

CHAPTER I

INTRODUCTION

This chapter consists of the Background of the Study, the Reasons for choosing the topic, the Research question, the Objective of the study, the Hypotheses, the Significances of the study, the Limitation of the Study and the Outline of the study.

1.1 Background of the Study

English is an important language for communication in some parts of people's life. One of the language skills which is important is reading. Reading as one of language skill which is being taught in school has become the main concern for teacher. It affects students' performance in class when they cannot construct a good reading skill. Most of them are lazy to read and they have limits in vocabulary in the passage what they have read. Although some of students have try to look in dictionary to find some vocabulary who they consider it difficult. It can be the main factor of their reading comprehension difficulties.

There are many definitions of reading. According to Hill (2006), reading is the process of constructing meaning from print and from other symbols. Furthermore, according to Brown (2000), listening and reading belong to receptive skills as people extract meaning from the discourse they see or hear while speaking and writing belong to productive skills as people need to communicate using language in spoken or written form. In short, reading is

comprehend in which the readers can understand the passage by the aim obtain information from it.

Learning reading can be done with many kinds of genre such as descriptive text, narrative text, procedure text, report text, spoof, etc. Descriptive text is the text which is learned by the eighth grade students. It is a text which describes about a particular person, place or thing.

In reading descriptive text, the eighth grade students have some difficulties. Those are about the monotonous technique which is used by the teacher and she just gives some tasks from the book. Those make them get bored because they cannot catch the idea of the text.

There are some ways to solve the problems. The teacher can create the interesting and fun situation in order to make the students enjoy their reading of descriptive text. He can give the interesting topic to the students. She can change the strategy which helps them understand it easily. One of the strategy that can be presented is Numbered Head Together.

Numbered Head Together is one of the strategies which helps the teacher in teaching reading. It is a cooperative learning which focuses on the students' cooperation in a group to reach the learning objectives. The students are divided into some small groups and they should learn about the material that has been decided. The purpose of making a group is to give the opportunity to them so that they involve actively in the teaching and learning process (Harianda, 2013). By applying this strategy, all of them will take part in the lesson. This strategy provides the students' opportunities to work cooperatively to achieve the goal of the material. It gives them opportunities to practice and discuss about the content

of the material given. The group success depends on the individual success because the students have the same responsibility to solve the problem given and support their group to achieve the goal. As the result, no one in the class will master another discussion during the lesson.

Based on the considerations above, the writer conducted a research entitled “The effectiveness of using Numbered Head Together strategy to improve the students’ ability in reading descriptive text”.

1.2. Reasons for Choosing the Topic

The writer decided the research entitled “The effectiveness of using Numbered Head Together strategy to improve students’ ability in reading descriptive text” because of the following reasons:

1. Reading is one of the important skills that to be mastered by junior high school students.
2. Descriptive text is one of the texts which has to be learned by the students of junior high school and many of them have not mastered it well.
3. Numbered Head Together is chosen as a strategy because it can help the students in comprehending descriptive text.

1.3 Research Question

Based on the background above, the writer stated the following problem: Is numbered head together strategy effective to improve students’ ability in reading a descriptive text to the eighth grade students of MTs NU Demak in the academic year of 2016/2017?

1.4 The Objective of the Study

The objective of this study was to find out the effectiveness of using numbered head together strategy to improve students' ability in reading a descriptive text to the eighth grade students of MTs NU Demak in the academic year of 2016/2017?

1.5 Hypotheses

According to Arikunto (2008), hypotheses is a temporary conclusion or opinion, which has not been proven, and which is supposed to be true after being proven by using qualified instrument. According to Weaver (2005), alternative hypotheses (H_1) is the hypotheses states that there is a relation between the phenomena under investigation. Null hypotheses (H_0) is the opposite of alternative hypotheses, in order word there is no relation between the phenomena under investigation.

The hypotheses of this study are as follows:

H_0 : There is no significant difference in the students' reading ability of descriptive text between the eighth graders of MTs NU Demak who are thought descriptive text using Numbered Head Together strategy and those who are thought descriptive text without using Numbered Head Together strategy.

H_1 : There is a significant difference in the students' reading ability of descriptive text between the eighth graders of MTs NU Demak who are thought descriptive text using Numbered Head Together strategy and those who are thought descriptive text without using Numbered Head Together strategy.

1.6 Significances of the Study

The results of the study were expected to contribute in two aspects of the benefit, they are:

1. Practical Significances

By doing this study, the writer hopes that the study gives some advantages for:

a. Teachers

The teachers could apply a good teaching method, so that they can give appropriate materials, tasks and techniques to teach their students.

b. Students

By using Numbered Head Together strategy, it is believed that the students will be encouraged to improve their ability in reading descriptive text and they will be interested in developing their reading skill.

2. Pedagogical Significances

This study is hopefully will be beneficial for students, teachers, and writer.

a. For Students

By using Numbered Head Together strategy, the students will be able to memorize the material easily. Thus, they can master their ability in reading descriptive text well.

b. For Teachers

The teachers could apply a new strategy in teaching descriptive text to improve the students' reading skill. Numbered Head Together strategy can help them in providing active, creative, effective, and fun learning for the students.

c. For future Researcher

The future researcher got additional experience and knowledge in teaching descriptive text especially in improving reading ability by using Numbered Head Together strategy.

1.7 Limitation of the Study

In this study, the writer focused on how to improve the students' ability in reading a descriptive text by using Numbered Head Together strategy. The research is only conducted to the eighth grade students of MTs NU Demak in the academic year 2016/2017.

1.8 Outline of the Research

This research was arranged into five chapters.

Chapter I is Introduction. It explains the Background of the Study, the Reasons for choosing the topic, the Research question, the Objective of the study, the Hypotheses, the Significances of the study, the Limitation of the Study and the Outline of the study.

Chapter II is Review of Related Literature. It describes Reading skill, Kinds of Genre, Descriptive Text, Numbered Head Together Strategy and Review of Previous Studies.

Chapter III is Research Method. It consists of Research Design, Subject of the Study, Instrument of the study, Variable of the study, Validity and Reliability, Data Collection and Technique of Analyzing Data.

Chapter IV is The School's Profile, The Subject of the Study, Instrument Validity and Reliability, Analysis of the Result, and Discussion of Research Finding.

Chapter V is conclusion and the suggestion from the analysis of what have been discussed in the previous chapter.