

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the skills in learning English that more important to be learnt in teaching learning process. It is because reading is a part of skill in learning English except from the other skills such as writing, listening, and speaking. Reading could be seen as an “interaction” between a reader the text which leads automatically (Alyousef, 2006:2)

Further, reading is very important way to get information. It is easy to do, for example the reader can read a newspaper, magazine or search some articles in the internet. Reading is process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by the reader (Tarigan, 2008:7). Moreover, reading is also a learning process that most appropriate to learn for all level, it is not only used in education level, but also used in other levels such as employee, government, businessman and each other. In conclusion, reading is not only about the content of the text but also the readers’ ability to comprehend the content of the text.

Reading with comprehension means understanding what has been read. It depends not only on comprehension skills but also on experience and prior knowledge.

Reading comprehension use several strategies that help them understand the text (Zimmeman, 2011:18). Furthermore, reading comprehension can increase the pleasure and effectiveness of reading. In short, reading comprehension skill separates the passive unskilled reader from the active readers. Skilled readers do not just read, but also interact with the text. The beginning reader can understand the concept through privy their own dialogue understanding while reading.

Based on the syllabus of English lesson for first grade student of Senior high school, the students learnt reading especially to read the functional text and short essay clearly in the form of recount text by expression, stress and intonation that related to the surrounding area. Students can get more information with reading magazine, newspaper or an article, but the students more interest to hangout, watch television or listen music than read. In conclusion, the students have less responsibility to read because the students did not interest with reading.

Recount text is one of the text should be learnt by students. It is commonly used to tell about our experience in the past even. However, recount text is too difficult to learn by students. It is because in reading recount text students not only read the text but also the students must be known about the content of the text. The other problems in reading recount text are students cannot to understand the characteristic of the text, it use too difficult vocabulary and the students could not comprehend the main idea of the text. For example, most of students felt lazy to learnt reading material

because the teacher used difficult text and conventional technique to teach reading material. It could be concluded that students felt bored to read the text because the students do not understand about what the students read.

Besides that, the teacher only gives the material without give an explanation. The teachers were still low in conditioning the students into groups of learning reading. It means that, the teacher must be used some strategy in teaching reading text to make students feel happy when the students study reading especially in reading recount text.

Based on the pre-observation on the 3th March 2013 at one of senior high schools in Banyumas, there were several problems have been found. First, students' limited vocabulary. In which, the students did not know about the meaning of the words. As a result, the students could not get the main ideas from the text. Second, the teacher does not use an interesting strategy that is able to help students to improve their reading comprehension. Most of teachers only explain and ask students' to read some texts and answer some questions. The teachers think that this technique is appropriate to teach but it just made students feel bored and unmotivated to learn more about reading texts.

Based on the problems mentioned previously, NHT or Numbered Heads Together is the technique that can be used to solve this problem. NHT technique is one of cooperative learning that can make students more active in teaching learning process. It is because NHT technique can help students to share the information, to hear information accurately and to speak out

carefully, so the students will be more productive in teaching learning process (Kagan: 2007:189).

NHT is one of the cooperative learning models that more submitted for students' activities to search, process and deliver information from each resources were presented in the front of the class (Rahayu:2006:27). The use of Numbered Heads Together is helping students' to work together and share their opinions to the other group.

Based on the previous research on NHT, it also used to improve students speaking skill. NHT technique could increase the students speaking competence. Jeremy (2006:18) states in Simbolon (2009:30) that the use of NHT can improve the students' speaking skills. The results of the research show that the students' get a good improvement in their speaking skill. It can be looked in some aspects of speaking such as pronunciation, fluency, and interactive communication. Students' were more active and confident to speak up in the front of the class. They were more aware of their mistakes or error from their speaking. Students could be learnt in their group speaking. The group work activities applied improve the students' understanding toward the material and teacher classroom management. Based on the result previously, it can conclude that NHT technique also could be used to improve reading comprehension especially in reading recount text. It is because NHT technique more appropriate to teach reading in class.

Although, NHT underlines group work learning, there are several advantages and disadvantages of this learning strategy. There are some

advantages of NHT such as positive interdependence it means that the students are able to learn from each other and the students also should be understand about the question that given by other group so the students can deliver their answer easily to be understood. Second is individual accountability. Students are accountable to each other for share the ideas because every student must be respond from the question. Third is equal participation. It is useful to know about the interaction from students. The last is multilevel it is used in the all level of the educational level such as elementary school, junior high school, senior high school and university level (Kagan, 1997:189).

Furthermore, this strategy also has disadvantages such as the smart students will dominate and make the weak students would be afraid to deliver their ideas. Second is there are the homogenous group it will be unfair to group is contained of weak students. The last is the discussion will go smoothly because only the smart students that deliver their idea and the weak students only look and do not anything (Tryana, 2008:18).

Although this strategy has advantages and disadvantages, this technique is more appropriate to teach reading class especially in reading recount text. NHT is chosen as the strategy of teaching in this research because it is useful to improve students' reading skills. Furthermore, this research has beneficial in curriculum and pedagogy. First, for curriculums are often used by teachers to cause students cannot express their ideas in English, with NHT, they find something new and different from usually they get in the class. It is expected that present curriculum will be revised and the use of NHT

will be implemented for teaching reading. Second, for pedagogy it focuses on the cognitive processes involved in learning as well as how the brain works. NHT as a cooperative learning is expected to be able to enhance students' confident and motivate them deliver their idea clearly.

B. Reason for Choosing the Topic

There are some reasons why NHT is selected as a strategy to improve students' reading skill, especially in reading recount text. The reasons are the students have lack of vocabulary, difficult to explore their idea or opinion, unhappy in learning English and all students have difficulties to deliver their ideas. Besides that, the teacher does not use good strategy to help students to improve their reading skill. Therefore, NHT technique is selected to solve this problem in improving students' reading comprehension on the first grade students of senior high school in Banyumas. Furthermore, Numbered Heads Together technique has advantage for the students to improve their reading comprehension in reading material. It happened because Numbered Heads Together technique was groups work, it could help the students to deliver their ideas and share with friends in their groups.

C. Problem of the Research

Based on the background of the research, the problem of the research was stated by the following question: "Can NHT technique improve students' reading comprehension on recount text? "

D. Aim of the Research

This research aims at finding out whether or not NHT technique can improve students' reading comprehension.

