

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning especially English, the students are required to master four skills namely, listening, speaking, reading and writing while they are studying a language especially English. In learning language, one of the basic skills that should be improved by students is reading. Reading is a fundamental skill that need to develop while learning a language. Reading is a complex process in transferring messages between writer and reader. Alderson (2000) states that reading is the most important skill to ensure success in learning. Reading is not activity to read something, but reading is a process to get information that deliver by the writer in form of the text. Through reading the students can improve their creativity and critical thinking.

One of the basic skill that should master by students is reading. Reading is not more than translate word by word, but it needs to comprehend the entire text. Therefore, when students learn to read, they would be able to understand the text during the process of reading. According to Wolley (2011), reading comprehension is the process delivering meaning from the text. Reading and comprehension cannot be separated they are linked. Reading without understanding will make the actual meaning cannot be understand by the reader. The reader will not get any information that contain in the text. Therefore, the students are required to master in reading comprehension to get information easily.

Reading comprehension is a process that on purpose, active, and interactive that take places before, during and after someone reads a particular piece of text. Klingner et al. (2007) tell that reading comprehension is a multicomponent and

complex process that include many interactions between readers and what they bring to the as well as variables related to the text itself. It means that understanding reading text, the readers need to have cognitive capacities for instance, attention, critical and analytical ability, memory visualization ability and various type of knowledge. Therefore, the students should own and master that complex skill. Moreover, the teacher must examine the students' ability continuously in order to improve the student's ability. So, the teacher should prepare the right strategy to teach the students' effectively in learning reading. The teachers have important role in assisting and giving the students guidelines of reading. The effective way to encouraged students to understand a reading text is giving frequently practiced.

In the real situation, many students could not pass their reading class successfully. Comprehending the reading text is the problem that faced by students in the reading class. Based on preliminary observation in SMPN 4 Kuta Utara especially in the eighth-grade students of B class that is found that the students face difficulties in reading. In addition, the students still face difficulties when the students comprehending the text that they read. In addition, having lack of vocabulary is also the problem that makes the students cannot understand the reading text. This situation makes the students have less interested in reading.

In this present study, the researcher choose to use Numbered Heads Together technique. NHT is a reading technique that is used to guide students though a text. Arends (2004) states that Numbered Heads Together is technique that designed to involve more students in reviewing materials covered in a lesson and in checking their students' understanding of a lesson's content. NHT promotes discussion between individually and group. In addition, implementing NHT in reading class

can make the reading comprehension more easily. Working with group in NHT makes the students will easier to understand the reading text and they also can find the main idea of the text that they read. The use of NHT can solve students' difficulties as well as build their responsibility in working group and enhance their reading comprehension. Therefore, the researcher conducted a research on reading comprehension and using Numbered Heads Together technique to treat the students.

1.2 Research Problem

Before conducting the research, the research problem should be formulated and specific to make this study more specific. The formulation of the research problem can direct the research toward finding the answer. It is important that reading comprehension deals with many aspect. Based on the background, the eighth-grade student of the SMPN 4 Kuta Utara in academic year 2023/2024 still faced difficulties in reading comprehension. Therefore, in this present study, the research problem of this research can be formulate in the form of a question as follows: can reading comprehension of the eighth grade student in SMPN 4 Kuta Utara in academic year 2023/2024 be improved through Numbered Heads Together?

1.3 Objective of the Study

Based on the problem faced by the students, the researcher must find a solution to solve those problem. This study is directed to answer the research problem that has been previously formulated and determined. The purpose of this study is to find out whether or not reading comprehension of the eighth grade

students of SMPN 4 Kuta Utara in academic year 2023/2024 can be improved through Numbered Heads Together?

1.4 Limitation of the Study

The discussion of reading is slightly considered too broad and complex to coverage of the study. Therefore, the study was focus on improving the students' reading comprehension using NHT. The present study was be focused on the learning outcomes of the eighth grade students. Therefore, this study was limited on improving reading comprehension of the eighth grade students of SMPN 4 Kuta Utara in academic year 2023/2024 through NHT. This research used independent curriculum. In addition the students' reading comprehension in the present study was strictly limited on identifying general information, specific information, textual meaning, and textual reference on reading text which are provided in the forms of recount text about personal experience.

