

## CHAPTER I

### INTRODUCTION

#### A. RESEARCH BACKGROUND

Reading is one of the types of learning. Reading is an activity in transferring the information from the text to the readers. It is one of the four basic skills that are required by students in learning English. According to Nuttal (1982), "Reading as the meaningful interpretation of printed or written verbal symbols" (p.4). It means reading is an interaction between the reader and the writer by using a media. The media is a text.

At school, especially in Junior and Senior High School curriculum, reading is one of the standard competences for the students. The types of reading text in Junior High School are procedure, narrative and recount. The National Final Examination of English subject contains those types of texts and the students are absolutely asked to comprehend them.

To make the students easier to comprehend the text, the vocabulary should be familiar with the students. However in the class, most of the eighth grade students in *SMP Negeri 8 Pontianak* found unfamiliar words, phrases or sentences in the text. Thus, comprehending a reading text becomes an important target in teaching reading at school. In order to improve the eighth grade students in *SMP Negeri 8 Pontianak* of reading comprehension, the teacher used an appropriate

technique of teaching reading comprehension. So, the students could comprehend the text easier.

One of the types of text that had been taught in eighth grade students of SMPN 8 was recount text. Recount text is the text to tell the experience of past events of somebody. In SMP Negeri 8 Pontianak, the writer found that the students had difficulties to get information from the recount text. The students found it is difficult to get the main idea of the text and classify generic structure. The students were confused when the teacher asked them a set of reading comprehension questions for example: Where did they go? What does the word “they” in line 1 refer to? Who was on vacation? Those questions for some students were easy to answer, but for some others were not. The difficulties happened because the students were lack of vocabularies, and comprehension skills. The student could read the text. But they didn’t know what the text told. So, some of them did not know to answer those questions based on information of the text. It made the students get low score of that test. In the end, they could not passed the test because of their score was below of the standard minimum achievement or KKM.

Teacher must be creative in teaching the lessons to their students. The strategies of teaching should be easy, enjoyable, motivational, stimulating, and improving students’ ability. Some teachers still used the individual method. The teacher taught and the students just listened. That made some students understand but others did not. When teacher asked some questions, usually the high-achieving students raised their hands to answer teacher’s questions. Meanwhile,

the low-achieving students did not raise their hands because of reluctance or shyness. They seldom used the cooperative learning method, where some experts believe that “two heads are better than one”. The cooperative learning method may be applied in other subjects. Those are: The Round Table, the Round Robin, The Jigsaw, Find-the-Fib, Outside/Inside the Circle, Numbered Heads Together (NHT), Think-Pair-Share, and the other strategies. All of those strategies allow the students to cooperate with their classmates rather than work individually. They may form into groups or in pairs. All students will get involved, enjoy the study, mobilize the class, and enable them “to learn individually in grouping way”.

In this research, the writer chose *Numbered Head Together* to help the eighth grade students of *SMP Negeri 8 Pontianak* in academic year 2012/2013 to solve the reading problem. By this technique the teacher gives numbers to each student and gives questions to every student based on their numbers. It is one of the ways to ensure the students to get the same opportunity to participate in the class. This technique enabled the students to map out the reading text by themselves and discuss it with the teacher and with other students so their reading ability can improve.

To improve students' reading ability, the researcher conducted classroom action research which focused on students' improvement. To ensure that the students already improved, the researcher did three cycles in one month. Through these three cycles, the researcher collaborated with the teachers to monitor the students' progress. The researcher gave improvement in for each cycle.

## **B. RESEARCH PROBLEM**

Based on background above, the problems of this research can be formulated as follows:

“How well the use of Numbered Head Together can improve students’ reading comprehension on recount text?”

## **C. RESEARCH PURPOSE**

According to the problem above, the purpose of this research is to know how well reading comprehension on recount text can improve through Numbered Head Together.

## **D. ACTION HYPOTHESIS**

Mertler (2006) states that a research hypothesis is simply defined as a prediction to the research questions. The predicted action hypothesis in this research is:

“Numbered Heads Together (NHT) technique will be able to improve the eighth grade students of SMPN 8 Pontianak reading comprehension of recount text well.”

## **E. RESEARCH TERMINOLOGY**

To avoid misunderstanding, the writer provides explanations as follow:

- a. Reading comprehension is understanding of a text that is read, or the process of "constructing meaning" from a text.

- b. Numbered Head Together means 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. In the numbered heads together approach, the teacher has students number (e.g. 1-4), then the teacher asks a question, and then tells the students to “put their heads together” or discuss to develop a complete answer to the question. When the teacher calls out a number, the students with that number raise their hands to respond.
- c. Recount is the form of writing that is used to tell the past events.
- d. Text is the written or printed words as opposed to the illustrations, notes.
- e. Recount text is one kind of texts which tell readers the past events which is oriented to give information. Therefore, the verbs take the forms of past tense. Recount usually begins with an orientation, series of event and reorientation.
- f. Classroom action research is a research method to improve education by changing it and learning from the consequences of changes.
- g. SMP Negeri 8 Pontianak is the school which the writer will do the research.