

The Implementation of "Numbered Heads Together" in Teaching Reading Narrative Text to the Tenth Graders

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Abstrak

Membaca adalah salah satu keterampilan yang harus dikuasai dalam mempelajari bahasa Inggris. Dalam pembelajaran membaca, siswa-siswa menghadapi beberapa masalah, seperti kesulitan dalam mengerjakan tugas, suasana kelas yang monoton, dan buruknya interaksi guru dan siswa maupun antar siswa di dalam kelas. Salah satu cara untuk mengatasi masalah ini adalah dengan mengelompokkan siswa supaya mereka dapat saling membantu satu sama lain. Faktanya, bekerja dalam kelompok dapat meningkatkan interaksi antar siswa dan mempermudah mereka untuk menyelesaikan tugas. Namun, dalam suatu kelompok, sering terdapat anggota yang selalu aktif dan ada pula yang pasif. Oleh sebab itu, guru bisa memanfaatkan teknik *Numbered Heads Together* untuk mengatasi masalah dominasi yang ada dalam kelompok tersebut. Penelitian ini bertujuan untuk mendeskripsikan penerapan teknik *Numbered Heads Together* dalam pengajaran membaca teks naratif dan kemampuan siswa dalam membaca pemahaman setelah penerapan teknik tersebut. Metode penelitian yang digunakan adalah deskriptif kualitatif. Subjek dari penelitian ini adalah siswa-siswa kelas X SMA N 3 Sidoarjo. Data dari penelitian diperoleh dari hasil *observation checklist* dan hasil dari tugas siswa. Hasil penelitian ini menunjukkan bahwa penerapan teknik *Numbered Heads Together* mendorong siswa untuk berpartisipasi secara aktif dalam semua kegiatan pembelajaran. Selain itu, tidak terjadi dominasi dalam kelompok sebab setiap anggota kelompok mempunyai kesempatan untuk berpartisipasi. Dengan menerapkan teknik ini, siswa juga saling membantu untuk memahami teks dan menjawab pertanyaan tentang teks tersebut. Bahkan, jumlah siswa yang mendapat predikat bagus meningkat dari satu pertemuan ke pertemuan berikutnya. Ini berarti kemampuan siswa dalam membaca pemahaman lebih baik setelah penerapan teknik *Numbered Heads Together*. Dapat disimpulkan bahwa teknik *Numbered Heads Together* adalah teknik yang bagus untuk digunakan dalam pengajaran membaca teks naratif, khususnya untuk kelas X, sebab teknik ini dapat membantu siswa mengatasi kesulitan dalam membaca, menciptakan suasana yang positif dalam kelas, dan juga membangun interaksi yang bagus antara guru dan siswa.

Kata Kunci: pengajaran membaca, *Numbered Heads Together*, teks naratif.

Abstract

Reading is one of skills that must be mastered in learning English. In reading class, the students might face a lot of problems, such as the difficulties of the task, monotonous atmosphere, and bad classroom relationship. One of the ways to solve this is put them into some groups so that they can help each other. The fact that group work enhances the interaction among the students and let them does the task easier. However, in a group work, it is often happened that there is the member who is always active and those who are passive. Then, the teacher can use *Numbered Heads Together* to overcome this kind of dominance in group works. The aims of this study are to describe the implementation of *Numbered Heads Together* in teaching reading narrative text and to describe the students' reading comprehension after the implementation of *Numbered Heads Together* in teaching reading narrative text to the tenth graders. This study is descriptive qualitative research. The subject of this study are the tenth graders of SMA N 3 Sidoarjo. The data of this study are collected from the result of observation checklist and the result of students' task. The result of this study shows that the implementation of *Numbered Heads Together* encourages the students to participate actively in the whole activities. Moreover, it shows that there is no dominance in the group as everybody has chances to participate. By using this technique, the students help each other to comprehend the text as well as answer the questions of the text. In addition, the numbers of students who get good achievement increase from one meeting to another. It means that the students' reading comprehension is better after the implementation of *Numbered Heads Together*. In conclusion, *Numbered Heads Together* is a good technique to be used in teaching reading narrative text, especially for the tenth graders, since it helps the students to overcome their difficulties in reading, creates a positive atmosphere in the class, and builds a good interaction for teacher and students.