1.5 Significance of the Study

The present study was concerned with improving reading comprehension on the eighth grade students of SMPN 4 Kuta Utara in academic year 2023/2024. The present study is expected to indicate significance both theoretical and practical information on the importance of implementing NHT technique in teaching reading comprehension. Moreover, the result of the study is expected to provide theoretical as well as practical significance as follows:

Theoretically, the finding of the study are expected as a guide study of reference or to support and contribute to the theory in teaching learning process of reading comprehension in the classroom. In addition, some information and theories provided in this present study can be taken to enrich the existing references

for the next research. Besides, it can contribute the new research finding about using NHT in teaching reading comprehension.

Practically, the results of this study will be expected to provide educational feedback for the teachers, students, and other researchers. For teachers, the results of this study give interesting technique that they can apply to solve the students' problem in the class. For students, the results of this study was be intended to make the students know the benefit of NHT technique in improving reading comprehension. For the researchers, the results of this study are to know deeply about the application of NHT technique in the class and can be used for the future research. Furthermore, it also provides an alternate source and guidance for the next future study to get better and more accurate results.

1.6 Definition of Key Term

The title of this study research is "Improving Reading Comprehension of the Eighth Grade Students of SMPN 4 Kuta Utara in Academic Year 2023/2024 through Numbered Heads Together". In order to make the reader clearly understand and to avoid misunderstanding of the readers, the researcher then clarified the key term. They are reading comprehension and NHT. The key terms that was be used in the present study are operationally defined as follows:

1. Reading Comprehension

Reading comprehension is defined as the students' ability of the eighth grade of SMPN 4 Kuta Utara in academic year 2023/2024 in understanding English reading texts especially in finding out general information, specific information, textual meaning and textual reference of recount text about personal experience.

2. Numbered Heads Together

Numbered heads together is defined as teaching technique that was be used by the researcher to improve the eighth-grade students' reading comprehension in which the teaching learning process is mainly in a group learning activities. Each group consists of 4 – 5 students who is numbered 1, 2, 3, 4, or 5 and the teacher give the text and some questions then calls a number at random to answer the



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The purpose of the theoretical reviews is used to support and build this study. It is a review of related researches which are related to this study that is conducted on the relevant theoretical construct. The relevant theories that related to the study and support the research, as the result the researcher was be described and discuss as follows: reading comprehension, numbered heads together, recount text and assessment of reading comprehension.

2.1.1 Reading Comprehension

Reading comprehension is an important language skill in improving the students' knowledge. The reader can get much important information and improve their knowledge in daily life by reading. Reading is an ability to get information in written text, as said from the Pang et al. (2003) state that reading is about understanding written texts. It is a complex activity that need to be considered both perception and thought. Moreover, Nunan (2003) states that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. In addition, Richards and Renandya (2002) define that reading for comprehension is the primary purpose for reading. Rising students' awareness of main idea and exploring the organization of the text are essential for good reading comprehension and also improve the vocabulary of the students.

Harmer (2007) states that reading is useful for language development. In reading, the students need to be focuses on what they have read. So, it can measure the understanding of the students' itself. In addition, reading comprehension is the

process that includes the word meaning and fluency (Klinger et al. 2007). Therefore, when they read the text, they should be able to understand the meaning of the text in understanding concepts and ideas in reading text and capture the information submitted by the author. In addition, Snow (2002) Reading comprehension is the process of the simultaneously extracting and constructing meaning through interaction and involvement with written language. The students can understand what the writer means and they understand not only the meaning but also the context of the text. Through reading, the readers have to relate the information that is written on the text with their background of knowledge. Thus, students can easily comprehend the text already being read in the classroom.

Based on those definitions above, it can be concluded that reading comprehension is defined a process to understand the meaning of the text. Without reading comprehension, the students will not understand the text or what they have already read. In addition, it is an important thing that should be improved to increase students' knowledge in reading. Furthermore, reading makes students understand and they can get new information or knowledge to improve and develop their ability in reading comprehension.

2.1.2 Numbered Heads Together (NHT)

In teaching learning process, teacher can teach the students by applying some techniques. Especially in teaching reading, the teacher should use fun and interesting technique that make the students can easily understand and get the information of the text. Furthermore, the teacher should modify the material to find students' learning needs and it can keep their attention on reading comprehension. Jolliff (2007) explains that cooperative learning strategy requires the students to

involve in working together in a small group to support each other to improve their own learning. There are many techniques of cooperative learning, one of them is NHT.

