

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, problem of the study, the objective of the study, the significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Reading ability is a skill which is more important than other skills, because the skill can promote to master other skills and components. Mikulecky (2008), a teacher-trainer in the Harvard University Summer ESL Program, in the Simmons College MATESL Program, and in Moscow, Russia, a author of the book entitle *A Short Course in Teaching Reading Skills* and co-author of the *Reading Power Series*, states that reading is the basis of teaching in all aspects of language learning such as editing, writing, revising, developing vocabulary, acquiring grammar, using textbooks for language courses, and using computer-assisted language learning programs.

Reading ability could not be separated from comprehension. According to Vellutino et. al. (2007) reading comprehension is a part of reading ability. While reading comprehension itself is defined as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RAND Reading Study Group citen in Pardo, 2004).

Based on Syllabus of 2013 curriculum, syllabus from a new curriculum which is usually called as K13 curriculum that started to be applied since 2013 year, there are some types of texts which are expected to be mastered by

Junior High School students, they are: Descriptive text, Procedure text, Recount text, and Narrative text.

Descriptive text is kind of texts that has purpose to describe the features of someone, something, or a certain place, which the generic structure of its text are introduction and description, and the tense that is often used by the text is Simple Present Tense. When students are taught about Descriptive text, they are expected to comprehend the text and also understand about its social function and its language feature. And Descriptive text is one of teaching material that must be taught in Junior High School.

Islamic Junior High School (MTs) Misriu Al-Hasan Kraton, Mojo, Kediri is Junior High School which is observed by the researcher when the seventh graders were still learning about Descriptive text. MTs Misriu Al-Hasan Kraton is a school which is using KTSP curriculum to the eighth and ninth graders, and K13 to the seventh graders .

In MTs Misriu Al-Hasan Kraton, there are many special things that are had by the school. Some of them are: everyday, the students are trained to routinely pray *Duha* together in the school's mosque and are routinely trained to recite some verses of holly *Qur'an* before they start learning in their classes. The students are also demanded to pray *Dhuhur* together in the school's mosque. Therefore, those activities became habitual activities in the school.

But there are some problems that are had by the seventh graders of MTs Misriu Al-Hasan Kraton in learning English. Many of them are getting difficulty in comprehending Descriptive text that make they could not pass the minimum score/ KKM (75). In the reading, they seem not serious in gaining

comprehension. They seem less interested if they are asked to read and answer questions. Even, they tend to make noisy. It makes them could not engage in the teaching and learning process well.

Reading English text and answer questions about the text individually might be easy by high ability students. But average low ability students might get difficulty in doing it. Whereas, the amount of students that have high abilities over there are more lower than the amount of students that have average and low abilities. It was proved by the result of pretest that showed they were 19 students got scores 30-60 (low ability), there were 6 students got scores 70 (average ability), and there were only 3 students that got scores 80-100 (High ability).

Cooperative Learning approach is approach that can be used to teach English in Junior High School. Cooperative learning has ‘PIES’ principles, they are Positive interdependence, Individual accountability, Equal participation, and Simultaneous interaction (Kagan & Kagan, 2009). Positive interdependence principle can create mutual support among students and can increase the quality and frequency of peer tutoring. Individual accountability principle can increase student's participation and motivation in learning. Equal Participation principle can make students who would not participate or who would participate very little become engaged. And simultaneous interaction principle can increase the amount of participation per student. So, by applying Cooperative Learning approach enables students to get enjoyment in the teaching reading.

Some researchers have conducted some studies which found that Cooperative Learning gives positive impact toward students' learning achievement. Kristiawan (2013) found that Cooperative Learning could help students to improve their achievement in terms of academics and social skill, such help, support, and give encouragement to other people. Tsay and Brady (2010) found that the more a student actively participates in cooperative learning, the higher the student's score on average on individual and group. Moreover, Gömleksiz (2007) found that, Cooperative Learning is effective to teaching English as a foreign language. But Bryson (2007) in mathematics classroom, found that Cooperative Learning is not useful for her students' achievement, she was not satisfied with the research result and she would like to repeat her research. It means that Bryson's research result, in mathematics classroom, is lack strength than the results of Kristiawan, Tsay and Brady's studies.