Keywords: teaching reading, *Numbered Heads Together*, narrative text.

INRODUCTION

English is very important to be learnt by people all over the world since it is an International language. There are four skills that must be mastered in learning English. They are listening, speaking, reading, and writing. According to Brown (2000), listening and reading belong to receptive skills as people extract meaning from the discourse they see or hear while speaking and writing belong to productive skills as people need to communicate using language in spoken or written form.

Reading, as one of receptive skills in learning English, deals with how someone gets information from written form. According to Broughton, et al (2003: 89-90), reading is a complex skill which includes the components of recognizing the black marks, the correlations of linguistic elements, and also the correlations of the meaning. Black marks that is meant here is the shapes, lines, and dots patterned in a text. Then, dealing with linguistics elements, it is the correlation between the patterned shapes and the language itself. For example, the elements contain group of sounds called 'words', 'phrases', or 'sentences'. The last is how the reader can correlate the meaning inside the text. It belongs to an intellectual skill which includes how the reader correlate the words symbolized, the words sounds, and also its meaning.

Broughton, et al (2003) then classified five kinds of reading activity. The first three, survey reading, skimming, and superficial reading, are sometimes grouped together and called *extensive reading*. The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this. It is supported by Harmer (1998: 210), that the goal of extensive reading is reading for pleasure. The readers should not struggle to understand every single word. In hence, they just need to get general understanding of the text.

The rest two kinds of reading activity, content study reading and linguistic study reading are also often grouped together and called *intensive reading*. In this case, a deep and thorough understanding of the text is needed. The concern is for detailed comprehension of the text. The objective is to achieve full understanding of every single word in the text, such as the logical argument, pattern of the text, of its symbolic, of the attitudes and purposes of the author.

Reading as we know involves a number of cognitive processes. Reading has a communicative value and functions as an active skill as cognitive processes are working during reading. The reader both reads and tries

to work on the information in the reading itself. It deals with reading comprehension. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Reading comprehension refers to the understanding of information in a text appropriately (Grabe and Stoller, 2002; Wawryk, et al., 2004).

Furthermore, reading comprehension is an essential part of reading activity. Without comprehension, reading is simply following words on a page from left to right while sounding them out. It means that the words on the page have no meaning. People read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and use that information whether for fact gathering, learning a new skill, or for pleasure (Marshall, 2012).

The ability of reading comprehension among the readers are various. One might has high level of understanding the text and another might has the low one. According to Grabe and Stoller (2002: 19), "reading comprehension abilities are quite complex and that they vary numerous ways depending on tasks, motivations, goals, and language abilities". They also argued that the large differences among the readers occur because of the various ways of reading.

According to Collins Block, Pressley, and Moats (as cited in Wawryk, et al., 2004), critical reading comprehension skills and strategies include the ability to summarize, predict, develop questions, clarify, relate the content of the text to personal experience and knowledge, construct mental representations of the text, monitor understanding of the text, and determine and connect important ideas to construct meaning.

Reading different kinds of text are one of the requirements in learning English, including to those who are in senior high school. The text genres vary from news item, descriptive, narrative, report, and so on. Narrative text, as one of text genres that are taught in senior high school, usually contains a story with problems to be solved in the end. It is usually used to entertain or amuse the readers. There are some definitions of narrative text. According to Mutuota (2002: 14), narrative is a story about some events or experience that can be expressed on oral or written form. Then, Parry (2010: 61) defines narrative as a story that includes dramatic moments, and then it ends with resolution.

Commonly, the students assumed that reading class will be boring as the activity is all about reading the text and answering the questions about the text. When they find difficulties, they are lack of motivation and have low achievement in the result. The students often

develop negative attitudes towards learning English as a foreign language due to the lack of stimulating, authentic teaching material and tasks (Tsiplakides and Keramida, 2010).

Moreover, the problem also comes from the way the teacher teaches. The teacher still uses conventional way in teaching reading which causes the class seems monotonous. Therefore, it is important for the teacher to leave the old way in teaching reading and find a way to make the class to be interesting to be attended. According to Tsiplakides and Keramida (2010), the teacher needs to encourage the students to have positive attitudes towards the lesson. By doing so, they will have higher levels of motivation, willingness to participate, and high language performance.

