

# **CHAPTER I**

## **INTRODUCTION**

This chapter focuses on the area of the study that involves background of the study, research questions, objective of the study, significance of the study, scope and limitation, and definition of key term.

### **A. Background of the study**

Reading is one of the four skills that must be mastered by students. Reading is important to improve students' English skills. Students need to understand that the purpose of reading is to understand the text and to get the message. Students are directed to understand various types of texts such as descriptive, recount, and narrative. In improving reading skills, the process of teaching and learning to read must run well. According to Tarigan (1998) reading is a process which is used by a reader in order to get the purpose of the writer through the written word. In short, reading is an activity to find out meaning through words or written languages and how this ability is understand in words.

Reading is used in the classroom to discover the message. Students must comprehend what they have read in order to understand the message. Comprehension refers to the ability to fully comprehend what is conveyed in a reading text through words and sentences. Reading comprehension is thus the most important of the materials used to teach reading to students.

Reading comprehension is a necessary step in learning and understanding English. Students must be able to read the English text well in order to understand it. In reading comprehension, students must not only read the text but also demonstrate understanding of the content of the English text. Before interacting with the text, students should have a specific goal in mind in order to become good readers.

Reading comprehension requires students to comprehend and interpret the content of an English text. It means that students must become acquainted with a large amount of content information. As a result, students need a few abilities to comprehend and interpret main ideas in the text detailing that expose main and supporting ideas in the English text. They must also connect the content to their learning platform.

In some cases that I encountered, there are most students still find difficulties in reading understanding. They do not have the ability to understand and find ideas in English text. Sometimes students know the meaning of words in the text, but they still don't know how to get the main ideas or information in all paragraphs. Most of them do not have the ability to provide ideas from reading texts, so the reading and teaching process does not go well.

The problems above can be caused by two factors. The first factor students have a bad vocabulary shortage is the most common problem of students, so they

must know and remember the meaning of words to understand the text. Students sometimes read without understanding the text being discussed. The second factor can be caused by students is the lack of motivation and material is not interesting to build their enthusiasm, so they do not get various materials in their reading text. In addition, the strategy used is not suitable. Generally, the teacher does not make students a center. The teacher often reads the text and translates the text, so students do not have activities but to be heard by the teacher. This condition makes students boring and the reading process is not interesting.

Based on these problems, it is necessary to make improvements related to the learning process. Efforts made in order to improve is through the application of cooperative learning model Numbered Head Together in the English lesson that will be taught.

*Numbered Head Together* (NHT) is a cooperative learning model designed to influence student interaction patterns and as an alternative to traditional classroom structures. This learning begins with the Numbering method, where the educator divides into small groups. Each group is given a number. After the group is formed, the teacher asks several questions that must be answered by each group. Educators provide opportunities for each group to find answers. On this occasion, each group put their heads together "*Head Together*" to discuss thinking about answers to questions from educators. Next, the teacher calls students with the same number from each group. They were given the opportunity to give answers to the

questions they had received. This is done until all students with the same number from each group have a turn to explain the answers from the teacher. Based on these answers, educators can develop more in-depth discussions, so that students can find the answers as complete knowledge.

Researchers choose this learning model because it has advantages including involving students in reviewing the material covered in a lesson and checking or checking their understanding of the content of the lesson, increasing confidence in their own ideas or ideas, increasing willingness to use other people's ideas that are felt better, developing awareness of responsibility and mutual care for feelings also increases students' views of teachers who are not only teachers but also educators so that students' self-efficacy will increase along with increasing student reading skill.

Lundgren quoted by Ibrahim (2000) suggests that there are several benefits to the Numbered Head Together (NHT) cooperative learning model for students with low reading skill, including: The sense of self-worth becomes higher, improve attendance, acceptance of the individual becomes greater, intrusive behavior becomes smaller, reduced interpersonal conflict, deeper understanding so as to increase kindness, sensitivity and tolerance, higher reading skill.

Research from Merina (2014) and Ari (2022) shows that the use of *the Numbered Head Together* method is effective. She did the *Numbered Head*

*Together* technique to see the effectiveness of this method on students' reading ability. The result of the research showed that the use of NHT technique has given positive influence to improving reading skill ability in descriptive text.

Based on the explanation given, the writer would like conduct a research on reading with the title “The Use of *Numbered Head Together* Method in Improving Students' English Reading Skills Descriptive Text At SMPN 1 Berbek Nganjuk”

## **B. Research questions**

Based on the background, the researcher formulates the following problem:

How can the *Numbered Head Together type of cooperative learning model* improve student reading skill in the seventh grade English subject at SMPN 1 Berbek?

## **C. Objective of the study**

This study aims to determine whether the application of the *Numbered Head Together Cooperative Learning method* can improve student reading skill.

## **D. Significance of the study**

The results of the implementation of this action research are expected to provide benefits for:

1. Theoretical benefits

- a. The results of this study are expected to provide information or knowledge for researchers who will examine the same problem in order to improve this research.
  - b. The results of this study are expected to add insight and knowledge, especially for biology teachers, about the benefits of implementing the *Numbered Head Together* (NHT) cooperative learning model which can improve English reading skill.
2. Practical benefits
- a. For Principals  

As one of the inputs and considerations in determining learning development policies, especially in determining appropriate learning strategies to develop students' abilities optimally.
  - b. For Teachers  

Can be used as one of the considerations in choosing the right learning strategy in learning. Accuracy in determining or choosing a learning strategy is very influential on the achievement of learning objectives.

#### **E. Scope and limitation**

If the learning is carried out using the *Cooperative Learning method with the Numbered Head Together type*, the student reading skill will increase.

## **F. Definition of key term**

### a. *Numbered Head Together* (NHT)

*Numbered Head Together* (NHT) is a cooperative learning model that prioritizes student activity and collaboration in achieving learning goals and seeking, processing, and reporting information from various sources which are then presented in groups or representatives from groups.

### b. Reading Skill

Reading skill is the ability to process information obtained from reading, understand the meaning of the reading, and match the information obtained with what the reader already knows.

### c. Descriptive Text

Descriptive text is one type of English text which contains a description or detailed description of an object. Usually the objects described can be inanimate objects, places, as well as humans and other living things.