Cooperative Learning approach has some techniques, one of the technique that could be used to teaching reading in Junior High School is 'Numbered Heads Together' technique. This technique is effective for teaching reading in Junior High School level. Fithiawati (2014) concluded that Number Heads Together (NHT) technique was effective to use in teaching reading ability on Narrative text. Rahmawati (2014) shows that Cooperative Learning type Numbered Heads Together (NHT) was more effective than conventional learning. Firdaus and Martriwati (2014) shows that the use of Numbered Heads Together (NHT) was effective in teaching reading comprehension. The last is Nikmah (2015) concluded that NHT technique can be benefited or can give

contribution to the students because the students can enjoy while do the reading comprehension task, the students can be interesting in the teaching reading comprehension, and the students can do the task of the reading comprehension in Descriptive text well, so that the students can get good score. So, the researcher concluded that NHT technique is more effective than conventional learning. And the implementation of NHT technique could improve students' reading ability on Narative text or Descriptive text because technique could make students be enjoy while do the reading comprehension task, the students can be interesting in the teaching reading comprehension, and the students can do the task of the reading comprehension in Descriptive text well, so that the students can get good score.

Based on the statements above and the researcher's observation to the seventh graders of MTs Misriu Al-Hasan which has many students that could not pass the minimum score (KKM) in reading Descriptive text, the researcher intended to improving seventh graders' reading ability on Descriptive text by using NHT technique in the school, in the 2016/2017 academic year.

B. Formulation of the Research Problem

Based on the background of study above, the formulation of the research problem is: "How can the implementation of Numbered Heads Together (NHT) technique improve seventh graders' reading ability on Descriptive text at MTs Misriu Al-Hasan Kraton?"

C. The Purpose of the Study

Based on the statements of the research problems above, the purpose of this study is: “To know how the implementation of Numbered Heads Together (NHT) technique can improve seventh graders’ reading ability on Descriptive text at MTs Misri Al-Hasan Kraton”.

D. The Significance of the Study

The result of this research could give valuable contributions to the English teachers and to next researchers. The contribution to the English teachers is this research could be an inspiration for other teachers to conduct Action Research in their classes if they find some problems or if they would like to improve quality of the teaching and learning in their classes.

The contribution to next researchers is the result of this Action Research could be an inspiration to conduct an Action Research with their own practices.

E. Scope and Limitation of the Study

The scope is the area which is covered of this research. The scope of this research is teaching reading by using Numbered Heads Together (NHT) technique. In teaching reading, there are many kinds of text in English such as: Descriptive text, Narrative text, Procedure text, and Recount text. In term of teaching technique, there are a lot of teaching technique such as Jigsaw technique, Round Robin technique, and Round Table technique. Therefore in order to make the research becomes more focus on improving reading ability

on Descriptive text, this research is limited only on Descriptive text and NHT technique.

F. Definition of Key Terms

Some words which are used in this research become key terms, in order to create a better understanding and to avoid misinterpretation about the terms which are used in this research, they are:

a. Descriptive Text

Descriptive text is kind of texts that has purpose to describe the features of someone, something, or a certain place, which the generic structure of its text are introduction and description, and the tense that is used by the text is Simple Present Tense.

b. Numbered Heads Together (NHT)

Numbered Heads Together (NHT) is a technique which comes from Cooperative Learning that makes students work together in groups. To make students become better work in groups, in this study, firstly, the researcher defined to combine among low and high students in each groups and separated between students who often make a noisy. After all groups have been made, then the researcher started to apply the concept of NHT technique, that is all members in each groups have to know and to be ready to explain their group's answer (s) by allowing the members to help each other, and when students help their group mates, they help themselves and their whole group, because the answer given by one of the

members belong to the whole group, not just to the group member who gives it (Hall and Jacobs, 2002:52-53).

G. Organization of the Study

This research consists of five chapters. The first chapter discusses background of the study, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key terms, and the organization of the study. The second chapter discusses overview of reading ability, overview of Descriptive text, overview of Numbered Heads Together (NHT) technique, and review of previous study. The third chapter discusses research design, subject and setting of the study, and procedures of the research. The fourth chapter discusses about findings of the research and discussion about the result of research. And the last chapter discusses about conclusion from the result of implementing Numbered Heads Together (NHT) technique in teaching reading on Descriptive text and suggestion of implementing the technique.