CHAPTER I
INTRODUCTION

A. Research Background

As a global language, English is a language often used to contact and convey with humans from various countries. English is crucial in globalization because science and technology mainly use English. English has also been widely applied in multiple fields such as scholarship, politics, employment, global trade, etc. Therefore, studying English is essential for all people, especially for students who think that English is a strange language, as the contingency in Indonesia, which has determined that learning English starts when students are in elementary school, where English is a local content subject. Then from junior high school to senior high school, English is an obligatory subject that has been set in the educational curriculum.[1]

One of the abilities that are needed by students when learning English is reading skills. Reading has been emphasized since childhood, namely when sitting in elementary school. Through reading activities, students will easily find information. Basically, reading is an exercise to apprehend the essence material of the text. As one of the four skills, reading has an essential role in supporting the success of other skills of learning English. Thus, students will easily find their insights when reading textbooks, newspapers, magazines, advertisements, brochures, pamphlets, etc. In addition, reading also allows students to know how the overall English is used in printed or written forms.[2]

According to Margrethe H. Bakke, reading is preparation for getting and describing the data that has been transferred in the form of language through print media.[3] In other words,

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[1] Lusi Nurhayati, Nury Supriyanti, and Anita Triastuti, "*Teaching English as Foreign Language Methodology*" (Yogyakarta: 2008), p. 3-4.

[2] Suud Purnomo, "*Improving the Students Reading Comprehension through Numbered Heads Together Technique*," Journal on English as a Foreign Language 2, no. 2 (2012), p. 37.

[3] Margrethe. H. Bakke, "*Teaching Reading in EFL-Instruction: What Are Teachers' Attitudes towards Reading in EFL-Instruction and How Is It Taught in Class? "* (Trykk: Represlentralen, Universitetet I Oslo, 2010), p. 13.

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reading helps students in gathering a variety of information to expand their experience of various news circulating in the world. Reading is how we can understand the intent of the text so that the message that the author has conveyed can be well received. In reading activities, the reader who has high curiosity will be active in discovering and exploring the meaning of the content. Then, reading can also be said as an activity carried out by someone to analyze a reading text. Thus, it can be said that how much or how easily the reader understands the essence of the reading depends on the concentration and capacity of the reader.[4] Therefore, for academic purposes reading is one of the skills used in everyday life. Furthermore, there are some people who think that if someone is unable to read, that person will have a problem, which will affect the future. Such as difficulties to continue higher education and also difficulties in obtaining job opportunities. Because in this day and age, to find a suitable job, there must be certain conditions or criteria, such as looking at one ability first.[5]

As stated by Tri Fuspa Wilanda, reading is closely related to reading comprehension.[6] Thus, reading is a process of comprehension. Students will always be encouraged to understand, identify, and interpret what they have read. Therefore, students should stick to it by checking how well they know comprehension.[7] Then, concerning this, students will emphasize reading comprehension.[8] Keiko Koda argues that comprehension occurs when the reader gains meaning and then combines it with various information that has been obtained

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[4] Yesicha Audina, Nibenia Zega, Asima Simarmata, et al, "*An Analysis of Teacher's Strategies in Teaching Reading Comprehension*" Lectura: Jurnal Pendidikan 11, no. 1 (2020), p. 96.

[5] Hamza Al-Jarrah and Nur Salina binti Ismail, "*Reading Comprehension Strategies among EFL Learners in Higher Learning Institutions*," *Arab World English Journal* 9, no. 2 (2018), p. 316. https://doi.org/ 10.24093/awej/vol9no2.21.

[6] Tri Fuspa Wilanda and Jaya Nur Iman*, "The Use of* …………..*. p. 13.

[7] Ganesh B Mundhe, "*Teaching Receptive and Productive Language Skills With the Help of Techniques*" *an international journal in English* 1, no. 2 (2015), p. 4.

[8] Yesicha Audina, Nibenia Zega, Asima Simarmata, et al. "*An Analysis of* ……… p. 96.

from texts or other reading sources, then the reader combines it specifically with the insights that have been previously learned.[9]

In teaching English, reading comprehension is one of the important keys that each student must master. According to Breiseth, comprehension is the most reason of reading.[10] Conversely, most people think that reading without knowing the meaning and understanding is not reading. Because of their assumption that reading is an essential English skill, besides that people will gain various knowledge gain experiences, and get information from texts.[11]

From the explanation above regarding the importance of reading comprehension, the instructor ought to pay consideration to the requirements or troubles felt by students. As educators, teachers have a very important role because teachers are the most important in managing activities in the classroom. For example, a teacher must establish a learning implementation plan before teaching and learning activities. In addition, teachers must prepare several ways of teaching so that learning is not always monotonous. In this regard, the teacher will be fully responsible for managing the class to create a comfortable and effective environment in teaching and learning activities.[12]

Dealing with the research, the researcher analyzed students' reading comprehension, it means this research is crucial to do again and look for more in-depth information around the usage of reading comprehension teaching using Numbered Heads Together Technique in the eighth grade of MTs Matholi'ul Huda Posono Gembong Pati. It is supported by previous research. In this research, the researcher takes two previous researches. The primary is the research conducted by

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[9] Keiko Koda, "*Insights into Second Language Reading: A Cross-Linguistic Approach*", (UK: Cambridge University Press, 2005), p. 4. https://doi.org/ 10.2307/30198000.

