AN ANALYSIS OF ARTICLES ON NHT STRATEGY IN COMPREHENDING NARRATIVE TEXT FOR SMP-MTS IN INDONESIA

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Abstract:This research was aimed to find out how the use of Numbered Heads Together Strategy (NHT) Numbered Heads Together Strategy (NHT) in seven studies can improve/effect on the students' reading comprehension. This research was library research by scollecting seven journalson the use of NHT strategy for junior high school students in comprehending narrative texts as the sources of data. The data were analyzed by implementing Descriptive Analysis and Content Analysis. The result of data analysis showed that implementing NHT could improve students' reading comprehension. It was as shown in the finding of this study in which the use of NHT in comprehending narrative texts for Junior High School students was constructive in terms of the stages and inspiring in terms of the students' ability in comprehending narrative texts. Based on the result of this study, it is expected that it can be used as basic information or reference to conduct other researches because Numbered Heads Together provides more opportunities for students to help each other in mastering the material and to actively engage them in solving the problems. It is also suggested for further researchers to apply Numbered Heads Together for other skills and other kind genres of texts.

Key Words: Numbered Heads Together, Reading Comprehension,Narrative Text, Analysis

SEBUAH ANALISIS DARI ARTIKEL-ARTIKEL MENGENAI STRATEGI NHT DALAM PEMAHAMAN NARRATIVE TEXT UNTUK SMP-MTS DI INDONESIA

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Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan Strategi Numbered Heads Together dalam 7 jurnal artikel dapat meningkatkan / mempengaruhi pemahaman membaca siswa. Penelitian ini menggunakan studi kepustakaan yaitu mengumpulkan tujuh jurnal tentang penggunaan strategi *Numbered Heads Together (NHT)* dalam memahami teks naratif siswa SMP sebagai sumber data. Data dianalisis dengan Analisis Deskriptif dan analisis isi. Hasil dari data analysis menunjukkan bahwa penerapan *NHT* dapat meningkatkan pemahaman membaca siswa . Hasil penelitian tersebut dapat ditemukakan dari penelitian ini dimana penggunaaan dari *Numbered Heads Together Strategy (NHT)* dalam memahami teks naratif pada siswa menengah pertama bersifat konstruktif dari segi tahapan dan menginspirasi dari segi kemampuan siswa dalam memahami teks naratif. Berdasarkan hasil penelitian ini, diharapkan dapat dijadikan sebagai informasi dasar atau referensi untuk melakukan penelitian lain mengingat *Numbered Heads Together* memberikan kesempatan yang lebih besar kepada siswa untuk saling membantu dalam penguasaan materi dan terlibat aktif dalam pemecahan masalah. Disarankan juga bagi peneliti lainnya untuk menerapkan *Numbered Heads Together* untuk keterampilan lain dan genre teks lainnya.

Kata Kunci : Strategi *Numbered Heads Together*, Pemahaman Membaca, Teks Naratif, Analisis

INTRODUCTION

Reading is one of language skills that learners learn in learning English. Students will get information and ideas that they need to know and enhance their knowledge by reading. It means that they are going to know what they haven't known as Cline et al (2006: 2) mean. They pointed out that reading is decoding and understanding written texts. It is expected that students perform their understanding to the texts read as the indication of reading comprehension.

Grabe and Stoller (2011:11) claimed that reading comprehension is a skill in order to understand the information in a text. It means that it is as a brain and eyes in making connection. In reading comprehension, the message that will be required in written form is the most important aspect that must be acknowledged by students. The main purpose of reading is to know the thoughts expressed in printed material. As a result, reading comprehension is only a way for students to arrive at what they want to know from reading materials.

Based on the 2013 Curriculum of the second year junior high school on second semester, the students are expected to comprehend social function, texts structure, and language features in narrative text as one of the text types that taught is narrative text such simple fable text and recount text.. According to Rebecca (2003), narrative text is a text, which relates a series of logically, and chronologically related events that are happened or experienced by factors. Narrative text purposes to entertain the readers. By understanding narrative texts, students also learn language components: vocabulary and grammar.