According to Kagan and Kagan (2009), NHT is a technique to convey the idea that each student has a number and that all the students in the team put their best answer. NHT is learning technique when each students is given a number and they make a group work. The cooperative learning strategies promote discussion on both individual and group. Learning cooperatively will help students communicate about what they do not know as well as what they have known based on the text that have been read. The discussion will help the students to know what have they do not know before. They can share their knowledge with their group so the learning process will easily to understand by the students. Moreover, according to Arends (2012), there are four steps of numbered heads together namely: numbering, questioning, heads together, answering:

1. Numbering is the first step of this technique. Numbering is the most important step in the teaching learning process through numbered heads together. In this step, teacher divides the students into several groups which consists of 4 - 5 students in each of the group. All of the students in the group will be given number based on the quality of the students in the group.

2. Questioning

Questioning is the second step of this technique. In this step the teacher gives a task to read a text. Then the teacher asks the students a question based on the text that administered by the teacher. The

question can be varied. The questions can form with specific question and general.

3. Heads Together

Heads together is the third step of this technique. In this step the students put their heads together to figure out and make sure everyone knows the answer. The students can share the information and their own opinion with the other member of the group. The point of this step is all the students in the group should involve in the discussion to make sure that all members know the answer.

4. Answering

Answering is the last steps of this technique. In this step, the teacher will choose a certain number from the group member that already been assigned before randomly. All of the students who get the number which is mentioned should present their groups' answer in front of the class.

2.1.3 Recount Text

Anderson and Anderson (1997) state that recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened. Gerot and Wignel (1994) state recount is retelling past events in order to inform or entertain about what and when it happened. Based on that theories, recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author's experience. In recount text, a writer tells a reader about his/her personal experience or tells others experience to readers. Moreover recount text is a text that retells an events or experience in the past.

According to Gerot and Wignel (1994), the generic structure of recount text is 34bworientation, events and re-orientation. According to Gerrot and Wignel (1994) language features of recount text are focus on specific participant, use of material processes (action verb), circumstances place, and time, use past tense, and focus on temporal sequence.

2.1.4 Assessing Reading Comprehension

Teaching learning process could not be separated from the assessment which is used to get feedback of the whole teaching and learning process that have done by the teachers. The assessment is needed either to measure students' understanding of the material or to recognize the effectiveness of teaching and learning process. The assessment can be done by administering a test. In the present study, to assess reading comprehension the researcher used short answer task. Short answer task is one of the tests for assessing reading comprehension. Moreover, Purpura (2004) states that short answer task is a question, incomplete sentences or some visual stimulus. Furthermore, the researcher in the present study assesses the students' reading comprehension by using short answer task. The students should respond the questions in the text by using a complete and grammatical sentence. The student will answer the questions based on the information that they get in the text.

2.2 Empirical Review

The focus of the present study is to investigate the application NHT particularly whether or not reading comprehension of the eighth grade students of SMPN 4 Kuta Utara can be improved by using NHT in academic year 2023/2024. Therefore, empirical review is about reviewing studies that had been conducted by

other researcher which had similarity with the present study. The empirical reviews are as follows:

The first study was conducted by Dewi (2023) entitled “Improving Reading Comprehension of the Eighth-Grade Students of SMPN 3 Sukawati in Academic Year 2022/2023 Through Numbered Heads Together.” The objective of the study was to know whether or not reading comprehension of the eighth grade students of SMPN 3 Sukawati can be improved through NHT. The result of the study had proven that NHT was an effective technique to improve students’ reading comprehension. It could be seen from the progressing of the mean score, pre-test and post-test.

The second study was conducted by Valentina (2021). The researcher conducted a study entitled “Using NHT to Improving English Reading Comprehension of the Tenth Grade Students of SMK N 1 Susut in Academic Year 2020/2021.” The main purpose of the research was to figure out whether or not numbered heads together improve students reading comprehension. The result of this study had proven that numbered heads together was an effective technique to improve reading ability especially in reading comprehension. It could be seen from the progressing mean score of the pre-test and post-tests from the first cycle until the last cycle after the researcher applied NHT technique to the tenth grade students of SMK N 1 Susut.

The researchers above got the same results where the findings showed that after doing two cycles there was a constant improvements after the researcher applied the Numbered Heads Together technique. Furthermore, there are not

strength and weaknesses. The two researchers did not explain the correct theory and the steps for applying numbered heads together that make the research a little bit confusing for the reader and students. Those two research did not mention whose theory that used. That make the reader little bit confused about the research. In addition, those research also did not explain the steps correctly in the research. That make the researcher did not apply the technique in right way. Those situation make the subjects little bit confused of the applying NHT in the classroom. Therefore, in the present study the researcher will apply NHT based on theory that adopted from Arends (2012), so in this present study the researcher explained clearly about the theory and completed with clear steps of NHT. This made the students easier understand about the learning process.