[10] Yee Bee Choo and Nurul Syazana Zainuddin, "T*he Use of E-Book To Improve Reading Comprehension Among Year 4 Pupils*" *Journal of English Education. Vol.* 3, no. 1 (2018), p. 24. https://doi.org/10.31327/jee.v3i1.477.

[11] Yesicha Audina, Nibenia Zega, Asima Simarmata, et al. "*An Analysis of* ………… p. 95.

[12] Yesicha Audina, Nibenia Zega, Asima Simarmata, et al. "*An Analysis of* ……….... p. 98.

Intan Devita Nadya (2019) entitled "The Influence of Using Numbered Heads Together Technique Towards Students Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018 /2019." She is a student of the University from English education study program, University of Raden Intan Lampung. The research by Intan discussed student difficulties in learning English. Specifically in writing ability. So, it is necessary to investigate more deeply about students' difficulties, that the application of the Numbered Heads Together Technique is used to overcome problems. The research conducted by Intan utilized a quasi-experimental plan with the treatment held in three gatherings. At that point, it appeared a critical impact of utilizing the Numbered Heads Together technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018/2019.[13]

The second research is evidenced by Yuri Aprilianis (2019) entitled "The Effect of Numbered Heads Together Technique on Students Speaking Skill." She is one of the students of University from English education program, University of Sulthan Thaha Saifuddin Jambi. The research by Yuri utilized quasi-experimental and discussed using Numbered Heads Together Technique on students speaking skills at MAN 2 Jambi. So that these problems need to be investigated more deeply to find the effect of students' speaking ability on the utilize of the Numbered Heads Together Technique and find a significant difference between the control class and the experimental class. Furthermore, the major finding appeared a significant differential effect on students speaking skills at MAN 2 Jambi.[14]

Based on the interview made by the researcher, there are still numerous problems faced by students in reading English

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[13] Intan Devita Nadya, "*The Influence of Using Numbered Heads Together Technique Towards Students Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMPN 1 Jati Agung South Lampung in the Academic Year of 2018 /2019.*" (2019).

[14] Yuri Aprilianis, "The Effect of Numbered Heads Together Technique on Students Speaking Skill." (2019).

texts. The students still have a low ability to understand the text. The researcher's interview with Ms. MW as an English teacher at MTs Matholi'ul Huda Posono Gembong Pati. She said that most of the students encountered several problems related to reading. As students have difficulty understanding various types of texts, it is still a problem for them to read the recount text. Therefore, the researcher will focus on students' problems in reading comprehension in recount text, namely the material in the eighth grade of MTs Matholi'ul Huda Posono Gembong Pati.

Mrs. MW thought that several problems caused the lack of reading comprehension faced by students at MTs Matholi'ul Huda Gembong Pati. She explained that the problems faced in the lack of reading comprehension, they are: the first is the lack of vocabulary owned by students. Most students interpret the text by way of word for word, order the words in a sentence. So, understanding the text when interpreting it to word for word will be quite difficult to understand. It is different if students can interpret the text literally, namely interpreting the word order by adjusting the grammar structure in the target language. For example, students can use literal ways to interpret the text. It is possible for students to easily understand the meaning of the text. Then the second cause is that most students have difficulty expressing ideas from reading. They have trouble determining the main idea or message conveyed by the author in a text. Then the third cause, students are still confused in understanding the generic structure of recount text. In addition, students lack the motivation to learn English, which makes them less interested in the material taught by the teacher.[15]

As it is known that reading a foreign language, especially English, has differences with Indonesian texts, such as differences in writing vocabulary, use of grammar, writing style, and spelling.[16] Therefore, teachers need to apply techniques in teaching in the classroom so that teaching and learning activities

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[15] Interviewed about the problems in teaching reading with the English teacher of MTs Matholi'ul Huda Posono Gembong pati, November, 26th, 2021.