The teacher can use certain method in teaching reading to enhance students in learning process. One of the methods that can be used is *cooperative learning*. The concept of this method is to let the students work together to solve the problem. Each member of the group must cooperate to answer the questions raised by the teacher. However, sometimes there are some students who dominantly take role in the group while others are less. "One fear teachers have about using cooperative learning is that low status students will not participate and/or that high status students will take over the group" (Yahya and Huie, 2002). If this happens, it causes bad effect for group work itself.

To solve that kind of problem, the teacher can use *Numbered Heads Together* technique. This technique eases the members of the group in deciding turn-taking so that there is no student who is too active or too passive. All students have chances to participate in the class. The students cooperate with their group and give their contribution for the group at once. Therefore, it encourages them to be active during the learning process.

According to Kagan (1989: 13), "Numbered heads together is kind of cooperative learning as it includes teams, positive interdependence, and individual accountability that lead to cooperative interaction among students." He makes a procedure of how this technique is applied. Firstly, the teacher places the students in groups and each person is given a number. Then, the teacher asks a question. He tells the students to "put their heads together" to make sure that everyone on the team knows the answer. The last, he calls a number and student with that number has to answer the question.

This technique promotes both, individual and group accountability. As they work together, all students can participate including the passive ones. According to Kagan (1989: 13), positive attitudes and individual accountability are built through the heads together step. In this step, all team members must be prepared. The

students will try to help each other as no one knows which number will be called. The high achievers share answers because they know their number might not be called and they want their team to do well. While the lower achievers listen carefully because they know their number might be called. This kind of phenomenon creates better classroom relationships: teacher-students and students-students relationship.

To use this technique in teaching reading, the teacher can follow the steps which are created by Brown (2000). It includes three parts: before reading, while reading, after reading.

In the beginning of the class, the teacher can spend a few times to introduce the topic that will be discussed before start reading class. It helps the students to activate the schemata before get into the passage so that the students have chances to predict what they will learn and what they must prepare for the lesson.

After the introduction, the teacher moves to the next step – while reading. In this stage, the teacher needs to let them know their purpose for reading before they start reading, whether it is for getting the general understanding, finding critical information, and so on. The students will simply know what they should do while they are reading the text. *Numbered Heads Together* technique can be included in this step as well.

After the students reading the text, the teacher can ask some questions, consider about vocabulary study, identify the author purpose, and so on.

In those steps, the teacher's role are as organiser, observer, feedback organizer, and prompter depend on the activity. According to Harmer (1998), in the process of teaching, the teacher has roles that might be changed from one activity to another. It means that the teacher should know which role that is appropriate in every activity to support the teaching and learning process.

Based on the explanation above, the research questions that will be examined are: (1) How is the implementation of *Numbered Heads Together* in teaching reading narrative text to the tenth graders of SMA N 3 Sidoarjo? and (2) How is the students' reading comprehension after the implementation of *Numbered Heads Together* in teaching reading narrative text to the tenth graders of SMA N 3 Sidoarjo?

RESEARCH METHODOLOGY

This study was conducted using descriptive qualitative research. According to Mackey and Gass (2005: 162), "the term *qualitative research* can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures". It meant that the researcher described, explained, and reported the implementation of *Numbered Heads*

Together in teaching reading narrative text and the students' reading comprehension after the technique was implemented.

The subjects of this study were the students of X-4 of SMA N 3 Sidoarjo. The class consisted of 36 students. The researcher chose them as the subjects since they were less active and had difficulty in reading. By using *Numbered Heads Together* technique, it helped the students to be more active and having a good achievement.

This study took place in SMA N 3 Sidoarjo. It is located at Jalan Dr. Wahidin 130, Sidoarjo. The researcher chose it as the setting of this study since she found that there was a teacher in that school who used *Numbered Heads Together* technique in teaching reading.

