

CHAPTER I

INTRODUCTION

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

A. Background of study

They are many skills in English language, such as listening, speaking, reading, and writing. Reading receives a special focus. There are number of reasons for this. Learning English language text, it means the study of meaning of word and sentences.¹ Education is an effort to establish human resources to improve the quality of life. In addition, through education will be in the form of people who have sense and conscience that is in need in mastering and developing science and technology, so as to face global competition.

Human resources is one important factor in the success of development in all fields. Until now, education is still believed to be a container in the formation of human resources desired. Seeing the importance of education in the formation of human resources, the improvement of the quality of education is required to be done sustainable in order to respond to changing times. Issues to improve the quality of education would have been very concerned with issues of learning process. Learning process while this is done in our educational institutions are still many who rely on the old ways in the delivery of the material.

¹ Monica Crabtree and Joyce Power, *Language Files*, (Colombus: Ohio State University Press, 1991), 5th Ed, p. 211

Learning English should include four language skills are: reading (reading), listening (listening), speaking (speaking), and writing (writing) in an integrated manner. Reading is one of the language skills that must be mastered students to understand the content of a discourse.

Based on information obtained from the English teacher at MAN Kota Blitar, it was found that many students still had difficulties in reading comprehension, especially in monologue text. The students were less active, lazy and noisy in the class. They can not focus to the lessons because they feel bored when it comes to reading.

Class XI is a heterogeneous class in which there are many students with a background of social, economic and emotionally different. Not all students have the same level of understanding. After an evaluation of the students of class XI result is only 8 students who have achieved KKM (75), the remaining 27 students who did not reach the KKM (not finished). The failure due to lack of understanding level of students in reading, and practicing. For that, they need the right method as an effort to improve students' skills in reading so that they can gain value as expected (complete).

The days are now a lot of people measure success in terms of results alone education. Good learning into practice is holistic and covers various aspects, whether cognitive, affective, and psychomotor, so in addition to measuring the success rate in terms of quantity, also of the quality that has been done in schools to face the globalization era.

According to Lie "Number Head Together is a type of cooperative learning structural approach provides the opportunity for students to exchange ideas and consider the right answer".² Besides the number of head together also encourage students to improve their cooperation.

According to Kagan in Foster "Numbered Head Together is a type of cooperative learning model which is a simple structure and consists of four stages used to review facts and basic information that serves to regulate the interaction of students".³

Comments like the above are also supported by other experts such as Muslims who argues that:

"Numbered Head Together is one type of cooperative learning with the syntax: briefing, create a heterogeneous group and each student has a specific number, give the issue of teaching materials (for each group of similar but not the same for each student according to the number of students, each student with the same number received the same task) and then work in groups, group presentations with the same number of students each corresponding task resulting in class discussions, and individual quiz scores for each student development, announced the results of the quiz and give reward ".⁴

² Rini, Yulianti, "Efektivitas Penggunaan Model Pembelajaran NHT Terhadap Hasil Belajar IPS bagi Siswa kelas IV SD Negeri 1 Nglinduk Kecamatan Gabus Kabupaten Grobogan Semester II Tahun Ajaran 2011/2012"(Salatiga: Universitas Kristen Satya Wacana, 2012) p. 5

³ Pratiwi, Intan Septiani, "Efektivitas Penggunaan Metode Nht (Numbered Heads Together) Untuk Meningkatkan Kemampuan Mahasiswa dalam Pemahaman Membaca Teks (Semarang: Universitas Negeri Semarang, 2013) p. 12

⁴ Ridha Sri Wahyuni, Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) <http://ridha90.blogspot.com/2013/05/model-pembelajaran-kooperatif-tipe.html>. Accessed on 18 May 2015 at 02.00 pm.

Based on the above explanation, the writer is interested in conducting a researcher titled "**Improving Reading Comprehension Skills of The Eleventh Graders of MAN Kota Blitar Through Number Head Together Method.**"

B. The Problems of the Study

Based on the background of the study above, the problem of this study is "How can the implementation of Number Head Together improve student reading comprehension of MAN Kota Blitar?"

C. The Objectives of the Study

Based of the statement of the problem above, the main objective of the study is to know how the implementation of Number Head Together improve student reading comprehension of MAN KOTA BLITAR.

D. The Significance of the Study

The significant of this study are theoretically and practically. Theoretically, the result of this study is expected to be able to improve the students' ability in reading comprehension using Numbered Heads Together strategy. Besides that, in practically, the result of this study to give beneficial for students, teacher, and school. For the students, the result of this study to make them to know that reading comprehension can be enjoyable subject. For the teacher, the result of this study is expected to give a feedback in teaching reading comprehension. And for the school, the result of this study for additional learning material of English.

E. Scope and Limitation of the study

This research is focused on improving the student's ability in reading text by using number head together. In this case, the researcher limits this research in class XI of MAN Kota Blitar. The researcher limits this research in two points. They are improving the student's ability in reading skill and using number head together as a method in learning activity.

F. Definition of Key Term

The purpose of the definition of the key terms is to make the terms clear and to avoid misunderstanding of this study; it is necessary to define the key terms. The key terms are defined as follows:

1. *Reading comprehension* is having or helping someone to learn to do something, guiding in the study of something, providing with knowledge, causing to know or understand. Reading skills as "learning to pronounce words, learning to identify words and get their meaning and learning to bring meaning to a text and to derive a meaning from it."
2. *Number Head Together* is a type of cooperative learning model which is a simple structure and consists of four stages used to review facts and basic information that serves to regulate the interaction of students.