[16] Deni Kurniawan, "*Teachers' Techniques in Teaching Reading Comprehension at Sman 1 Kota Sungai Penuh in Academic Year 2017/2018*" (2018), p. 2.

are varied.[17] The researcher will analyze the use of learning techniques that the teacher has applied. Then these techniques are expected to grow students' ability in reading comprehension. For example, one technique that researchers want to explore is using the Numbered Heads Together (NHT) technique. Numbered Heads Together are one of cooperative learning, which we know that cooperative learning involves several students cooperating in one group. Cooperative learning provides a context to support students motivate students to work in teams to generate ideas. Thus, each student will discuss to exchange ideas in a group.[18] Numbered Heads Together technique is specially designed to involve all students simultaneously in one class to respond to the teacher's questions and provide an understanding of their academic performance.[19]

Based on the problem above related to the lack of reading comprehension at MTS Matholi'ul Huda Posono Gembong Pati, the researcher is interested in conducting research using the Numbered Heads Together technique in teaching reading comprehension. This technique is expected to stimulate students and encourage their learning interest in understanding the text. The researcher focused on reading comprehension in recount text material in this study. Therefore, the researcher determined the topic entitled **"The Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique: A Case Study at an Islamic Junior High School in Pati."**

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[17] Nuraiun. *"Improving the Students Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction At Grade VIII Private Islamic Junior High School Ali Imron Medan"*. *Exposure Journal* 4, no. 2 (Skripsi: Department of English Education Faculty of Tarbiyah and Teachers Training, 2017), p. 10.

[18] Spencer Kagan, "*When We Can Talk: Cooperative Learning in the Elementary ESL Classroom. ERIC Digest*". *Elementary Education Newsletter* 17, no. 2 (1995), P. 4. www.eric.ed.gov

[19] William C. Hunter, Lawrence Maheady, et al. "*Numbered Heads Together as a Tier 1 Instructional Strategy in Multitiered Systems of Support*". *Education and Treatment of Children* 38, no. 3 (2015), P. 349. https://doi.org/10.1353/etc.2015.0017.

B. Research Focus and Scope

This qualitative research was conducted based on participants' perceptions of the problems encountered in the field. The problem limited in qualitative research is the focus of research, which contains the main concern and the object of the situation in the field so that this research activity is focused on the following things: Understand the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati, and understanding the supporting and inhibiting factors faced in teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati.

C. Research Questions

1. How is the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati?
2. What are the supporting factors faced in the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati?
3. What are the inhibiting factors faced in the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati?

D. Research Objectives

1. To describe the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at Islamic Junior High School in Pati.
2. To describe the supporting factors faced in the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati.
3. To describe the inhibiting factors faced in the implementation of teaching reading comprehension in recount text by using Numbered Heads Together technique at an Islamic Junior High School in Pati.

E. Research Significances

Based on the research objectives above, this research is expected to benefit readers, both theoretically and practically. Which are as follows:

1. Theoretically

This research is expected to provide information and develop knowledge related to using the Numbered Heads Together technique in learning reading comprehension.

2. Practically

The researcher hopes that the result of the research will be helpful for:

a. For students

This research is expected to provide understanding to students in learning English, especially in reading comprehension.

b. For teachers

This research is expected to benefit teaching and learning activities using the Numbered Heads Together technique concerning cooperative learning that involves students being active in group learning in the classroom. In addition, the teachers are expected to improve the system of learning activities well.

c. For the future researcher

The researcher hopes that this study's findings can benefit other researchers who want to study the same topic. Then, it is expected that future researchers can improve and perfect the various shortcomings in this study for future researchers.

F. Definition of Key Terms

1. Teaching is an effort made by teachers to students by involving a material that can impart knowledge for students.
2. Reading comprehension is an ability that readers or students have in understanding the text. It means the reader will know the essence of the text by considering the structure the text.
3. Recount Text is a text that retells occasions or activities in the past. In other words, the occasions narrated by the author

are stated chronologically according to the time and place where the events occurred.[20]

4. The Numbered Heads Together (NHT) technique is a technique of cooperative learning. The NHT technique is done by dividing several students into groups. The students will get a number according to their respective sections. In this case, the educator gives a question text to students concerning the material being instructed. The educator will call the students with random numbers. That way, each group must discuss to determine the best answer for each question.[21]

G. Organisation of Thesis

The writer arranges this into five chapters. Including the following:

Chapter I   : **Introduction**. It contains the Research Background, Research Focus, Research Questions, Research Objectives, Research Significances, Definition of Key Terms, and Organisation of Thesis.

Chapter II : **Review of Related Literature**. It contains the Theoretical Description, Theoretical Framework, and Review of Previous Study.

Chapter III : **Research Methodology**. It contains the Research Method, Research setting, Research Participants, Instrument and data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Considerations.

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[20] Ekha Yusthi, "*Teaching Reading Comprehension In Recount Text By Using Teaching Reading Comprehension In Recount Text By Using Zooming In And Zooming Out (Zizo) Strategy To The Eighth To The Eighth Grade Students Of Smp Sriguna Palembang*," *Pendidikan dan Pengajaran* (2007), p. 133.

[21] Hesty Prayekti, Haryadi, and Udi Utomo, "*The Effect of Numbered Heads Together (NHT) Model Assisted with Audio Visual Media On The Learning Outcomes of Identifying Story Elements of Students Grade V*" *Journal of Primary Education* 8, no. 2 (2019). https://journal.unnes.ac.id/sju/index.php/jpe/article/view/26485

Chapter IV : **Research Findings and Discussion**. It contains the Research Results and Discussion.
Chapter V : **Conclusions and Recommendation**. It contains Conclusions and Recommendations.