The data of this study were collected from the result of observation checklist and the result of students' task. The researcher used observation checklist to observe the teacher and the students' activities during the implementation of *Numbered Heads Together* in teaching reading narrative text. Then, the researcher used reading students' task to know how well the students' reading comprehension. It was given to the students after the implementation of the technique. Finally, the data from observation and test were presented in form of words, phrases, and sentences.

The researcher used observation checklist and students' task as the instruments of this study. At first, the researcher used observation checklist to take the data during the implementation of *Numbered Heads Together* in teaching reading narrative text. The observation checklist was adapted from Richards and Farrell (2011: 103) which included some indicators to be measured, such as the teacher's preparation and how the technique was applied. Moreover, the researcher also took notes to get the information that was not covered in observation checklist. The researcher took a note during the teaching and learning process.

At second, the researcher used students' task to know how well the students' reading comprehension after the implementation of *Numbered Heads Together*. The students must answer the questions from the task. It contained some questions that were in form of short answer items. The answers were analyzed by using reading rubric that was adapted from Newark Teacher Union and Newark Public School (2008). There were four mastery levels of comprehension, they were "Excellent", "Good", "Fair", and "Poor".

In this study, the researcher observed the activity during the teaching and learning process. The researcher collected the data through observation and students' task. The researcher conducted the observation three times which was finished within two weeks in the second

semester of 2012/ 2013 academic year. She conducted the observation while the teacher was teaching reading narrative text through *Numbered Heads Together*. She used observation checklist to collect the data during the implementation of the technique. When the observation was conducted, the researcher gave a check on the indicators that were provided in observation checklist. Moreover, if there was something that was not covered in the checklist happened, the researcher added some notes on the observation sheet. Therefore, the researcher must pay attention to everything that happened during the teaching and learning process.

The students' task was used to know the students' reading comprehension after the implementation of *Numbered Heads Together* in teaching reading narrative text. It was given at the end of each meeting. It contained some questions in form of short answer items and the students had to do it individually. The researcher used the result of the students' task to collect the data. It was measured by using reading rubric that was adapted from Newark Teacher Union and Newark Public School (2008).

The result of observation and students' task were analyzed in descriptively. Firstly, the researcher analyzed the data that were got from observation checklist. From the observation checklist, the researcher described everything that happened during the implementation of *Numbered Heads Together* including teacher and students activities, the interaction among them, the researcher's interpretation, and also the situation during the teaching and learning process. Secondly, the researcher analyzed the data that were got from students' task. From the students' task, the researcher described the students' reading comprehension after the implementation of *Numbered Heads Together* on each meeting. That was why the researcher need to analyze the result of the task so that the students' level in comprehending the text could be measured. She analyzed the result of the task using reading rubric that was adapted from Newark Teacher Union and Newark Public School (2008). The data were categorized in four mastery levels of comprehension, those were "Excellent", "Good", "Fair" and "Poor". Finally, the researcher described all those data into words, phrases, and sentences.

RESULT AND DISCUSSION

This section presents the results from observation and students' task as well as the findings related to the theories which are stated in this study. It also answers the research questions dealing with the implementation of *Numbered Heads Together* in teaching

reading and the students' reading comprehension after the technique is implemented.

The Result of the implementation of *Numbered Heads Together*

The first meeting was conducted on April 23rd, 2013. There were all thirty four students in this meeting. To start the lesson, the teacher gave brainstorming by asking the students the story about animals. Then, he explained narrative text, including its definition, generic structure, and also language features. After that, he explained the procedure of *Numbered Heads Together* and gave examples how to apply it. Then, he divided the class into some groups based on their seat. There were all six groups which named as letter, from A to F. He gave each student a small paper that was written a number and asked them to write down their name behind the paper. After that, he distributed the text entitled "A Selfish Tiger" and asked them to read silently. A few moments after that, he passed the worksheets containing the questions about the text. The time to finish this task was fifteen minutes.

In discussion section, the class was rather noisy because the students discuss in groups to answer all questions. They used Indonesian and English to finish the task. They helped each other since they knew that no one knew whose number that would be called by the teacher.

