

CHAPTER 1

INTRODUCTION

This chapter presents the discussion on the Background of the Study, Reasons for Choosing the Topic, Statement of the Problems, Objectives of the Study, Hypothesis of the Study, Limitation of the Study, Significances of the Study, Definition of Key Terms and Organization of the Study.

1.1 Background of the Study

In the English language teaching, there are some skills that must be learned well, those are listening, speaking, reading and writing. Reading seems to be difficult to master by the EFL students, and yet it is clearly one of the most important in language teaching and learning, especially teaching English. Many students, however, give little attention to the lesson, and even most of them do not want to attend the class or do assignment.

Realizing the importance of English, Indonesia as one of the developing countries put English as a compulsory subject matter in its educational curriculum. English is the first foreign language to be taught formally starting from Junior High School up to university level. Teaching English is not easy, English teacher should not only master the language, but they should also be able to make their students learn. English as a foreign language in Indonesia plays an important role in many aspects of life like education, economy, international relationship, technology, etc. Consequently, the teaching of English became an International enterprise. The widespread need for English as a second of foreign

language needs a considerable pressure on the educational resources of many countries.

Learning to read is not an easy activity. There are constraints encountered when someone reads, that can affect the speed of absorbing the information in the reading material. Reading is an activity that is composed of four components: strategy or technique, smoothness, reader, and text. Strategy or technique is the ability of the reader to use a variety of strategies to achieve the goal in reading. Fluency is the ability to read at a certain speed with sufficient understanding. Anderson (2003) defines “Combination of text, strategies, fluency, and the reader is referred to reading”. Understanding in this regard is the purpose of reading.

A common mistake made by students in reading is too pursue their detail and lose the main idea of the text. The capability of finding the main idea is to advance the understanding stage. Finding the main idea of a paragraph or passage is key to understanding what is read. If the main idea has been mastered, it becomes easy to understand the details. Therefore, in reading students are expected to find the main idea, so students do not waste time to pursue detail. Therefore, whenever possible, a teacher must teach students how to read better and faster without missing the main idea in the article or reading material.

All of reading skills discussed so far contribute to the purpose of reading, which is to understand and use the information read. Text comprehension involves the integration of decoding, vocabulary knowledge, prior knowledge, and strategies to understand the text (Simpkins & Brighan, 2007). Reading comprehension tasks vary according to the type of text and the purpose for

reading. The purpose of narrative texts is to tell a story, whether real or imaginary, with characters, a plot, and setting. Narrative text has traditionally been considered easier to comprehend because most students enjoy stories and can readily follow sequential events.

In Reading narrative text, the eight grade students have some problems, difficulties, or confusions. Those are about the old technique which is used by the teacher and he just gives some tasks from the book. Those make them get bored because they cannot catch the idea of the text.

Cooperative learning has many kinds of techniques. Those techniques have been developed over the years and put into practice in the classroom. There are Students Team Achievement division (STAD), Jigsaw, Teams Games Tournament (TGT), and structural approach involves Think Pair Share (TPS) and Numbered Head Together (NHT).

Arnold (1999) states that cooperative learning is more than just small group activity. In a well-structured cooperative task, there is a genuine information gap, requiring learners to both listen to and contribute to development of an oral, written or other product which represents the group's efforts, knowledge and perspective.

According to Jacobs (2006), "NHT encourages all students to think about questions and to help their peers to understand the process behind their group's answer". It means that the students can understand the process how to answer the questions in their groups.

Based on the reasons above the writer will do research about “The effectiveness of Numbered Head Together (NHT) to improve the ability of underachievers in reading comprehension of narrative text at SMP Al-Fatah Semarangin Academic Year of 2016/2017.”

1.2 Reasons for Choosing the Topic

The researcher chooses the topic of her study based on the following reasons:

1. Reading is one of the important skills that must be mastered by junior high school. By reading, Students can explore the past and consider the future because they can seek information and find inspiration. They make sense what a writer means. They can also catch the information in a text even the detail information.
2. Narrative text is one of the texts which has to be learned by the students of junior high school. Narrative is central to students’s learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences.
3. Numbered Head Together is potentially help the students in comprehending narrative text. However, its effectiveness needs proving. Numbered head together encourages successful group functioning because all members need to know and be ready to explain their group’s answers and because, when students help their groupmates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it. Numbered head together are strategy which teachers

use to encourage mutual helpfulness in the groups and the active participation of all members.

1.3 Statement of the Problem

The problem to be investigated in this study: is Numbered Head Together strategy effective to improve the ability of the eighth graders at SMP Al-Fattah Semarang in reading comprehension of narrative text?

1.4 Objective of the Study

The objective of this study is to find out whether the use of Numbered Head Together (NHT) strategy is effective to improve the ability of the eighth graders at SMP Al-Fattah Semarang in reading comprehension of narrative text.

1.5 Hypothesis of the Study

The hypothesis of the study can be formulated as follows:

Ho : There is no significant difference in the ability of the eighth graders' reading comprehension of narrative text between the students who are taught using numbered head together (NHT) and those who are taught using regular technique.

Ha : There is a significant difference in the ability of the eighth graders' reading comprehension of narrative text between the students who are taught using Numbered Head Together (NHT) and those who are taught using regular technique.

1.6 Limitation of the Study

As mentioned on the background of the study above, the Numbered Head Together (NHT) is one of the strategic alternative solution that can be used by the teachers in teaching reading in the classroom. The problem is limited on the use of Numbered Head Together with material about reading comprehension of narative text focused on the eighth graders at SMP Al-Fattah Semarang in Academic Year of 2016/2017.

