CHAPTER I

INTRODUCTION

This chapter covers five sections. First the background of the research explained the rationale of the research. Second, the research question which determine about what this research wanted to investigate. Third, the objective of study was explained the main purpose of the research. Forth, the scope of study explained about what the research will investigate. Finally, it will ends with hypothesis, which contain the expectation of the researcher in conducting the research.

Background

Reading, speaking, listening and writing are four important skills in learning English. Listening is related to speaking and reading is related to writing. All of the skill above are the main point to learning English, but in this research the writer will focus on reading skill especially in reading comprehension. Reading comprehension is about find out the idea of a paragraph or text, and understand the intention of the text. It is a careful Reading in order to understand the meaning of the passage and then summarize the idea of the passage.

Reading comprehension is important. It is included in 'Kurikulum 2013' in the senior high school which has purpose to develop the four language skills such as listening, reading, speaking and writing. These skills should be integrated and linked one to another in order to get competence when expressing idea fluently through reading. The basic competence in senior high school are grasping the idea and meaning of simple narrative text, such as students able to identify the structure, meaning, idea and other information of the text.

Narrative text is an imaginative story to entertain people (narrative text is an imaginative story that aims to entertain people), (Aryauri, 2014, p.1). Students have been accustomed by imaginative story from their parents when they were children, such as a bedtime story.

Mostly, their parents bought them a story book, when they were in elementary school. So, narrative is a not a new term for them, especially when they were in senior high school.

There are some kind of narrative text, such as, fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures (Klinger, Vaughn, and Boardman; 2007, p.77). This research will used fairytales as a reading text, because it is mostly used as a reading passage by the teacher in school. Fairy tales also bring intention and moral value. It is also mostly used in the reading text than real-life adventures and historical fiction. Through read it, the readers have already known about the characteristic of the actors and plot of the story in the fairy tale, it will easy for them to comprehend the text by guessing the meaning of the words in the text.

However, there still few students at SMA 1 Suwawa class X IPS[3] which still used KTSP before used 'kurikulum 2013' on march 2014, stated that reading is difficult to study and make them bored, and also students of class X IPS/IIS[3] which used 'Kurikulum 2013' started from july 2014. They just quite, looked at the book and read a passage, find the meaning of it step by step until the end class of Reading. Especially when they read a formal kind of reading passage. It is may be due to a lack of the students' practice during instructional process , the weakness may happen because of a lack of vocabulary, structure, and the language functions.

Based on the first observation at SMA N. 1 Suwawa, on Wednesday, March 19th 2014, and second observation on Monday, September 8th 2014, the writer found that students have difficulty in reading comprehension. During the lesson at the second observation, teacher just gave explanation about the narrative text, let them understanding it individually and they have to finished the question which has given. The class being quite and there is no interaction between students. The situation made them bored and there is no enthusiastic of students in the class.

Safriyanti Madina, M.Pd as an English teacher of class X stated that most of them have a low score from reading test, and they have a difficulty to comprehend the text, and determined the main idea, synonym/antonym, inference, explicit information, generic structure, and moral value of the text. For instance, when Sept. 8th 2014, students learnt about this text,

The Apple Tree And A Boy

Once upon a time, there was a huge apple tree which gave tasty apples to the people around it. There was also a little boy who became a close friend to the apple tree. The boy used to play with apple tree, climb its branches, sleep under its shadow, pluck its apples, etc. Every day he visited the apple tree, and ate some apples. The apple tree was kind to the boy and enjoying spending time together.

One day, the boy joined in school and didn't have a time to spend with apple tree. After several days, the boy came to the tree. The apple tree was so happy to see the boy. It asked the boy to play.

- Teacher asked student about the main idea of paragraph 1, but students confused about it. Several of them said that it was in last paragraph, but it was wrong. Only a few students can understood it, and it took long time for the teacher to explain in many times.
- When teacher asked about and implicit imformation or inference, students also difficult to understood. Teacher asked "since when the boy did not spend time with the apple tree?" And no one of students can answer it.
- Students also difficult in finding the synonym of word "Pluck" in line 3, and the antonym of word "huge" in first sentences.

Main idea, synonym/antonym, inference, explicit information, generic structure, and moral value of the text are important indicators of reading comprehension that has been stated by Djiwandono (2008, p.176). These indicators will be used in this research in assesing students'

reading comprehension.

To overcome students' difficulty in reading comprehension, teacher should find another way to learn reading in fairy tale text effectively such as use a "Number Head Together (NHT)" strategy. It is one of cooperative learning strategy which designed to influence the students interaction pattern and as the alternative for traditional class structure (Syamsudding, 2012, p.1). Students will read interesting and engaging stories, which is fairy tales, and then learn to discuss, and involved in few group and interact based on number which has given. Students will accustomed by grouping way in learning and it help them to comprehend the reading text.

The researcher believed that NHT strategy can improve students Reading Comprehension. As Kagan in Richard & Renandya, (2002. P. 52-53) stated that it develops team-building skills and also provides a safe risk-taking environment. Group members must arrive at a consensus in terms of the answer. This situation is less threatening for students who are shy or have difficulty speaking orally (cooperative learing strategy, 2008, p.4). Every student has their own task based on number, so all students will involved to work in a group. It is encourages succesful group functioning because all members need to know and be ready to explain their groups answer and because when student help their groupmates, they help themselves and the whole group (Kagan in Richard & Renandya, 2002. P. 52-53).

From the explanation above, this research will focused on improving student's reading comprehension by using NHT strategy. It will be did by using experiment with quasi-experiment design. Quasi-experiment is one of experimental study with one group treatment only, which is giving pre-test first, treatment, and post-test to the class X^3 of SMA N.1 Suwawa.

Research Question

Can Number Head Together strategy increase students reading skill?

The Objective of Study

Find out the student's reading skill increased after used Number Head Together strategy.

The Scope of Study

This research scope study is NHT strategy and Reading Comprehension. It is limited to the use NHT strategy in comprehending Narrative text (fairy tale).

Significances of Study

This research has several significances. First, English teacher can learn and use NHT strategy when they teach student about narrative text. Second, this research can help student mastery narrative text comprehensively. In addition, the last, this research can be used by another researcher as a reference for further reading.

Hypothesis

This research attempts to increase student ability in reading comprehension by using "number head together method" text. The writer expects that NHT strategy can increase students reading skill. It is expected to help them to take more attention in learning if teacher use it to teach reading. Then their reading ability will increase if they have more attention and interested in the learning process.