an efficient and effective instructional technique to improve the students' achievement because they can share their ideas confidently without scaring the wrong answer. The problem in cycle 1 could be handled by participation of the researcher to help the students who faced the difficulties during the teaching and learning process.

The changing above made the cycle 2 was successful. It was proven by the observation result, questionnaire result and the students' reading score. The students could reach those criteria of succes that was about 80%. It could be concluded that using Numbered Head Together technique to improve the students' reading comprehension skill at eight grade of SMP Negeri 1 Rejoso was successful.

IV. Conclusion

From the finding, it could be concluded that using Numbered Head Together technique could be improved the students' reading skill in narrative text. The researcher concluded that the students' reading skill in narrative text at eight grade of SMP Negeri 1 Rejoso was increased through the Numbered Head Together technique. It was proven from the improvement in cycle 1 and cycle 2. The NHT technique was one of the teaching strategy that could make the students more interactive to share their ideas in group discussion. By pointing the number randomly, every students should prepare their answer. It also could make the students get motivated in learning English.

Based on the result of this research, the Numbered Head Together technique could improve; first, the students' activeness during the teaching learning process. It could be seen from the observation checklist result. In cycle 1 there were only 44% or 11 students who were active during the teaching and learning process in meeting 1 but in meeting 2, there were only 64% or 16 students who were active. In cycle 2 there were 88% or 22 students who were active during the teaching and learning process in meeting 1 and there were only 80% or 20 students who were active in meeting 2. Second, the students' response after using Numbered Head Together as a technique in teaching reading was also high. It could be seen from the questionnaire result. There were 80% or 20 students who had positive response and liked the NHT technique in cycle 1 whether in cycle 2 there were 84% or 21 students who had positive responses after using NHT as a technique in teaching reading. The last, it could improve the students' reading comprehension score. It could be seen from the improvement of the test result of each cycle. In cycle 1, there were only 52% or 13 students who could reach the minimum score whether in cycle 2 there were 84% or 21 students who could reach the minimum score.

From the result of the research above, it could be said that Numbered Head Together technique had many advantages in teaching and learning process. It could make positive interdependence for the students. The students were able to learn from each other. They might also work together to ensure there was one product to

their learning. They might check that everyone could understand and answer the question. The students were accountable to each other for sharing ideas. There were also some disadvantages of NHT technique; first, if there were homogenous group, so it would be unfair for the group contained of weak students. Second, the discussion process could run smoothly if there were students just simply copy the work of smart students without having an adequate understanding.

Based on the explanation above, the researcher considered that by using Numbered Head Together technique can improve the students' reading comprehension skill in narrative text at eight grade of SMP Negeri 1 Rejoso.

V. Suggestions

In teaching and learning process, especially in teaching reading, the use of Numbered Head Together technique is very useful for the students. NHT technique can make the students comprehend the text easily. It also can make the students become brave to share their ideas or opinion. Teaching English through NHT technique is very advantageous. It can give motivation to the students to learn English since it can improve the students' reading skill. Therefore, as English teacher, it is suggested that they can use this technique in teaching reading or other language skill.

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