

CHAPTER I

INTRODUCTION

A. Background of the study

Language is an instrument of communication. Humans deliver their ideas or judgements by language. The delivery of thought may be done through speaking or writing. The ideas that are delivered are received through listening or reading. Listening, speaking, reading and writing are called skills of language. Listening cannot be separated from speaking and reading cannot be separated from writing, because they support each other.

In foreign language learning, reading is the one of important skill to be taught to the students because through reading they will get information, knowledge and science. Grabe & Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately.

Goodman (1976:497) state that reading is a selective process. it involves partial use of available minimal language cues selected from perceptual input on the basic of the readers' expectation. From the quotation above, reading means to find out the message or information that the writer put into the text as efficient as possible.

Harmer (2003:208) states that students sometimes have low expectation of reading. Reading passage is bound to be too difficult for them and they predict

that the whole experience will be frustrating and de-motivating. Such attitudes often due to unsuccessful experience in reading. Consequently, students will need to read the text two or three times to get even an approximately sense. all this takes time and many less motivated students give up.

In this case, reader must be able to get the main idea from the text. Based on <http://www.wikipedia.com/reader/factors>, reading is a means of Language acquisition of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shared by the readers' prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

Further, in English curriculum, Education Unit-Oriented curriculum (Kurikulum Tingkat Satuan Pendidikan; KTSP) of Senior High School level states that there are four language skills that should be achieved in learning process namely, listening, speaking, reading and writing. Reading is one of the four skills that must be mastered. It is stated that students are intended to comprehend the text. In second year of Senior High School, the several kinds of texts genre are reports, narrative, analytical expositions.

Using the conventional method proved that students learn systematically, because education has emphasized the manipulation context in traditionally where students have to memorize names, fact, figures, places, dates and events. They only study the subjective in isolation from one another and drill them in the roles

of acquire basic writing and computing skill. The students were forced to concentrate on mastering content, not how to apply knowledge. Education nowadays tries to emphasize in learnign proces and it becomes the most important things use in getting knowledge. The knowledge received in students learning will be meaningful if it can be applied in group discussion. The emphasized of Numbered Head Together c lass extremely focus on the technique. To prove the validity of the Numbered Head Together technique used, the research should be made applying the tecnique in the classroom. It is expected that numbered head together will affective in teaching reading achievement.

Based on background above, the writer design to conduct out this research to prove whether applying numbered head together technique can significantly affect on students' reading achievement.

B. The problem of the study

In line with the background of study, the problem of this study is formulatedas follows: “ Is there any significant effect of applying Numbered Heads Together Technique on students' achievement in reading recount text?”

C. The objective of the study

Based on the bacground and the problem above, the objective of the study is to investigate whether there is a significant effect of applying numbered head together technique on students' achievement in reading recount text.

D. The scope of the study

This study is only focused on the application of the NHT technique on students' achievement in reading recount text particularly on personal recount. The level of students being studied is the first grade of senior high school level.

E. The significance of the study

It is expected that findings of this research will be able to contribute some inputs for the :

- 1) Students, to get more interested in class and to improve their reading skill
- 2) English teachers, as source of information to improve the quality of English learning process especially in reading, and
- 3) The researcher, as a source of information for further related studies.