CHAPTER I

INTRODUCTION

This chapter presents the general account of the present resesarch. It covers background of the study, limitation of the study, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Research

Reading is a complex process of getting meaning from the text through comprehension. The comprehension will help the readers to develop a more complete picture of things they read and lead them into a deep understanding of the text. Understanding information on the text is, of course the whole purpose of reading. The readers who understand what they are reading can more easily go beyond the given information on the page. Westwood (2001) says 'the good readers almost always have some personal feeling or reactions to what they are reading'.

Reading English text is necessary since many texts are written in English. Many people learn to understand English text because they need it whether to their education or for their profession that the sources are written in English. In the field of education, students from different country need to read English text because English as a language of international education.

Students need to learn English text to get the knowledge. Therefore, reading ability became very important because the success of students in studying depends on the greater part of their ability to read. As McDonough and Shaw stated (1993) "Reading is the most important foreign language skill, particularly in cases where students have to read English material for their own

specialist subject but may never actually have to speak the language; such cases are often referred to as "English as a library language". The important of English related to the position of English in Indonesia as a foreign language.

Narrative text is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. There are three generic structures of narrative text: orientation (Introducing the participants and informing the time and the place), complication (Describing the rising crises which the participants have to do with), and resolution (Showing the way of participant to solve the crises, better or worse). By understanding narrative text, the students can learn the event that did in the past.

The students problem in understanding English reading text influence by the students mastery of English vocabulary. Mastery vocabulary related to the students understanding of the text contain. As Allington and Strange (1980) stated that word-identification abilities and understanding the massage is a way of measure reading ability and this ability is definitely complex. It is related what Harmer had stated before that learning reading is a good model for language components such as learning vocabulary but is become a problem when the students did not understand what the word means.

The English teacher of SMK Nasional Dawarblandong used Grammar Translation Method in teaching reading. In the teaching process, she asked each students to bring their own dictionary and they could find difficult vocabulary in the dictionary. When the teaching reading is focus on transleting difficult vocabulary, this teaching process will take a lot of time. Finding difficult vocabulary in dictionary is not a good way in understanding the text because the

students will focus on finding each word and not all students bring their dictionary. When some students brought their dictionary and the other did not bring it, the students who bring the dictionary focused on finding the word means and the students who didn't bring it made noise. This activity makes teaching process is not effective.

Furthermore, in teaching and learning activity, the students listen to the teacher's explanation and they did the exercise individually. In fact, not all of students did the exercise well because some of the students understand the material and the other did not understand the material. In this problems, the teacher needs to make the students work cooperatively in order the students who understand the material easily can help the students who difficult to understand the material.

. In this research, the writer uses Number Head Together (NHT) technique. Number Head Together (NHT) is one of cooperative learning models that as alternative to the traditional teaching. Number Head Together firstly designed by Spenser Kagen (2000) as an alternative to the traditional classroom structure. "Number Head Together (NHT) involve more students analyze materials in a lesson and check their understanding to the content the materials about".

Based on the explanation above, the writer is interested in finding out "the effectiveness of Number Head Together (NHT) technique on students reading ability of narrative text at the first grade students of SMK Nasional Dawarblandong".

B. Formulation of the Problem

Based on background of the research above, the formulation is as follows: Is there any effectiveness of Number Head Together (NHT) technique on students reading ability of narrative text?

C. Objective of the Research

The objective of the research is to know about the effectiveness of using Number Head Together (NHT) technique on students reading ability of narrative text.

D. Significance of the Research

1. Teoritically

Huda stated (2011) that "numbered heads together gives the students chance to share ideas and discuss the best answer. Then, numbered head together also can improve students motivation, and it can be used in all materials and all students level. It means, Number Head Together technique facilitate the students to share the idea with their friends to find the corect answer. This technique also can motivate the students to learn and to compete positively with their friends in the other groups. Then, Number Head Together can be implemented in any kind of material and any students level.

2. Practically

The result of the study is expected to be useful for the teachers, students, and the other researchers.

1. For teachers, in order to use various technique in teaching English.

2. For students, this research result can make students increase their score and their   understanding in reading everything.

3. For other researchers, this research finding is expected to get useful information in leading them to further research on different aspects in the same field of study.

E. Limitation of the Research

To avoid misunderstanding and to clarify the study, the making of limitation of the study should be made. The writer limits the study on the effectiveness of Number Head Together (NHT) technique on students reading ability of narrative text.

F. Definition of the Key Term

According to Kagan, (2000) Number Head Together (NHT) is a simple four-step structure. Its main strengths are in building mastery and in reviewing previously learned information. It means that NHT has four steps in implemeting the technique. The purpose of Number Head Together (NHT) is to develop the students" understanding and to review the material that has been learned

As Snow stated (2007), reading is active guessing activity in which readers use a variety of different kinds of clues to understand a text and to take what they need or want from it, generally as quickly as possible.

According to Anderson stated (1998), A narrative is a text that tells a story and in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.