In order to make students understand narrative texts, teachers are expected to vary their teaching strategy as well as using the appropriate strategy.One of the strategies that is appropriate to be implemented in teaching narrative text is Numbered heads together. Numbered Heads Together is type of cooperative learning that designed to influence patterns of students' interaction and also as an alternative structure class traditional. According to Lie in Susanto (2014: 228), Numbered Head Together (NHT) is one type of cooperative learning that maintain special structures which designed to influence patterns of student interaction in order to improve learning English. It shows that Numbered Heads Together is a cooperative learning strategy that makes each student responsible for learning the material.

From the result of some researchers, it showed that implementing Numbered Heads Together Strategy is one of the appropriate strategies to be implemented in comprehending narrative texts. The implementation of this strategy is as one of the teachers' efforts in order to meet the objectives of learning narrative texts as the expectation of the curriculum. However, in implementing the strategy, teachers need to know thoroughly how it is implemented. The researchers also need to study thoroughly how the previous researches conducted by the researches on implementing Numbered Heads Together Strategy in learning narrative texts. Based on the previous explanation, it is necessary to conduct a research on the Analysis of the Numbered Heads Together Strategy in comprehending narrative texts before conducting a research on the implementation of the strategy. Therefore, this study will answer a research question "How can NHT improve/effect students' reading comprehension?"

RESEARCH METHODOLOGY

The researcher used the library which is collecting books, documents, and other printed materials as the source of data.The data source for this study is based on 7 journals on the use of numbered heads together (NHT) technique in comprehension of narrative texts for junior high school students as follows : Improving students' reading comprehension through cooperative learning strategies using numbered heads together (Nelli , Elysa Hartati,2018), The Effect Of Numbered Heads Together On Students' Reading Comprehension Of Narrative Text (ummi nurul hasanah,2017), Using Numbered Head Together to Improve The Student's Reading Comprehension in Narrative Text (yudi hari rayanto,2017), Improving Students' Reading Comprehension By Using Numbered Heads Together For Eight B Grade At Mts Alma'arif Singosari Maang (Nasrul Miftahur Riza,2020), A Study On Improving Students' Reading Comprehension Using The Numbered Heads Together Technique(Rosnani Sahardin, Mukarramah, Anwar Hanafiah,2015), Numbered Head Together Technique on Improving Students' Reading Comprehension(Fahmi Risnaldi, Bustami Usman, Diana,2016), The Implementation of Cooperative Learning Model 'Number Heads Together (NHT)' in Improving the Students' Ability in Reading Comprehension(Mayong Maman, Andi Aryani Rajab,2016).In this research, the researcher did identify from journals that related to the topic of this research.After collecting the data, the data were analyzed to reach the conclusion of the journals with descriptive analysis and content analysis.

RESEARCH FINDINGS

Description of analysis

The analysis is classified into descriptive analysis and content analysis. In the process of descriptive analysis, the researcher organized the articles into: general information, research questions, theories, methodology, findings, and suggestions (appendix 1). The data were analyzed in three steps for content analysis: unit analysis, taking notes, and drawing conclusion. In this process of unit analysis the researcher reorganized the result of descriptive analysis into: research questions/ objectives, methodology, findings, and suggestions. The researcher considers these items because these are the important points dealing with how the previous researchers conducted Numbered Heads Together (NHT) strategies for junior High School. Meanwhile, in the process of taking notes the researcher highlighted the table for the process of unit analysis (appendix 2). These are the process before drawing the conclusion as the result of analysis.

The result of content analysis

The result of analysis shows that the background of the studies is as follows:

a. Reading is essential not only in order to obtain information, but also in order to understand the text.

b. Reading is an important language development skill.
c. In reading comprehension, students are required to comprehend and remember main ideas as well as number of details elaborating the main and supporting ideas in text.
d. Teachers must have the right way in the teaching process to make students more active in the English subject, especially in reading.
e. Reading is also defined as the activity of looking at and understanding written words.
f. The teaching activity implemented should be qualified and the achievement of the students should be sufficient.
g. The selected teaching methods are in line with the lessons to be presented
.