Then, when the time was up, the teacher came forward and warned the students to stop discussing. He made sure that all students were ready to answer. Then he read aloud a question. Once it was done, the students looked nervous as they did not know whose number would be called. They put their heads together to make sure that all members in the group knew the answer well. Then, the teacher called a number and also its alphabet. Automatically, the student who was called had to answer the question. While the pointed student stood up and answer the questions, the other students paid attention. If the answer was wrong, the same number from the other groups tried to answer. The teacher managed turn-taking to answer the questions and also giving feedback. This step was continued until there were no questions left.

At the end, the teacher gave a quiz which had to be done individually. It contained five unstructured-format questions about the story they had discussed. The time to finish this task was ten minutes. When the time was over, the teacher asked the students to submit their work. Then, he reviewed the lesson that was taught in that day. He also asked the students if they had questions and ended the class by greeting them.

The second meeting was conducted on April 27th, 2013. There were all thirty students in this meeting. Just like the previous meeting, he started the lesson by giving brainstorming. He talked about fortune teller and asked the students what was their opinion about it. Then he

reviewed narrative text. In this meeting, he did not explain the procedure of *Numbered Heads Together* as long as the previous meeting. He only review it and asked if the students confused or had difficulties to apply this technique.

After reviewing the technique, the teacher divided the class into some groups of five. It was named as letter from A to F – like the first meeting. However, this time it was divided randomly. The class was noisy as the students moved here and there to gether with the group they belong to. After the groups were organized, the teacher gave each member a small paper containing a number. It was done like the previous meeting as they had to write down their name behind the paper.

Then, the teacher passed the text entitled "The Fortune Teller" and also the worksheets. He told them that they had fifteen minutes to finish it. He always checked the time while moving around the class. While he was moving around, the class was noisy when the students were discussing. Everyone gave opinion to decide which answer was appropriate. They used English and Indonesian in this section.

When the time was up, the teacher came forward and told the students to stop discussing. Then, he moved to asking and answering questions. This step was exactly the same as the previous meeting. The teacher posed a question, the students put their heads together to make sure all members knew the answer well, then the teacher called a number and its alphabet. The correction was also done directly with the help from other group and also the teacher. This section ended when there were no questions left.

As what the teacher did in the first meeting, he gave an individual task. The quiz must be finished in ten minutes. When it was done, the teacher reviewed the lesson and asked if the students had difficulties. Then, he ended the class by greeting them.

The third meeting was conducted on April 30th, 2013. There were all thirty four students who attended this meeting. The teacher gave brainstorming at the beginning of the lesson. He talked about a smart man called Abu Nawas. The students recognized him well as it is one of the famous stories. Then he reviewed a bit narrative text, not as much the previous meeting. It was continued by reviewing the procedure of *Numbered Heads Together*.

Then, the teacher divided the class based on presence number. There were all six group named as alphabet from A to F. He distributed a small paper to each member of the group and asked them to write their name behind the paper he gave.

After all students were placed in groups, the teacher gave each of them the text entitled "Teaching a

Cow to Read". They had to read it silently. A few minutes later, the teacher gave the worksheets to all groups.

Then, all groups discussed to answer the questions. Unlike the previous meeting, the students prefer spoke English mostly. They were very enthusiastic to work in group. Everyone cooperated well during discussion section to decide the appropriate answer.

When the time to discuss ended, the teacher warned the students to stop discussing as it was the time to present the result of their work. He read a question and made sure all students put their heads together so that all members knew the answer well. Once the number was called, the pointed student confidently stood up and answered the question. The other group gave feedback to his/ her answer. It was continued until there were no questions left.

Then, the last task was the quiz that had to be done individually within ten minutes. It was given at the end of the lesson. When the time was up, all students submit it to the teacher. After that, the teacher ended the lesson and greeted the students.

The Result of Students' Reading Comprehension after the Implementation of *Numbered Heads Together*

In the first meeting, the students were asked to answer the questions from the text entitled "A Selfish Tiger" individually. There were five questions. They were dealing with general understanding of the text, social function, word meaning, implicit information, and explicit information. There were almost half of students who got Excellent. Some of them got Good and the rests few got Fair.

From all questions, the students could answer well the questions about the general understanding of the text and explicit information in the text. Most of them were often had errors in the question that were dealing with the word meaning and implicit information. Only few students who made error in answering the question about the social function.

