

CHAPTER 1

INTRODUCTION

This chapter deals with background of the research, research questions, objective of the research, limitation of the research, significance of the research, definition of key terms, and organization of the research paper.

A. Background of Research

English as a foreign language in Indonesia, is one of the subjects at junior high school. Learning English itself consists of four skills, namely listening, writing, reading, and speaking. Reading skill needed to be mastered by student because enables the learner to understand the information clearly (Simarmata and Siregar 2017:1), besides reading also help student to get a new vocabulary. In line to Parwati (2014: 399) reading helps people learn to think in the new language as well as helps people to build a better vocabulary. The definition of reading itself is a way to know, to feel, and to understand the word (Parmawati and Yugafiati 2017:1).

In the 2013 curriculum, several texts were studied in Junior High School. One of the text, is narrative text. According to Adhini (2017:125), the narrative text is a piece of text which tells a story to amuse or entertain the readers or listeners. The narrative may also seek to teach or inform, to embody the writer's reflections on the experience, and most important to extend the reader's imagination (Sahab 2014: 85). It means that Narrative text allows readers to develop their imagination through stories given by the

author. To understand the contents of these texts student need to have reading comprehension skills. Yusismi and Jufri (2017:142) stated that reading comprehension is the process of readers actively finds the meaning in the text, combining information from a text and their background knowledge to build meaning. It means reading comprehension is the ability to capture the meaning of the text being read. It relevant to one of the purposes of teaching English as a foreign language for Indonesian is that students can read, grasp the idea, and understand the book written in English (Parmawati and Yugafiati, 2017: 1).

However, Gunning (2002) as cited by Risnaldi, Usman, and Achmad (2016: 114) explains that the main problem that student face in reading comprehension are insufficient knowledge of vocabulary and sentence structure. Students get difficulties in understanding the contents of the English text. Therefore, the teacher have to find out an appropriate strategy or technique to teach students reading comprehension (Sahab, 2014). To overcome this problem the researcher used Numbered Heads Together (NHT) technique in cooperative learning.

Slavin (1990), Lie (2002), and Stahl (2002) as cited by Risnaldi, Usman, and Achmad (2016: 115) mention that Cooperative learning is teaching model, in which students learn subject material and learn collaboratively in small groups. One of technique in cooperative learning is Numbered Heads Together (NHT), which is used in this research. Kagan (1992: 20) as cited by Nurdiana (2016: 38) mention that Numbered Heads

Together (NHT) will make student share information each other, listen carefully, speak and answer the question carefully, so the student are more active in learning process. Through this grouping, student can work together to find the answer.

Based on the explanation above, the researcher intended to do conduct research entitled “Teaching Reading Narrative Text using Cooperative Learning with Numbered Heads Together (NHT) technique at Junior High School in Bandung Barat”.

B. Research Questions

Based on the background above, the research questions as follows:

1. How is the implementation of scenario of teaching reading narrative text using the Numbered Heads Together (NHT) technique at junior high school in Bandung Barat?
2. What are the teacher and students’ responses towards teaching reading narrative text using the Numbered Heads Together (NHT) technique at junior high school in Bandung Barat?
3. What are the students’ difficulties in learning reading skill using cooperative learning with Numbered Heads Together (NHT) technique at junior high school in Bandung Barat?

C. Objective of the Research

According to the research question above, the aims of the research is to find out:

1. The implementation of scenario of teaching reading narrative text using cooperative learning with Numbered Heads Together (NHT) technique at junior high school in Bandung Barat.
2. The teacher and students' responses towards teaching reading narrative text using cooperative learning with Numbered Heads Together (NHT) technique at junior high school in Bandung Barat.
3. Identify the students' difficulties in learning reading skill using cooperative learning with Numbered Heads Together (NHT) technique at junior high school in Bandung Barat.

D. Limitation of the Research

This research is limited only to discuss teaching reading narrative text using cooperative learning with Numbered Heads Together (NHT) technique in eight grade student at junior high school in Bandung Barat. Furthermore, the time of the research is also limited to only one month to conduct the research.

E. Significance of the Research

There are several benefit of the research for student, teacher, and other researcher as follows:

1. For Student

This research introduces students to a new learning technique especially in reading that gain direct experience, active and creative.

2. For Teacher

The results of this research can provide several advantages for English teacher to develop teaching and learning strategies in schools. Especially Numbered Heads Together (NHT) technique can be used as an alternative technique in the teaching and learning process in class.

3. For Other Researcher

This research enrich of previous theories and research findings of teaching strategies, especially for teaching reading and also can be used as a reference for further research.

F. Definition of Key Terms

In this part the definition of key terms, divided into four section namely teaching reading, narrative text, cooperative learning and Numbered Heads Together as follows:

1. Teaching Reading

Teaching is the activity of a teacher to guide and organize the students in the learning process so that the material needed by students can be conveyed well. Teaching reading aims to make students understand what they are reading and assist student to improve reading comprehension.

2. Narrative Text

The narrative text is a text that contains fictional or imaginary stories that tell something to entertain the reader.

3. Cooperative Learning

Cooperative learning is a teaching model that does learning in group. With this group, students will share the information, so all students receive the same information. In cooperative learning students are structured to depend on each other in team so every student work together in teams.

4. Numbered Heads Together Technique

Numbered Heads Together (NHT) is a technique that help students to understand the material by creating small workgroups consisting of 1-5 students. All students in this group must be sure to understand the material to answer the questions that will give by the teacher.

G. Organization of the Research Paper

This research divided into five chapter, this is the short description about what each chapter contains.

Chapter I Introduction

It includes background of the research, research question, objective of the research, limitation of the research, significance of the research, definition of key terms, and organization of the research paper.

Chapter II Literature Review

It includes definition of reading skill, the kinds of reading technique, reading comprehension, teaching reading, definition of narrative text, generic structure of narrative text, types of narrative text, example of narrative text, definition of cooperative learning, characteristics of cooperative learning, type of technique in cooperative learning, definition of Numbered Heads Together (NHT) technique, Numbered Heads Together (NHT) in teaching reading, advantage and disadvantage of Numbered Heads Together (NHT) technique how to teach reading using Numbered Heads Together (NHT) technique, teaching reading narrative text using cooperative learning with numbered heads together (NHT) technique, and previous study.

Chapter III Research Methodology

It includes research methodology, subject of the research, the instrument of research, data collection technique, and the data analysis procedure.

Chapter IV Finding and Discussion

This chapter describe about finding and discussion of the research.

Chapter V Conclusion and Suggestion

This chapter describe conclusion and suggestion of the research.