Before Conducting the Research

Table 1. Concluding Results: Analysis for Constructing The Research

Theories	Research Design
Curriculum base	4 Classroom Action Researches
Reading Comprehension	2 Experimental Researches
Narrative Texts	1 Qualitative Descriptive
Motivation in reading	
Number Head Together	

After Conducting the Research

Table 2. Concluding Results: Analysis after Conducting The Research

Findings	Suggestions
1. Reading comprehension could improve through using Numbered Heads Together. 2. The student's mastery improved through the implementation of NHT 3. Significant effect of the students' score in reading comprehension of narrative text before and after using Numbered Heads Together. 4. The improvement of the students' competence in reading from cycle I to cycle II 5. Numbered Head Together technique could improve; the students' activeness during the teaching learning process and improve the students' reading comprehension. 6. Ten kinds of positive impacts of the implementation of NHT	1. It is suggested to apply NHT strategy in order to make the students understand more easily and become more communicative and be able to share their own knowledge with their friends in group and teaching learning process become more attractive. It is recommended to conduct further research to examine the improvement in teaching English for junior high school. 2. Teacher should be well prepared and able to manage time and classroom effectively in order to achieve maximum results and create conducive atmosphere and students should cooperate with their own group members. 3. It is also suggested for further researcher to apply Numbered

technique perceived by students: (1) learning enthusiasm can be higher (2) being brave on giving opinions (3) easier in accomplishing the difficult questions (4) more interested in group working (5) being more confident (6) easier to compromise with friends (7) not easily being bored in learning (8) can be closer with friends in working (9) more accustomed in group working (10) more interested to share knowledge within the group.

7. Based on interview with the teachers: the positive impacts that the teacher noticed and perceived: students' enthusiastic in learning affecting on their reading ability.

Heads Together for other skill and other kind genres of text.

4. It is suggested to use NHT in teaching reading or other language skill.

5. It is suggested to deliver questionnaire for students to know their opinions toward the technique

6. It is suggested that they can use this technique in teaching reading or other language skill.

7. The Class should be controlled in order to create the class to be more comfortable.

DISCUSSION

The result of analysis saw that researchers used theories related: reading comprehension, narrative texts, Number Head Together, and curriculum base. Curriculum is needed to be considered in designing teaching program by implementing Number Head Together (NHT) in teaching narrative texts for Junior High School students as a study conducted by Nelli and Hartati (2018). It shows that to understand narrative texts is not only for the topics. Sahardin et al (2015) and Hasanah (2017) include the concept of reading comprehension. Sahardin et al (2015) refers to definition of reading comprehension. It defines that reading comprehension is the process of understanding the message that the author is trying to convey. Hasanah (2017) refers to the inclusion of reading comprehension. Reading comprehension includes all of the process related in acquiring and understanding meaning from written language. However, Riza (2020) refers to the problem in reading comprehension. The students' problem in reading comprehension which the students were getting low motivation to read English text. The notion of reading comprehension is not only the result which is comprehension on the texts read but also the process in understanding a text. It means that the process of understanding a text is as a process in learning the language by acquiring it. The theories show that comprehending texts is through the process. If the learners are lazy to read, they do not face the process. Therefore, learners need to be motivated to read, not like as Riza (2020) refers to. He is concerned about students' problem in reading comprehension which the students were getting low motivation to read English text refers to.

