

teacher in the class. The real English teacher helped her to fill up the observation checklist and observational sheet because she could not observe herself.

In this research, the time used was 2x40 minutes. During the implementation of the first cycle, the researcher used four steps. It was stated by Kurt Lewin as follows:

1) Planning

In this stage, the researcher identified the problem of teaching and learning reading narrative in the class. The problem was the students have less motivation to learning reading and their vocabulary still low enough. Besides, the students were difficult to identify the generic structure of narrative text well and they could not reach the standart minimum score. Therefore, the researcher tried to solve the problem by applying NHT technique. Hoping it would give more change for the students to improve their reading narrative text ability.

Before going to teach, the first, the researcher made lesson plan. She used one lesson plan for each cycle. The second, the researcher prepared the material. She chose narrative text for the material. For the first cycle she chose the fable story entitled "*The Lost Caterpillar*". Next, she prepared the picture to warming-up the

- Students : (keep silent)
- Teacher : (repeat the question more slowly)
- Students : (some of them were still confused)
- Teacher : Apa yang ada di pikiran kalian ketika saya mengatakan naratif pada kalian?
- Student (1) : Legend
- Teacher : Good, is there anything else?
- Students : (keep silent)
- Teacher : Kalau *story* bisa apa enggak?
- Student (2) : Ya bisa *story*
- Teacher : Can you mention the other?
- Student (3) : Fairy tale
- Student (4) : Fable
- Teacher : Can you give me the examples of narrative? I mean the title
- Student : (look confused)
- Teacher : Dapatkah kalian memberikan contoh cerita naratif? Maksud saya judulnya
- Student : Ohhhhhhh....
- Teacher : Okay, anyone who can give example?
- Student : (keep silent)
- Teacher : Okay, I will choose one of you

- Teacher : Students, do you have difficulties in the last meeting?
- Students : keep silent
- Teacher : Punya kesulitan apa enggak?
- Students (10) : itu mis, kelompoknya lho nggak enak
- Students (11) : iya kita milih sendiri aja
- Teacher : Ok, just wait and see what I will do later. Then, do you really understand about narrative text?
- Students : Yes..... (in choir)
- Teacher : Ok, I will give you exercises to check do you really understand or not.

After that, the researcher asked the students to arrange the jumbled story and stick on the whiteboard. Next, she discussed it together and most of them could answer correctly.

Then, the researcher distributed another material entitled *the Rats and the elephants*. She still gave opportunity to the students to ask her about difficult words. Next, she asked them to read silently.

Like the previous meeting, the researcher reminded the students about NHT technique. She still divided them into groups of four but she changed the formation. A group formation based on their absent. They decided their own number in their group. Only one group had 3 members. The process of dividing them was described as follows:

Table 4. 6

No	Criteria	ΣX	N	Total
1.	Sangat termotivasi	10	31	32,26 %
2.	termotivasi	20		64,52 %
3.	Kurang termotivasi	1		3,22 %
4.	Tidak termotivasi	0		0,00 %

Question Number 7. Are there progressions in reading when NHT technique is applied? The results are:

Table 4. 7

No	Criteria	ΣX	N	Total
1.	Sangat ada	5	31	16,13 %
2.	Ada	25		80,64 %
3.	Kurang ada	1		3,22 %
4.	Tidak ada	0		0,00 %

Question Number 8. Does the teacher often motivate the students to be more active in the class during NHT technique? The results are:

Table 4. 8

No	Criteria	ΣX	N	Total
1.	Sangat sering	6	31	19,35 %
2.	Sering	15		48,39 %
3.	Kurang sering	9		29,03 %
4.	Tidak sering	1		3,22 %

increase their score. They could reach the indicator of achievement, moreover their mean score was higher from the indicator of achievement. So, in this cycle the students got their goal and the cycle was end.

In a whole, a good progress through the implementation of NHT technique to improve reading narrative text ability could be seen through the improvement made by the individual score of students and the mean score.

such as NHT technique. In this technique, the students can learn the lesson in group. Learn in group give chance to the students to share their ideas to the other and it can motivate students to increase their cooperation.

2. The teachers must motivate the students to learn actively in order to improve their English achievement.
3. The students must be motivated to speak English when they learn English because when the researcher applied NHT technique in their classroom, more than half students used their mother tongue to interact with their friends when they discuss and to express their opinion.

Finally, the researcher realizes that this study has weaknesses and far from being perfect. Moreover, the researcher would like to invite other researchers who want to investigate NHT technique in different skill such as in listening, speaking, or writing.

