

# **CHAPTER I**

## **INTRODUCTION**

This chapter covers some points including the research background, formulation of research problem, research objective, research hypothesis, research significance, research scope and limitation, definitions of key terms and organization of the research.

### **A. Research Background**

Based on the objectives of teaching English as stated in the basic competence of English curriculum of 2006 for junior high school states that students are expected to be able to respond the meaning and the rhetoric steps in short essay accurately, fluently, and acceptable to interact in daily life in the descriptive, recount, narrative, report, and procedure text.

Based on researcher interviewed students in MTs Aswaja Tungganggri, the researcher found that some difficulties encountered by students in understanding the material especially in descriptive text. Most of the students feel that reading activity is burdensome and boring. Some of them delay the reading activities so long. Some of them carry out the reading task, but they are not able to comprehend the contents of the text due to their limited vocabulary. It can be seen from the fact that the way they answer the questions is only by repeating the sentence they find the questions. In other words, they cannot produce their own sentences as expected by the teacher. If they don't find the same words, phrases,

or sentences in the passage they will get difficulty. Therefore, they are many wrong answers and finally they get bad mark.

One factor that affects the success or failure of teaching of English comes from the teacher. Allen and Valette (in Ahmadi, 2004: 30) state a teacher is the main figure in language classes since the teacher can manage all the learning teaching activities. Hummarly (in Ahmadi, 2004:30) says that the teacher is the main factor for the success or failure of foreign language teaching. Hunter (1994) has opinion that a teacher is decisions that are mode by the teacher. One of the classroom decisions that teacher can make is the choice of the learning tehniqe to be applied in learning teaching process. To conclude, the tehniqe used by the teacher in learning teaching activity is an important factor for helping both the teacher and the students to achieve the instructional objectives.

Reading is one of four important skills in English. Reading is regarded as a decoding skill that is, interpreting codes into ideas. Wallace (1993:4) states that reading is interpreting, which means reacting to a written text as a piece of communication. In other words, we assume some communicative intents on the writer's part in which the reader has some purposes in attempting to understand. People consider reading as an important activity, so that people usually say that reading is the window of the world. It is means see the world. By reading, people can get the information widely without going anywhere.

Reading is an active process of identifying important ideas, comparing and applying them. Therefore in reading paragraph we have to try to comprehend the main idea of the reading material. Without comprehending the paragraph, it

will be very difficult to understand what we have or what the writer means in the reading material.

In teaching english, there are many kinds of reading text. They are: narrative, descriptive, procedure, recount, anecdote, report, explanation and many others (Martin, 1994 et al in Johns, 2002: 76-77). Based on the syllabus in academic year 2015/2016, students of Junior High School are demanded to understand about various text types, one of which is descriptive text. Descriptive text is text which describe about the features and characteristic of something in detail. In descriptive text, the seventh grade students are expected to be able to understand simple descriptive text correctly. It is taught by teacher in order to make student know how to describe people, something, or animal. Student should be able to make sentences in form of present tense and develop main idea into short descriptive text.

One of the techniques that can be used to help student in reading is Numbered Head Together (NHT). Numbered Head Together (NHT) is a cooperative learning strategy designed to influence the students interaction pattern and as the alternative for traditional class structure. Numbered Head Together can help student to to involve more student in learning material which consist in a lesson and to know their knowledge about the material given (Kagan : 1993). This technique is helpful for student who like thinking together (Cayabyab: 1999). Numbered Head Together (NHT) is one of the techniques which can be implemented in teaching and learning process because of the simple way to apply this technique. That is way, the researcher choose Numbered Head Together to be applied in MTs Aswaja Tunggangri to know how effective this technique in

reading comprehension because of English teacher in those school not apply this technique in support student reading descriptive text.

Numbered Head Together (NHT) technique contributes to help student's reading comprehension in reading descriptive texts in the terms of organizing ideas, increase vocabulary. Besides that, Numbered Head Together (NHT) is simple way to apply for student and teacher in reading and one of the solutions to increase student reading skill eventually the score of reading's student can be better.

The technique of Numbered Head Together actually is disclosed of "Kagan", but to know how effective the use of Numbered Head Together (NHT) in the teaching reading in descriptive text in the classroom, the researcher interested to apply this research. To prove that strategy is effective to be used she can take a look the previous studies. The first is thesis written by (Afrilia: 2011) The research conducted in experimental research design. The result of the research above, that the researcher suggest an English teacher to use Numbered Head Together (NHT), because it can be used one of alternative teaching reading technique to teach reading comprehension.