Nelli and Hartati (2018) stated that Cooperative learning strategies using numbered heads together is assumed that it can increase the students' comprehension by making the process of learning being active. Besides, Risnaldi et al (2016) stated that numbered heads together is one of approach to involve students reviewing material and

also check their understanding for the text that they read. Riza (2020) and Rayanto (2017) stated that NHT is one of cooperative learning that can give same opportunities for each student to actively engage in the teaching and learning process. This is in line with Ibrahim in Hutasuhut (2012) who stated that Numbered Heads Together (NHT) is an approach which was expanded to include more students in studying the material covered in the lesson and check their comprehending of the content of the lesson instead asking question to the whole class. Rayanto (2017) refers to definition of narrative text by Sudarwati and Grace(2008), who said that narrative is a text that propose to entertain and amuse the readers, narrative deals with some problems which is lead to the climax and have the solution of the problem at the end of story so that we can get the moral of the story. Same with Hassanah (2017) that refers to Rakhmi (2012), she inferred that narrative is a text that tells a reader an amusing story of series to entertain the readers.

The result of analysis saw that researchers used research design related: Classroom Action Research, Experimental Research and Qualitative Descriptive. Nelli and Hartati (2018) Rayanto (2017), Maman and Rajab (2016), Riza (2020) used Classroom Action Research in their researches. Nelli and Hartati (2018) used Carr and Kemmis (1986) ideas which includes planning, acting and observing as well as reflecting. They did 3 cycles in their research, Same with Rayanto (2017) which used Cohen (2000) ideas which includes planning, action, observation, and reflection. Rayanto (2017) did 2 cycles in his research. While Maman and Rajab (2016), the procedures started from action planning, action implementation, observation and evaluation, and analysis and reflection.Riza (2020) applied one cycle in this classroom action research. The cycle also consisted of planning, implementation, observation, and reflection. Sahardin et al (2015) used an experimental research with a one group time series design. They compare pre-test with posttest score. Hassanah (2017) used Quasi-Experimental Research. She gave pretest to Experimental and Control class, after that she just gave treatment with NHT to Experimental class, and after that give post-test to both classes, last, she compare the score in experimental and control class. Since Risnaldi et al (2016) focused in their research with the impact of the implementation NHT, they used qualitative research with descriptive approach. They collect the data with Questionnaire and interview. It is supported with Bogdan&Biklen (1998), they claimed that in qualitative research, human beings could be used for the main instruments.

The result of analysis shows the findings of the researches as follow :

a.   Classroom Action Research

Nelli and Hartati (2018) did 3 cycles in their research, In Cycle 1, the implementation of numbered heads together was successful to improve students' reading comprehension ability and involvement. Cycle 2, the students who always made noise during the Cycle I, in the Cycle II could cooperate with the group since the researcher changed the sitting arrangement of these students from the findings, the improvement of teaching strategy could be clearly seen by comparing score of pre-test to post tests in cycle I, cycle II, and cycle III. Based on the result, it could be concluded that NHT could improve the reading comprehension of the eighth grade students of MTs Ma'arif 2 Muntilan. Classroom action research is aim to make a contribution in improving learning process using strategy and also give insight into students' behavior in using NHT (Afrizal, 2015). In this research, the result showed that students felt

happy, enthusiasms in learning process because they could be active and creative in group. It showed that the goal of classroom action research was successfully reached.

Rayanto (2017) did 2 cycles in his research. This research in cycle 1 was failed because only the questionnaire result could reach the criteria of success. The researcher conducted cycle 2 to solve the problem that was found in cycle 1. The changing made in the cycle 2 was successful. It was proven by the observation result, questionnaire result and the students' reading score that improved. The students could reach those criteria of success that was about 80%. The aim of classroom action research is to investigate then solve the problem and also make improvement of teachers learning process in classroom. In this research, then goal of classroom action research was reached. At the first cycle, the researcher couldn't solve the problem, and then he continued to cycle 2 with some changing, because of the changing, in cycle 2,the entire component has improved. From the result, using Numbered Head Together technique could be improved the students' reading skill in narrative text.

