

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objectives of the study, the significance of the study, the scope and the limitation of the study and the definition of key term.

#### A. The Background of the Study

In this era, English language has important roles in many aspects. In learning of English language, there are four skills should be taught to students. There are listening, speaking, reading and writing. As one of the English language skills, reading plays an important role in helping students' to understand English text book. Reading is an exercise dominated by eyes and the brain. The eyes receive messages and the brain then has to work out of significance of these messages. By reading, students will get a lot of information and knowing something that they do not know before<sup>1</sup>.

Reading skill becomes very important in the education field. Students need to be exercised in order to have a good reading skill. There are many reason why getting students to have reading habit to read English text is an important part of the teachers duty. First, many students want be able to read English text for study purpose or simply for pleasure. Second, reading also has positive effect on students' vocabulary knowledge, on their spelling and on

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<sup>1</sup> Jeremy Harmer, *How Practice of English Language Teaching* (New York: Longman Publishing, 1991), 190.

their writing<sup>2</sup>. Anything we can do to make it easier for them to do these things must be a good idea.

There are two kinds of reading activity. There are intensive reading activities and extensive reading activities. The term intensive reading activity means students read their reading text in a classroom. On the other hand, the term extensive reading activity refers to the reading activity which is done out of the classroom<sup>3</sup>.

Reading skill focuses on understanding of the text<sup>4</sup>. Reading skill is one of the problems faced by Indonesian students in learning English language. Most Indonesian students have difficulties in reading English text because English in Indonesia is a foreign language. Based on the syllabus of *Kurikulum Tingkat Satuan Pendidikan* (KTSP), recount text is taught to eight grade students of Junior High School. It means that they have to acquire the competence in reading monolog text, thus to reach that stage they must have deep understanding. Recount text is telling about something that happened in the past. During the observation at class VIII D of MTs NEGERI PUNCU, the researcher found that they had difficulties in understanding the characteristics of recount text that include social function, generic structure and language feature. The social function includes the purpose of the text and the generic structure of the text includes finding detail information and determining part of the text. This case made the researcher chose to focus on recount text in which the students still had confused about that.

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<sup>2</sup> Jeremy Harmer, *How to Teach English New Edition* (Oxford: Ocelot Publishing, 2007), 99.

<sup>3</sup> Ibid, 101.

<sup>4</sup> M Soenardi Djiwandono. *Tes Bahasa Dalam Pengajaran*. (Bandung: ITB Bandung, 1996), 63.

The research conducted in MTs NEGERI PUNCU, especially at VIII D. Based on the researcher observation during the teaching practice program, she found that the students are faced some problem in learning reading skill that might come from the students and the teacher. The students are just asked to translate the English text into Indonesia language then they asked to answer some questions based on the text and the lack of English vocabularies. Beside it, the students feel bored in English class because the teaching learning process is monotone. They are easily felt bored if they have to read long paragraph or story without something that make them interesting. These problems have effect on their reading skill score.

To improve the students' reading skill in learning English language, the teacher must use interesting teaching strategy. If the teacher can make the condition in teaching learning process interesting, it will make the students easier to receive the material, so the goal of the teaching will be achieved. Teaching strategy is one of method that can be used by teacher to make a good condition of teaching learning process in the classroom<sup>5</sup>.

The researcher chooses *Numbered Heads Together* method on this study to improve students reading skill. *Numbered Heads Together* is one of Cooperative language learning strategies that derived from the work of Spencer Kagan (1989). *Numbered Heads Together* is cooperative learning strategy that holds each student accountable for learning the material. The students are placed in a group and each person is given the number. The

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<sup>5</sup> David Nunan, *Teaching English to Speakers of Other Language* (New York and London: Routledge, 2015), 15.

teacher poses a question and students “put their head together” to figure out the answer. The teacher calls a specific number to respond as spokesperson for their group. By having students work together in a group, this strategy ensure 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<sup>6</sup>.