The second is thesis written by (Permanasari: 2011) The research conducted in Classroom Action Research with (CAR). The result of the research showed that the students' responses in learning reading was quite good. Students appeared more active and cooperative in discussion section. They divided the job to do assignment. The researcher suggest an English teacher to use Numbered Head Together (NHT) technique was a good technique to teach reading comprehension to the students.

From the explanation above, the writer is interested in conducting research with title” The Effectiveness of Using Numbered Head Together (NHT) to Increase Student Reading Comprehension of Seventh Grade at MTs Aswaja Tunggangri”.

## **B. Formulation of Research Problem**

Based on the background of the study above, the researcher formulated the question as follows:

1. How is students’ reading comprehension score before being taught by applying Numbered Head Together (NHT)?
2. How is students’ reading comprehension score after being taught by applying Numbered Head Together (NHT)?
3. Is there any significant different score of the students’ before and after being taught by applying Numbered Head Together (NHT)?

## **C. Research Objectives**

Based on the researcher question above, this purpose of this study are:

1. To find out students’ reading comprehension score before being taught by applying Numbered Head Together (NHT)
2. To find out students’ reading comprehension score after being taught by applying Numbered Head Together (NHT)
3. To find out significance different score of the students before and after being taught by applying Numbered Head Together (NHT)

#### **D. Research Hypothesis**

In this study there are two kinds of hypothesis formulated to be tested. There are Null Hypothesis ( $H_0$ ) Alternative Hypothesis ( $H_1$ ).

The Null Hypothesis ( $H_0$ ) : There is no significance in the teaching reading comprehension score between the students before taught using Numbered Head Together (NHT) and after using Numbered Head Together (NHT).

The Alternative Hypothesis ( $H_1$ ) : There is significance in the teaching reading comprehension score between the students before taught using Numbered Head Together (NHT) and after using Numbered Head Together (NHT).

#### **E. Research Significance**

The findings of this study are expected to give contribution for the students learning technique, teacher, other researcher and the writer herself.

##### **1. Students**

The result of this study can be used by the learners as reference to learn English especially to increase their reading comprehension. Hopefully, by the Numbered Head Together (NHT) the learner can increase their reading skill to become successfully.

## 2. The Teacher

For English teacher, the findings are expected to be useful contribution to know the characteristics of each student in increasing reading comprehension. The result of study can be used the teacher to develop and create the suitable method to increase students reading comprehension in the teaching learning activity.

## 3. Other Reseacher

For the other researcher this thesis will give some constributions and information about Numbered Head Together (NHT) to increase reading comprehension. The result of the study can be used as a reference for other researcher to conduct a further researcher dealing with learning tehniqe to increase reading comprehension in students activity.

## 4. The Writer

It is most important thing for finding useful experiences is the Numbered Head Together (NHT) to increase reading comprehension. The writers is English students so it is very important for the writer in develop her reading skill.

## **F. Research Scope and Limitation**

1. The study is to describe the process of increase reading comprehension by using Numbered Head Together (NHT) at MTs Aswaja Tungganggri. The analysis is focused on technique chosen by the teacher to increase the students' reading comprehension by using Numbered Head Together (NHT). Dealing with the ways to select the technique, to present the material and the students' response toward the technique.

2. The subject of the research is seventh grades of MTs Aswaja Tunggangri.

The reason of choosing seventh graders as the subject it because they must be motivated to master English skill especially at reading. Having motivation, they will study harder to work the problem of English out at nine grade easily.

## **G. Definition of Key Terms**

### 1. Reading Comprehension

Reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text

### 2. Numbered Head Together (NHT)

Numbered Head Together (NHT) is a cooperative strategy that offers an alternative to the competitive approach of whole-class question-answer, in which the teacher asks a question and then calls on one of the students with a raised hand.



## **F. Organization of the Research**

In order to write a good thesis, it is necessary to arrange it systematically. The organization of the main issued discussed. This thesis is divided in to five chapters as follows:

1. Chapter I (Introduction): it presents the research background, formulation of research problem, research objective, research hypothesis, research significance, research scope and limitation, definitions of key terms and organization of the research.
2. Chapter II (Review of literature): it presents the general concept of reading, types of reading, reading comprehension, descriptive text, definition of cooperative learning, Numbered Head Together (NHT) and previous studies.
3. Chapter III (Research method): it presents research design, research design, population and sample, research instrument, instrumentation of developing test, validity and reliability testing, data collection method, and data analysis.
4. Chapter IV (Finding and Discussion): it presents description of data, hypothesis testing and discussion
5. Chapter V presents the conclusion of the research and suggestion for further research.