CHAPTER 1

INTRODUCTION

In this chapter researcher presents background of study, statement of the problem, objective of the study, significant of the study, hypothesis of study, and thesis organizer

1.1 Background of the Study

In Indonesia, English is taught as compulsory subject from elementary to university level. There are four skills that should be mastered in learning English, they are listening, speaking, reading, and writing. One of the very important skills which should be mastered in learning English language is reading skill. Compared to the other skills, reading may be considered as the most frequently used skill in school. The students are expected to read information which is mostly written in English. In other words, reading dominates the teaching material in almost English Text books. Therefore, school based Curriculum 2013, the object of teaching reading for the eighth grade is to enable the students construct the meaning from the text. Basically, it is as same as comprehension of the reading text. The students are expected to be able to identify the aspects such as identifying main idea, explicit and implicit specific information, references, word meanings, phrase and sentences of short essay.

Based on the researcher experienced on PPL, the researcher found that there were several problems from the students that had been observed. Firstly, they got difficulties about how to comprehend text, especially in English text. While, from the English teacher's information the average reading score was low. So that, the researcher knew that the teachers must have a solution to make the student easier and make the students how to be good reader when they read texts. Secondly, the researcher found another problem that the teachers used old technique in teaching reading, namely Grammar Translation Method. Therefore, it made the students feel bored in learning English language. So, the researcher wants to give one of the teaching techniques to make the students be more active in the class.

Reading is important for one's language learning development and for their learning life in general. Reading plays an important role in the process of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs. Although the students have their own desire to read. According to Cahyono and Kusumaningrum (2011:63), reading is an activity of getting information to language learning in general. Reading is one of language skill that can be learned by junior high school students in order to improve student's English language skill vocabularies in English language.

Furthermore, Reading is not only about how to understand the word means, or structures/sentences but also reading is about a process on getting information and building understandings. There are so many definitions about reading. Therefore, it is difficult how to formulate and explain what a perfect definition of the reading is. The best words that can make a conclusion about reading, there are; first reading is a basic activities to learn English before we try how to speak and written something. Second, reading makes the students rich about knowledge that can be useful for their lives and activities. Telling about reading, perhaps reading without comprehension of written text is not effective, because the readers cannot get information and the aim of that text. The goal is to gain an overall understanding of what described in text rather than to obtain meaning from isolated words. Thus, the student's reading success depends on comprehension in reading text. It means when the students' reading comprehension are poor, they cannot enhance their knowledge in reading skill. In our country, Indonesian students are expected to read many types of text, including narrative text. By reading, students are able to get complete understanding of the narrative text. Many students find interesting story in reading and think that they understand the story. First, students have some difficulties in getting information from the text, in this case is narrative text. Then this situation leads the students to have a low achievement in reading activity. In addition, the teaching and learning process of reading comprehensions run conventionally in class. It makes the students think twice to do reading activity. Moreover, reading is a long activity.

There are some complicated problems which students usually face. The students have a problem to understand the meaning of text. They still confused to understand the reading comprehension. One of mean problems that students also face in learning reading is how to improve their reading comprehension. It happens because the English teacher uses the old technique. They are many techniques in teaching reading to make students active in the teaching learning process and one of the techniques is Numbered Heads Together (NHT) technique.

Numbered Heads Together is one of techniques in Cooperative Learning which is popularized by Spencer Kagan. Roger, et.al. in Huda (2011:29) says that cooperative learning is a group of learning activity organized which in such way that learning is based on the socially structured to change information between learners and other learners and each learner is held accountable for his or her own learning and they are motivated to increase the learning of others. It means cooperative learning is the process of learning that the students discuss difference ideas about the material and make conclusion of some information in the group. Then, the purpose of the technique is to make all of students be active and be responsible to share different idea in English lesson. Imas and Berlin (2016:29) explain that one of techniques in Cooperative Learning Method is Numbered Heads Together.