1.7 Significances of the Study

There some significances of this research, they are:

1. Practical Significance

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

a. Teachers

The teacher can apply a good teaching strategy, so that this research will help the teacher to present the easier teaching strategy as well as the interesting way.

b. Students

By using Numbered Head Together strategy, it is believed that the students will be more active and comfortable in learning reading in the clasroom.

2. Pedagogical Significance

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

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 narrative text well.

b. For Teachers

The teacher can apply a new strategy in teaching narrative 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.

1.8 Definition of Key Terms

1. Numbered Head Together (NHT) : An instructional strategy that has been found to maximize the effectiveness of classroom instruction by increasing student participation and academic outcomes is Numbered Head Together (Maheady, Micbielli- Pendl, Harper, & Mallette, 2006; Haydon, Maheady, & Hunter, 2010).
2. Narrative text type is a text which tells a story, in doing so, entertains the audience, makes the audience think about an issue, teaches them a lesson, or excite their emotions (Anderson, 2003).
- 3 Maxom (2009) defined “ Reading is the considerable role in language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing”.

1.9 Organization of the Study

This study divided into several chapters to facilitate the readers understanding the sequence of the mastery of authentic reading material and the objective study.

Chapter 1 consists of Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objectives of the Study, Hypothesis of the Study, Limitation of the Study, Significances of the Study, Definition of Key Terms and Organization of the Study.

Chapter 2 consists of Review of the Related Literature. This chapter discusses the literature that is related to the topic of discussion with consist of Reading Skill, Reading comprehension, Genre, Narrative Text, Junior High School Students. The Understanding of Cooperative Learning, Numbered Head Together (NHT) strategy, The Steps of Numbered Head Together and Review of Numbered Head Together.

Chapter 3 consists of Method of Study. This chapter is divided into several parts such as the Research Design, Subject of the Study, Instrument of the Study, Variable of the Study, Validity and Reliability of the Test, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, Time Schedule.

Chapter 4 consists of Analysis of the Results and Discussion, which are the Profile of the School, Validity and Reliability of the Instrument, Result of the Study, and Discussion of Research Finding.

Chapter 5 consists of conclusion and suggestion.

will be use the results of the SPSS 17,0. results which also included the Cronbach's Coefficient Alpha to determine the reliability of the tests.

3.6 Technique for Collecting Data

The technique used in this study is the technique which consists of pre-test and post-test. Pre-test is a test arranged or designed to measure students' abilities before beginning a program of learning to do. Post-test is a test to determine how far the basic competencies or indicators presented in the learning has been mastered by learners. Post-test is to find out the differences that occur between tests conducted at the beginning of learning with tests after the lesson. Test instruments in the form of objective tests which is multiple choice test.

3.7 Data Collecting Procedure

In this study, the researcher would give the test. It would be conducted 3 times: try-out, pre-test, and post-test. The test instrument would be taken from the narrative text. Firstly, the researcher would give the try-out test to the students of eighth grade at SMP Al-Fattah Semarang. The total items were consisted of 40 items. Then the result of the test was analyzed by using quantitatively to know whether the test which valid or invalid. Then the valid test the researcher would be given to the students in pre-test and post-test activity to students in class of eighth grade at SMP Al-Fattah Semarang who is the object of this research.

The researcher gave the score to determine the result of two classes, experimental and control class. Then the result of the test would be calculated.

3.8 Data Analysis

After getting the data, the scores are compared between experiment and control class. The analysis is aimed to find out whether numbered head together strategy to improve the ability of the eighth graders' reading comprehension of narrative text in eight grade of SMP Al-Fattah Semarang in the academic year of 2016/2017. Therefore the writer aims to prove the hypotheses that numbered head together strategy is effective to improve students' reading ability. In scoring, each item gets 1 point for the correct answer and 0 for the incorrect one. The total score was calculated by using formula from Miswadi (2000).

$$TS = \frac{SC}{MS} \times 100$$

Where:

TS : Total score

SC : Students' score

MS : Maximum score

After scoring the data, the writer will calculate the scores into the following criteria:

Table 2.

The Level of Achievement

Criteria of Master	Grade
91 – 100	Excelent
81 – 90	Very Good

71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very Poor

(Harris, 1969)

The data will be analyzed and processed by using statistic computation through (Statistical Package for the Social Sciences) program. The writer analyzes the standard normally by using one-sample Kolmogprov-Smirnov.

According to Ghozali (2011: 34), the distribution is normal, if sig 92-tailed) < 0.05 . on the contrary, if sig (2-tailed) > 0.05 , the distribution is not normal. In this study there were some criteria's of hypothesis:

- a. If $t\text{-value} > t\text{-table}$ and $\text{sig.} < 0.05$, it means that H_1 is accepted H_1 and H_0 is rejected.
- b. If $t\text{-value} < t\text{-table}$ and $\text{sig.} > 0.05$, it means that H_1 is rejected and H_0 is accepted.

3.9 Time Schedule

The research would be held at SMP Al-Fattah it's located on Jl. Kaligawe Raya, Semarang City, Central Java. The researcher would conducted the reasearch two weeks. The writer would be committed the research for six meetings on August 2017. It is consists of the pre-test on the first meeting, the application of small group interaction and whole class teaching on the second untill the fourth meeting, and the post-test in the fourth or sixth meeting.