There are previous studies that have been conducted on *Numbered Heads Together* method in teaching reading skill. First, Dedi Malik Wijaya (2012) Improving the English Year Students’ Reading Comprehension Achievement at SMP Muhammadiyah 2 Kalisat Jember in the 2011/2012 Academic Years. The research finding shows that the use of Numbered Heads Together can improve the students’ reading comprehension. The fist cycle failed because there were 15 of 23 students or 65,22% of the students who could achieved the target score  $\geq 65$ . The second cycle showed that there were 17 students or 73,91% of the students got score  $\geq 65$ . This mean that the students had achieved the target requirement that was at least 70% of the student got score  $\geq 65$ .

Second, Japar (2011) Improving the Students’ Reading Comprehension Through Numbered Heads Together. This research finding shows that the use of Numbered Heads Together method helped students learn better in understanding text. This can be seen from the result of students’ reading comprehension quizzes that was improving. The students’ average score in

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<sup>6</sup> <http://www.teachervision.com/group-work/cooperative-learning/48538.html>

pre-test was 50,58, in the first cycle the average score was 60,44, the second cycle was 77,44 and the last cycle showed that the students' average score was 76,23.

Third, Hadi Shofyan (2011) Using Numbered Heads Together to Improve the Reading Ability of the Eighth Grades of MTs Al-Amin Mojokerto. The research finding shows that in preliminary study (pre-test) 10 (40%) of out 25 students got score below 70, the minimum degree of achievement (Standar Ketercapaian Umum). In post test only one student (4%) out of 25 students achieved below 70. Besides in preliminary study only 3 out of 25 students were active or give positive responses, while in cycle 1, 20 students were active and 24 students (96%) gave positive responses. It can be concluded that Numbered Heads Together can help the student improve their reading ability and their attitude.

The differences between this researched with the research in previous study are the subject, the setting of the research and the type of the text. Based on the explanation above, this research was conducted to describe the influence of *Numbered Heads Together* improving students' reading ability on recount text, so that the researcher chooses the title of the research "**Using Numbered Heads Together to improve the reading skill of the second graders of MTs NEGERI PUNCU on recount text**".

## **B. The Statement of the Problem**

Based on the background, the researcher formulates the research questions as follows:

1. How is the implementation of Numbered Heads Together to teach reading?
2. How can the use of Numbered Heads Together improve the reading skill of the second graders of MTs NEGERI PUNCU on recount text?

### **C. The Objective of the Study**

Based on the research problems, there are objective of study:

1. To describe the implementation of Numbered Heads Together method to teach reading to improve students' reading skill.
2. To describe whether the method can improve reading skill of the second graders students of MTs NEGERI PUNCU.

### **D. The Research Significance**

The research "The use of *Numbered Heads Together* method to improve the reading skill of second graders of MTs NEGERI PUNCU on recount text" is an alternative way to face some problems in teaching learning process especially in reading. This research is expected to give advantages for the teacher, the students and the reader.

#### **1. The teacher**

For the teacher, this result of research is expected to be useful to improve their strategy in teaching reading skill and to create an English class that is fun and interesting.

#### **2. The students**

For the students, this result of research is expected to help them in learning English especially in reading and to increase their interest and

motivation in reading English texts. By using this research hopefully the students can raise the great score in reading skill.

### 3. The reader

For the reader, by reading this research, it will enrich the theories and methods in teaching reading skill.

## **E. The Scope and Limitation of the Study**

The scope of his study deals with the application of use *Numbered Heads Together* method in teaching reading to solve the problems that faced by students. The limitation of this study focuses on students' problems in reading skill on English class VIII D MTs NEGERI PUNCU.

## **F. The Definition of Key Term**

- Reading is an active process that depends on both an author's ability to convey meaning using word and out ability to create meaning from them<sup>7</sup>.
- Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material.
- Recount text a piece of text that retells past events, usually in the order in which they occurred<sup>8</sup>.

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<sup>7</sup> Deborah Daiek & Nancy Anter, *Critical Reading for College and Beyond* (New York: McGraw-Hill, 2004), 5.

<sup>8</sup> Mark Anderson & Kathy Anderson, *Text type in English* (Australia: McMillan, 1998), 24.