Riza (2020) used Classroom Action Research in his research. There were four meetings in the cycle. First meeting was for introduction and to do preliminary test, second and third meetings were for implementing teaching reading of recount text based on NHT Technique and last meeting was to conduct reading comprehension test. Based on the field note in first meeting, the researcher found that almost every student paid more attention to the technique due to its new atmosphere in their learning process. In the second meeting, the researcher found that there was an improvement from the first meeting. The students participated well in the discussion, and paid attention to the researcher's explanation. According to the field notes, the class condition in the third meeting was better than the previous meeting. The students were more attractive and enthusiastic in joining this technique. In the last meeting, the researcher administered final test to find out the students' progress after implementing Numbered Heads Together technique. The finding of this research showed that NHT Technique contributed to the students' reading ability and reading comprehension. The improvement could be achieved because the researcher asked the student to discuss and present the result of their answer. Based on Khasina(2013) in article "Classroom Action Research", the goal of classroom action research is to solve problem that happened in class, to create new atmosphere in learning process and also to improve students' skills in learning process. In this research, the goal has been successful because by using NHT, almost all of students interested in class, their scores also improved while using Numbered heads together. In short, this research was considered as successful due to the fact that the implementation of NHT Technique was able to improve reading comprehension.

Maman and Rajab (2016) used classroom action research in their research. They did 2 cycles in their research. Based on the observation of the action implementation in the second cycle, it can be said that the students' reading competence was better than in the first cycle. The findings of the research based on the reflection in the second cycle are by giving brief and clear explanation of the activities that would be carried out according to the stages of the activities in cooperative learning, the students' readiness to participate in the learning improved. The score achievement is 80 KKM as the indicator of the success set has been achieved in the second cycle, both for the process assessment and outcome assessment. Therefore, the researcher decided to end the research in the second cycle.The aim of classroom action research is to investigate then solve the problem and also make improvement of teachers learning process in

classroom. Same with Rayanto (2017), the result in cycle 1 was not successful; the students' learning activities had not reached the goal as expected. From that problem, the researcher solved the problem in cycle 2, and the result in cycle 2 was successful and the score had improved and the goal of classroom action research has been successful too. In short, the implementations of cooperative learning model 'Number Head Together (NHT) improved the students' competence in reading comprehension.

b.   Experimental Research

Hassanah (2017) used Quasi-Experimental Research. The result in her research showed that there was a significant different between experimental class that used NHT in reading comprehension and control class that used GTM in reading comprehension, where the score in experimental class was higher than control class. based on the calculation of t-test, it was known that the result of tobserve (to) was 3.19, and the degree of freedom (df) was used in the significance level of 5% was 1.672. The result showed that t-test to >ttable (3.19 > 1.672) which means that t-test was higher in the value 3.19 than t-table. Therefore, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. It can be concluded that the use of Numbered Heads Together on teaching reading of narrative text to the eighth grade students of MTs Yaspina is effective.Quasi-Experimental Research is aim to investigate an empiric evidence of strategy in learning process

Sahardin, Mukarramah, and Hanafiah (2015) used an experimental research with a one group time series design. After conducting the experiment by implementing NHT technique in teaching reading of narrative texts, the writers found that the students' reading comprehension could be improved. The result showed that the mean score of the students' post-test was higher than the pre-test scores. The t-score of this research was 17.55 and the critical value of tscore in significant of 0.05 was 2.0452. To know the significant of their scores, the researchers used the t-test statistical procedure. Based on the t-formula rule, alternative hypothesis (Ha) is accepted because t-score was higher than the critical value of tscore. In conclusion, it is proved that the use of NHT technique improves students' reading comprehension. The aim of experimental research is to examine the cause effect relationships. In this research, the aim was to find out the use of NHT could improve the reading comprehension of students or not. From the result above, it is proved that the use of NHT technique improved students' reading comprehension.

c.   Qualitative Research

Risnaldi, usman and Diana (2016) used Qualitative Research in their research. From the result of questionnaire analysis, the researcher found that there are ten kinds of positive impacts of the implementation of Numbered Heads Together technique perceived by students on their reading ability. From the result of the interview with the English teacher regarding the impacts of the implementation of Numbered Heads Together on her students' reading ability, there were several positive impacts that she noticed and perceived from the implementation of this technique on students' reading ability. In this research, the aim was to describe and interpret the implementation of Numbered Head Together Technique on Improving Students' Reading Comprehension from the point of view of students and teachers. From this research, the aim of qualitative research has been reached. The result showed that there were some positive

impacts of Numbered Heads Together technique toward the increase of students' ability in answering the quiz based on the reading text.