According to, Kagan's in Mahmoud (2014:616), argues cooperative learning is able to make learners have higher achievements because they do learning in group, and implicitly that Numbered Head Together is a technique that can help students to have higher achievements. Numbered Heads Together technique is where the teacher gives numbers to each student and gives questions to every student based on their get numbers. While, the teacher can apply the technique to students in the class and makes the students interest in reading comprehension so that students are not bored in learning English. One of advantages in using the technique is to make the students be more confidence and active in the class.

The study was conducted by Wijayanti (2012), entitled *"Teaching Reading Comprehension Using Numbered Heads Together to The third year Student of SMP Negeri Boyolali"*. The result of this study was intended to give contribution to the teaching learning English of reading. The data of the research was information about technique of teaching reding comprehension using Numbered Heads Together. Based on the research finding, it could be concluded that the technique of Numbered Heads Together was very helpful to the teacher. The students became very attracted in joining the lesson. The technique of Numbered Heads Together also built cooperation and convidence during the teaching learning activites. Therefore, the application of numbered heads together technique in experimental class was effective then the phase technique.

Based on the explanation above, the researcher is interests in conducting research with the title, "The Effectiveness of Number Head Together to Improve Student's Reading Comprehension of Narrative Text" (A Quasi Experimental Study at the Eighth Grade Students of MTs Darul Ulum Purwogondo in the Academic Year of 2019/2020). Therefore, it can help the students to be more easily, active, and productive in making a project that will produce in which to be performed in public by spoken or reading. All of them are making easy to learn English, especially in teaching reading comprehension.

1.2 Statements of the Problem

Based on the explanation in the background of study above, this research is conducted for answering the following question:

"How effective is the use of Numbered Heads Together Technique in improving reading comprehension of narrative text at the eighth grade students of MTs Darul Ulum Purwogondo in academic year of 2019/2020?"

1.3 Objective of Study

Concerning with the problem statement above, the research objective of the study is

"To examine the effectiveness of using Numbered Heads Together technique in improving reading comprehension of narrative text for eighth grade students of MTs Darul Ulum Purwogondo in academic year of 2019/2020."

1.4 Significances of Study

The result of this research is expected to be useful and give some benefits for the other people. The benefit as follow:

a) **For Students**

By using Numbered Head Together technique, it can help students to improve their skill, cause by this technique it will be motivated them to read more easily than usually.

b) **For Teachers**

The researcher hopes, this technique can be used as a reference to teach by using Numbered Head Together in the class, especially in reading comprehension of narrative text. Hope that the technique will be easily to be applied and effective to make teaching learning process be so much fun.

c) **For the Other Researchers**

The researcher hopes that this research has benefit and can help another researcher as a reference in the future, especially the researcher that will conduct in the similar research.

1.5 Hypothesis of Study

Based on Mubarok (2015:29), hypothesis is temporary answer to the formulation of research problems. There are two kinds of hypotheses, those are null hypothesis (Ho) and alternative (Ha) that will describe as follows:

a) **Null Hypothesis (Ho)**

The researcher formulates the null hypothesis (Ho) as follow:

"The use of Numbered Head Together Tehcnique is not effective to improve student's reading comprehension of narrative text at the eighth grade students of MTS Darul Ulum Purwogondo."

b) **Alternative Hypothesis (Ha)**

The researcher uses the alternative hypothesis (Ha) as follow:

"The use of Numbered Head Together is effective to improve students' reading comprehension of narrative text at the eighth grade students of MTS Darul Ulum Purwogondo.

1.6 Thesis Organizer

In this thesis consists of five chapters, as follows:

Chapter I consists of general background of study, statement of the problems, objective of study, significant of study, hypothesis of study, and thesis organizer.

Chapter II discusses about review of related literature which consists of previous study, the theoretical review, and theoretical framework.

Chapter III discusses about methodology of the research that consist setting of research, research variable, instrument, subject of research, technique of data collecting, technique of data analysis, and data statistical hypothesis.

Chapter IV discusses about the result and discussion of the research.

Chapter V consists of conclusion and suggestion.