

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, scope of the research, statements of the research, objective of the research, and significance of the research.

A. Background of the Research

English has been used for all of the world in recent years as an International language. It has an important role in people's communication. English is taught in junior high and senior high school as a foreign language that becomes one of the important subjects because it is included in the curriculum structure as a compulsory subject. This subject is also tested in the National exam which shows the importance of this subject.

In Indonesia, English is taught from elementary school level to university level. Learning English could not be separated from learning its four basic skills so the students should comprehend reading, listening, speaking, and writing. Reading is one of the skills that should be mastered by students because it is an important skill of language development. It also provides opportunities for students to learn language about vocabulary, grammar, spelling, punctuation and the way to construct sentences, paragraphs, and text which useful for language acquisition.

Reading is an intellectually circuitous act, enriched as much by the unpredictable indirections of a reader's inferences and thoughts, as by the direct message to the eye from the text (Wolf, 2007, p.16) in Hedgecock and Ferris, (2009). It is line with Snow (2002, p.2), who also states that reading comprehension is supported by empirical evidence.

In mastering reading skills, the students have to understand some kinds of reading texts such as descriptive, procedure, narrative, recount, and report. Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows.

Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.

Based on the problems above, it is very suggested for teacher to select and to prepare some variations of techniques in order to motivated students, encourage active learning and make them work in group when

learning reading comprehension. Moreover, many teaching methods and techniques are offered to facilitate teachers in developing students' ability in comprehending text of reading.

One of those techniques which are to improve students' reading comprehensions is Numbered Head Together. Numbered Heads Together (NHT) technique is a cooperative learning technique that promotes discussion and both individual and group accountability.

In this technique, the students work in groups and they think together to discuss the answers with the other members of their groups (Cooper, 1999 in Martino, *et al*, 2015). In this study, the researcher uses Number Head Together (NHT) technique and will focus on doing research of reading text, one of the text types which has to be learnt by them is report text which focused on exploring report text such as the generic structure and language features of text. The researcher considers the Numbered Heads Together technique can be implemented by the teacher to solve the problem and also for the students to help making the visual images as they read report text and write to enhance their reading comprehension especially on reading to assist them in understanding the text.

B. Scope of the Research

This research focused on students' reading comprehension text in report text.

C. Statement of the Problem

Considering the problem above, the researchers formulated problem statements as follow: What extend does the use of *Number Head Together (NHT)* improve students' *Reading Comprehension*?

Based on the background of the research, the problem of the research can be formulated such as:

1. Alternative hypothesis (H_1) = The use of NHT in report text in the English language at SMA Negeri 8 Kota Ternate improve students' reading comprehension
2. Null hypothesis (H_0) = The use of NHT in report text in the English language at SMA Negeri 8 Kota Ternate cannot improve students' reading comprehension

D. Significance of the Researcher

There are two aspects in the results of this study, namely theoretically and practically.

1. Theoretically Significance

The results of this research are to add knowledge and information about Numbered Head Together in reading comprehension.

2. Practically Significance

Practically, the findings of the research serve as a reliable reference for the teachers' or lecturers' of English who want to apply Numbered

Head Together in Reading Comprehension as a methods' training to students' especially in improving reading comprehension.