In the second meeting, the students were asked to answer the questions from the text entitled "Fortune Teller". The numbers of questions were the same as the previous meeting and the questions were dealing with main idea of the text, explicit information, reference, implicit, and moral value. There were half of students who got Excellent. Some of them got Good and a few of them got Fair. The number of the students who got Excellent increased while those who got Good and Fair decreased.

From all questions, most of students failed to answer the question dealing with reference. However, they could answer the other four questions well. They were about main idea, explicit information, implicit information, and moral value. Indeed, a few of them just

explain the points of the question. They provided minor details that linked to the text.

In the third meeting, the students were asked to answer the questions from different text. It was entitled "Teaching a Cow to Read". The questions were about the general understanding of the text, main idea of paragraphs, explicit information, implicit information, and word meaning.

Almost all students could finish the task well. Most of them got Excellent while the rest were in Good level. There were no students who were in Fair and Poor level in this meeting. Most of them had no problem answering the questions. However, there were a few students who still had a problem with the questions about word meaning.

Discussion

This research was conducted in three meetings. The implementation of *Numbered Heads Together* began from the first meeting. Everything that was needed for the lesson was well-prepared. The class was clean, the white board was clean, and the chair arrangement was also tidy before the class began. In addition, the teacher always gave narrative text on each meeting. It proved that selection of material was according to the objective of the lesson – reading narrative text.

The teaching steps that the teacher applied were in line with the steps that Brown (2000) proposed. It consisted of pre-reading, while-reading, and post-reading. In pre-reading, the teacher activated background knowledge by giving brainstorming. He gave hints to the students and introduced the topic as well. Then he moved to give the text and let them knew the purpose of their reading. And the last, in post-activity, he gave a quiz to be answered by the students individually.

Numbered Heads Together was placed in while-reading. However, the steps were modified from Kagan's structure (1989). In this study, each group had name. It was based on letter A to F. After that he asked a question and made sure that all groups let each member knew the answer. Then he called a number and its alphabet. The pointed student had to answer the question. Giving names to each group could ease him to observe the teaching and learning process while scoring the students' participation. This modification did not change the original version so much. Even it helped the teacher to manage *Numbered Heads Together* technique to be applied well within the limited time and great numbers of students.

The teacher's role changed depending on the activity that was done. He involved the students in the whole activities. He took role as an organizer, an observer, a feedback organizer, and a prompter as argued by Harmer (1998). Those roles were changed based on the activities. He was an organizer at the beginning of the

class. He gave a clear instruction of what they should do and should not do. He always let the students knew how long they had to finish the task. Moreover, he always reminded the students about the time they had when they were doing the task. It was really helpful because the students could check the time and finished the task on time. As a feedback organizer, he managed turn-taking in asking and answering section. When the students gave false answer, he gave chances to another group to answer. Giving applause when the students could answer correctly was a good way to give feedback. He also gave compliment such as "good answer" and giving thumbs up. While the students were answering the questions, he took notes which student had participated and gave good answer or bad answer. He observed the students participation as a part of his role as an observer. Furthermore, correction of the students' error was done directly. He always asked them to repeat the sentences correctly. This belongs to his role as a prompter.

By using *Numbered Heads Together*, the students were more active. Moreover, it created better classroom relationship. For instance, teacher-students relationship was better as the teacher gave chances for every student to participate. While students-students relationship was also good as they cooperated to solve the problem together. They could give their opinion in discussion section. It led to cooperative interaction among the students in a group. In addition, the interaction outside the group could be seen when they responded if their friend from another group made mistakes or gave wrong answers. Therefore, the communication between teacher-students and students-students were good during the implementation of the technique.

At the end of the implementation of the technique, the teacher always gave a quiz. The students' level of reading comprehension was analyzed from the first meeting until the third meeting. Then the points of each meeting were calculated.

In the first meeting, the results of students' task showed that the students often made errors to answer the question about implicit information and meaning of certain vocabulary. It was showed by half of all students who failed to answer those kinds of questions. The error in vocabulary was misinterpretation of the question. They did not define the word based the context. Furthermore, the error in implicit information was about not getting right information in the text. This kind of question was rather difficult to answer as they must really understand information that was not stated the text. In fact, just half of all students could finish the task well. Some of them could explain clearly using their own words, while some provided a simple and accurate explanation. They did not have problem with the other questions dealing with

purpose of the text, general understanding, and also explicit information in the text. Most of them could answer it well.

