CHAPTER I

INTRODUCTION

This chapter presents the theories related to the thesis. It consists of eight sub chapters. They are: (1) background of the study, (2) statements of the problem, (3) the objectives of the study, (4) the basic assumption, (5) the purpose of classroom action research, (6) the benefit of the research, (7) the scope and limitation of study, and (8) the definition of key terms.

1.1. The background of Study

Reading is one of the essential skills for English students. As stated by Mikulecky and Jeffries (1996:1), reading is one important way which can improve the students’ general language skills in English. It means that reading can improve the vocabulary, the writing and the speaking skills. In other words, by reading a language learner will get something to improve his knowledge, information and pleasure, instruction to do something and also know what is happening and has happened, etc. Someone’s knowledge develops material to be read is also more complex. In order to gain what the people need to know from written language or text, they read several reading sources such as magazine, novel, short story, scientific book, religious book, etc. Therefore, it is undeniable that reading is very important to be taught in school. Since students should be able to communicate their ideas in their daily life through writing, such as to write letters, to put written report and to reply to advertisement.
Harmer (2002:68) states that reading is a process of decoding message which readers own experience and knowledge. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well rounded, fascinating lessons. Additionally, in education in Indonesia, reading skill has important role because it is used in the final examination. So, the students must have a good reading if they want to pass the exams and graduate from the school.

But, it was contrast to the fact that most of senior high school students still had low score achievement in reading English. In the classroom, the teacher was still the center of the learning. The students seldom discussed and shared the materials each other because the reading activity is still depended on the teacher’s explanation, e.g. the teacher always stands in front of them to explain the materials whereas the students listen the explanation. So, the clever students tend to be active but the other students tend to be passive. If happens because some clever students dare to ask and share opinion to the teachers but the other students
do not. These made the students not learn reading optimally and make the students feel bored.

In Educational Unit-Oriented Curriculum (Kurikulum Tingkat SatuanPendidikan (KTSP)), the objectives of teaching reading are clearly stated. For Senior High School, students are expected to be able to read and comprehend: descriptive, narrative, procedure, recount, news item, report, exposition, spoof, review and explanation (BSNP, 2006:18).

Grabe (2009) also states in reading comprehension, students are trained be able to comprehend and understand about the context that has been explained in the text. It means that students need to learn a considerable amount of information from a text.

Therefore, students require abilities to comprehend and remember main ideas as well as number of details that elaborate the main and supporting in ideas in text. They also need to link the text to their knowledge base. In fact, reading comprehension is not as easy as people think. It is not easy to have the ability to comprehend meaning from the printed page and interpret the information appropriately. Willis (1996: 72) states that “I understand all the words but I don’t know what the writer is getting at” is a common complaint from students reading a second language. Consequently, students will need to read the text two or three times to get even an approximate sense. All this takes time and many less motivated students give up.

Based on preliminary research by the writer, many students of eleven grade at MAM 1 Malang think that the most difficult skill is reading. It was
because they have problems when they read English text. The problems are; (1) students had difficulty to find the main idea of the text, (2) students had difficulty to find word meaning from the text that they read, and (3) students had problem to find implicit and explicit information of the text.

The problems above are supported by the score of students’ reading who are very low. It is proved by the value in reading of the students. From 20 students in XI- IPS class, there were 17 students who got the value under KKM and just 3 students could pass the KKM. The minimum mastery criteria (KKM) in MAM 1 Malang is 85.

Besides the several problems above, the students could not pass the KKM are because there were also problems that attack students’ reading skill coming from the classroom situation, such as; (1) the students were not active in teaching learning process, they were quite when the teacher asked something about the text, (2) the students were noisy in teaching learning process, and (3) the students were not brave enough to suggest questions.

From the preliminary research, the writer can conclude that the low reading score of students is caused by some factors, they are from the teacher and the students: (1) teacher had not use variation in teaching reading to make the students more interested in the material and (2) students had low motivation to read English text that is making them do not have an interested to learn English, then they feel bored with the lesson and finally they do not pay attention to the teacher explanation.
By knowing the problems of students in English reading, the researcher tries to conduct an action research by proposing a teaching technique of cooperative learning to teach English reading skill, namely Numbered Heads Together (NHT).

Numbered Heads Together is a cooperative learning strategy that holdseach student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called and all members have to be ready.

Based on the background above, the writer is interested in conducting a research entitled Improving students' reading ability of narrative text by using Numbered Heads Together (NHT) at the eleven grade of social department students of MAM 1 Malang.

1.2. Statements of problem

Based on the background of the study above, the research problem are formulated as follows:
1. How does the implementation of Numbered Heads Together technique improve students’ reading of narrative text at the eleven grade of social department students of MAM 1 Malang?

1.3. Objectives of study

Based on the statement problems above, the research’s objectives are identified as follows:

1. To know the implementation of Numbered Heads Together technique improve students’ reading of narrative text at the eleven grade students of MAM 1 Malang

1.4. Basic Assumptions

Based on the background of problem states before, the assumptions underline this study as follows:

1. The students were not active in teaching learning process, they were quite when the teacher asked something about the text.

2. Students had low motivation to read English text.

3. Teacher had not use variation in teaching reading to make the students more interested in the material.

4. The quality of reading in learning narrative text is very low.

5. The achievement of the students in reading narrative text is still low.
1.5. **Purposes of Classroom Action Research (CAR)**

The purposes of conducting this classroom action research in which using NHT technique as teaching reading skill to improve students’ reading are:

1. Teacher can increase the quality of learning english reading skill of narrative text.
2. Students can work together or become more independent to envolve their reading skill of narrative text.
3. Students will be able to understand all of the material of narrative text.

1.6. **Benefit of the Research**

This classroom action research is have some benefit, these are:

1. Teaching reading skill and learning process is no longer monotone and boring.
2. This study can be used as an alternative technique to enrich teachers’ teaching technique in reading narrative text.
3. The ability of the students in reading narrative text improves.
4. The quality of teaching learning process in reading narrative text is improved.
5. The result of students in learning reading narrative text improves.
1.7. **Scope and Limitation of Study**

The problem research generalizes in comprehending reading narrative text. The school which becomes the subject of the research is MAM 1 Malang. Because the subject of the research is still general, to avoid the general discussion, the scope must be limited in order to focus the study and easy to understand.

Reading skill is the scope of this research. The researcher limits in narrative text. The researcher also limits to use Numbered Heads Together in teaching reading narrative text. It focuses on reading in main idea, meaning word, tenses, implicit and explicit information, and generic structure in narrative text.

The subject of the research is also limited into the eleven grade students of MAM 1 Malang. The subject is limited in class XI of Social program that consists of 4 males and 16 females.

The research is done at the certain time and the result only refers to that time not for continuity. Then, the result of this research can be generalized in school which has same characteristic and condition with the school being researched.

1.8. **The Definitions of Key Term**

To make clear for reader to comprehend the topic discusses in this study and to avoid the possibilities of misinterpretation, the researcher has tried to give the definition of each. They are:
1. Narrative Text

Narrative text is a text to entertain and deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

2. Reading Skill

Reading skill is the student’s ability to comprehend the text. In this research, reading skill is reading and analyzing the narrative text. It is focus to find out the main idea, meaning word, tenses, implicit information, explicit information and generic structure in narrative text. Then, the students are able to answer the question of narrative text.

3. Numbered Heads Together (NHT)

One of cooperative learning methods that is applied in schools is Number Head Together. By using NHT technique will give the students the opportunity to share their ideas and their opinion about the appropriate answer. This technique will motivate the students to improve their motivation to cooperate each other.