

CHAPTER I

INTRODUCTION

This chapter presents six points. They are (1) background of the research, (2) problem of the research, (3) objective of the research, (4) significance of the research, (5) the operational definitions, and (6) scope and limitation of the research.

1.1 Background of the Research

Nowadays, English has become the famous language which people over the world use to communicate each other in modern and globalization era. Thus, English is very important to study. In Thailand, English is the most important subjects that has been taught in every school. Moreover, Thailand students must learnt English from age 6 year until age 18 year it means that 12 years Thailand students learned English. However, Thailand students cannot speak English fluently and read English clearly. According to the speech given by the Minister of the Ministry of University Affairs on March 6, 2000, the average TOEFL scores of Thais are the same as Mongolians but higher than North Koreans and Japanese. Especially in Patani south of Thailand, the students do not only learn English as international language but also learn Malay and Arabic. So, Thailand students especially in Patani, difficult to master English.

Reading is one of the essential skills for English students. As stated by Mikulecky and Jeffries (1996:1), reading is the important way which can improve

students' general language skills in English. It means that reading can enlarge vocabulary, writing and speaking skills. In other words, by reading learner will get something to improve their knowledge, information and pleasure, instructing to do something and also know what is happen.

Besides, reading is an essential skill as explained in the previous paragraph, reading is a process understanding the text. Harmer (2002:68) states that reading is a process of decoding message of readers' own experience and knowledge. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Additionally, in Thailand, reading skill has important role because it is used in the final examination. So, the students must be good in reading if they want to pass the examination and graduate from the school. But, it contrasts to the fact that most of senior high school students still had low score achievement in reading English. In the classroom, the teacher was still the center of the learning. The students seldom discuss and share the materials to each other because the reading activity is still depended on the teacher's explanation, e.g. the teacher always stands in front of them to explain the materials whereas the students listening the explanation. So, the clever students tend to be active but the other students tend to be passive. It happens because some clever students dare to ask and share their opinion to the teachers but the other students do not. These made the students do not want to learn reading optimally and make the students feel bored.

Based on the preliminary research by the researcher, students of fifth grades at Ma'had assaqafatul al islamiah Thailand think that the most difficult skill is reading. It was because they have problems when they reading English text. The problems are:

- 1) Students are difficult to find the main idea of the text.
- 2) Students are difficult to find word meaning from the text that they read.
- 3) Students do not understand and comprehend of the text well when they read.

The problems above are supported by the score of students' reading test that are very low. The average score is 61.

By knowing the problems of students in English reading, the researcher tries to conduct an action research by proposing a teaching technique of cooperative learning to teach English reading skill, namely Numbered Heads Together (NHT).

Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in group sand each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokes person for the group. By having students work together in a group, this technique ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called and all members have to be ready.

1.2 Problem of the Research

Based on the background of the study above, the research problems are formulated as follow: How can the implementation of numbered heads together improve students' reading of recount text at fifth grade of Ma'had assaqafatul al islamiah Thailand?

1.3 Objective of the Research

Based on the problems above, the research's subject is identifies as follow: To know the implementation of numbered heads together technique in improving students' reading of recount text at fifth grade of Ma'had assaqafatul al islamiah Thailand.

1.4 Significance of the Research

This research is expected to be useful for the students, the English teacher, and other researchers. It is hoped that this research can enrich the theory of teaching reading technique, the teachers to be drawn to this new method of teaching, and also student centre approach and to adapt it as an effective teaching strategy that will benefit the students

The outcomes to be considered as follows: the improvement of students' reading comprehension in recount text; enhancing students' independence, creative thinking; and the level of interaction and cooperation that was engendered between students and teachers.

1.5 The Operational Definitions

To make clear comprehension about the topic discusses in this study and to avoid the possibilities of misinterpretation, the researcher has tried to give the definition of each. They are:

1.) Reading comprehension

Reading comprehension is the student's ability to comprehend the recount text. It is indicated by the ability to find out the main idea, word meaning, tenses, implicit information, explicit information and generic structure in recount text.

2.) Numbered Heads Together (NHT)

One of cooperative learning methods that are applied in schools is Number Head Together. By using NHT technique the students have opportunity to share their ideas and their opinion about the appropriate answer. This technique will motivate the students to improve their motivation to cooperate each other

1.6 Scope and Limitation of the Research

This research focuses on improving reading comprehension of the 37 Thailand students of class XI program in understanding recount text in the academic year 2016/2017. Because the subject of the research is still general, to avoid the general discussion, the scope must be limited in order to focus the study and easy to understand.

Reading comprehension is the scope of this research. The researcher limits in recount text. The researcher also limits to use Numbered Heads Together in teaching reading recount text. It focuses on reading in main idea, meaning word, tenses, and generic structure in narrative text.