The result of analysis saw the suggestions from the researchers as follow: Nelli and Hartati (2018) suggested for the students to do more in practicing their English in order to improve their reading comprehension. As we know, to comprehend reading text, students should read more than once to get the meaning of the text. They should read, read, and read the text well. So, It is need to be reconsidered this suggestion.

Risnadi, usman and Diana (2016) suggested that teachers need to consider controlling class in implementing NHT. In their study, they suggested to have two teachers in controlling the class. They mentioned that this is as a suggestion because the teacher could not control the class. Since NHT is expected to be implemented in regular/ normal class taught by a teacher, it is need to be reconsidered this suggestion. A possible solution is that the teacher should also improve their competence in teaching by understanding more about classroom management. If the teachers really understand about classroom management, the class should not be taught by two teachers.Still connection with classroom management, Hassanah (2017) suggested that teachers and students to be able manage the time well to make the class effective and conducive. Time management is important in learning process. The teacher should give the time which appropriate with the task and the students should use the time that given by teacher wisely. With time management, it helps teachers get more things done in less time. If the time management is effective, teacher maybe could use the time left with doing fun activities.

Nelli and Hartati (2018), Riza (2020) ,Rayanto (2017) and Hassanah (2017) had the same suggestions to other researchers. They suggested other researchers to use numbered heads together as a technique to increase students' reading comprehension in any kinds of text. Because of all of their researches has been successful using numbered heads together, and also as Rayanto's (2017) opinion, numbered heads together gave many advantages to students ; such as made students bravely answer the questions and share their ideas, increased their skills in understanding text. In addition, Riza (2020) gave additional suggestion to further researchers. He suggested future researchers to deliver questionnaire to students. As the result of his research, it is important to know students' opinions about the technique that they used. From given questionnaire, the teacher would know how the students' feel in learning process. Riza (2020) Rayanto (2017) Maman and Rajab (2015), and Risnaldi, Usman and Diana (2016) had the same suggestion for English teachers. They suggested English teachers to use numbered heads together as one of alternative technique to be applied in teaching reading text especially narrative texts. Since all of researchers did research using numbered heads together and had the good result. They also had proved that it is effective using numbered heads together as an alternative technique in teaching reading comprehension. Sahardin,Mukkaramah, and Hanafiah (2015) didn't put suggestions in their article. In researcher's opinion, they should put suggestion in their article to know their opinion about using NHT technique.

CONCLUSION AND RECOMMENDATION

Conclusion

The result of the analysis shows the findings of this study of the previous studies on implementing Numbered Heads Together Strategy in comprehending narrative texts for Junior High School students. The finding of this study in which the use of NHT in comprehending narrative texts for Junior High School students was constructive in terms of the stages and inspiring in terms of the students' ability in comprehending narrative texts. The finding of this study is the answer of the research of this study "How are the studies on Numbered Heads Together Strategy on comprehending narrative texts for Junior High School students?" The study found that the constructions of studies indicate how the strategy was implemented from background, process, and result as well as suggestion. The process was about how the studies were conducted as the implementation of the research design. They were not only CAR and experimental research but also qualitative research which may inspire the following researcher. The findings of those studies show the use of NHT in improving the students' reading ability. In line with the findings of the studies suggested to use NHT as one of alternatives in increasing the students'' reading ability.

Recommendations

The finding of this study shows that Numbered Heads Together Strategy (NHT) in comprehending narrative texts for Junior High School students was constructive and inspiring. Based on the result of this study , it is expected that it can be used as basic information or reference to conducting other researches because Numbered Heads Together provides more opportunities for students to help each other in mastering the material and to actively engage them in solving the problems. It is also suggested for further researchers to apply Numbered Heads Together for other skills and other kind genres of texts.

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