As the result, it could be concluded that dominantly the level of students reading comprehension were in Good level. It could be seen that just almost half of them who was considered into Excellent level. Even few students were still in Fair level. There were no students who got Poor level. Most of them failed to answer the question dealing with the word meaning and implicit information while few others made error in answering the question about the social function. However, all of them could answered well the question dealing with general understanding of the text and explicit information.

In the second meeting, the result of students' task showed that half of all students had error mostly in answering question dealing with reference. However, the students could answer the other four questions well.

From this meeting, it could be concluded that there was no dominance of reading comprehension level. Half of all students were belong to Excellent level while almost half of them were in Good level. However, there were few of them still in Fair level although it was no longer as many as the previous meeting. In addition, they could answer well the question dealing with implicit information, main idea, and moral value although most of them failed to answer the question dealing with reference. Only few students who made minor errors in answering the question about explicit information.

In the third meeting, the result of students' task showed that just a few students made errors in answering question dealing with word meaning. They could get the order of the question but they mostly used inappropriate words to define the word that was meant in the question. In this case, the use of inappropriate words could come to the different meaning. However, the other four questions dealing with general understanding, main idea, explicit information, and implicit information could be answered well by them. As the result, most of the students could get Excellent and some of them were in Good level. There were no students who were in Fair and Poor level. All students could answer well the questions dealing with general understanding of the text, main idea of paragraphs, explicit information, and implicit information. However, a few of them still had little problem in answering the question that dealing with word meaning.

The results of the tasks showed that the numbers of the students who got Excellent increased from one meeting to the next meetings. This better result could be influenced by conducting *Numbered Heads Together* in the previous section. It showed that the

technique did not only work for group discussion but also for individual accountability. When the students worked in groups, they shared ideas, gave opinions, and helped each other that lead to positive attitudes toward each individual. They could learn the lesson through group discussion. As they got enough information in group working, they could finish the task well. Therefore, they also got better result from one meeting to another.

From the discussion above, it could be concluded that *Numbered Heads Together* was successfully implemented in teaching reading narrative text. It worked for both, group and individual works. Group work encouraged them not to be dominant in the discussion section. Even it gave them chances to participate. For example, when they were trying to solve the problem, everybody cooperated to answer the questions. If there were low achievers in the group, the high achievers helped them. There was no dominance in a group. In addition, no one knew whose number would be called, that was why they had to cooperate well. It also taught them to be confident to present their answer. Then when asking and answering section, everyone also had chances to answer. From group discussion, they could learn the lesson. Although they had to do the task individually afterward, the group discussion in the previous activity helped them much. It showed that they got better result from the task.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results and discussion above, it can be concluded that *Numbered Heads Together* is one of the techniques that is good to be used in teaching reading narrative text to the tenth graders. This technique emphasizes on how the students can participate well and learn from each other. The students solve the problem together in group. They help each other if there is any member has difficulty in discussion process. That way eases them to comprehend the text as well as to answer the questions. Since every student in the group has a number, there is no dominance in the group as whose number is called is the one who will answer. Moreover, it engages the students to be active in the whole activities, learns each other, and builds a good classroom relationship.

From the result of the quiz, it could be concluded that *Numbered Heads Together* was successfully implemented in the process of teaching reading narrative text to the tenth graders. There were better results from the first meeting to the third meeting. The students who got Excellent were increased from one meeting to another. There were no students in Poor level since the first meeting. In short, this technique is good for

teaching reading narrative text as it emphasized on both, the process of how it is implemented and the result after it is implemented.

Suggestion

Considering the results of the study, it is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

In addition, there are some suggestions for the English teachers to include *Numbered Heads Together* in teaching process. The teachers should be creatively used certain technique in teaching, especially reading class, in order to engage the students to be active in learning process. Moreover, if there is different problem compared to this study, the teachers can modify the technique based on the needs and the problem that is faced in the class.

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