CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the theoritical framework, which consists of Numbered Head Together, reading skill, and descriptive text. Furthermore, this chapter describes the previous research related to this research.

A. Review of Related Theory

1. Numbered Head Together (NHT)

a. Understanding the *Numbered Head Together* Method

There are various types of cooperative learning, one of which is Numbered Heads Together (NHT) cooperative learning. NHT is an informal structural approach in cooperative learning. According to Spencer Kagan, NHT is a simple structure and consists of 4 stages that are used to review facts and basic information that serves to regulate student interactions.

Understanding the *Numbered Head Together* (NHT) Learning Model is a learning model that prioritizes student activities in finding, processing, and reporting information from various sources which are finally presented in front of the class.

The Numbered Head Together (NHT) learning model was first developed by Spencer Kagan in 1993, to involve more students in studying

the material covered in a lesson and checking their understanding of the content of the lesson.

Shoimin (2016) stated: *Numbered Head Together* (NHT) is one of the cooperative learning strategies. The NHT model refers to group learning of students, each member has a number of assignments (questions) with different numbers. For example, in productive learning, which studies the reproduction process of plants and animals more and refers to social interaction, so that NHT learning can improve social relations between students.

Numbered Head Together is a cooperative learning model designed to influence student interaction patterns and as an alternative to traditional classroom structure. 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.

According to Anita Lie (2002:59) Numbered Heads Together (NHT) is, "a type of structural approach cooperative teaching that provides opportunities for students to share ideas and consider the most appropriate answers." Technical implementation is almost the same as group discussions. This learning method is defined as a learning method that prioritizes the activities of students in finding and processing and reporting information obtained from various sources, then students present it in front of the class.

b. Characteristics of the *Numbered Heads Together* Type of Cooperative Learning Model

The characteristics of *Numbered Head Together* learning according to Rusman (2012, p. 206), are among others :

1) Team learning Cooperative learning is learning done in teams. The team is a place to achieve goals. Therefore the team must be able to make every student learn. Each team member must help each other to achieve the learning objectives.

2) Based on cooperative management has three functions, namely :

a. The management function as an implementation plan shows that the implementation shows that cooperative learning is carried out in

accordance with the planning and learning steps that have been determined.

b. Management function as an organization Shows that cooperative learning requires careful planning so that the learning process runs effectively.

c. The function of management as control shows that in cooperative learning, it is necessary to determine the criteria for success, both in the form of tests and non-tests.

3) Willingness to cooperate The success of cooperative learning is determined by the success of the group, therefore the principle of togetherness or cooperation needs to be determined in cooperative learning. Without good cooperation, cooperative learning will not achieve optimal results.

4) Collaboration skills The ability to work together is practiced through activities in group learning activities. Thus, students need to be encouraged to be willing and able to interact and communicate with other members in order to achieve the learning objectives that have been set.

Meanwhile, according to Bennet in Isjoni (2013, p. 41) states that there are five characteristics of the Numbered Heads Together (NHT) Method are as follows:

1) *Positive Interdependence.*

2) *Interaction Face to face.*

3) There is personal responsibility regarding the subject matter in group members.

4) Requires flexibility.

5) Improve the skills of working together in solving problems (group process).

c. Advantages and Disadvantages of the *Numbered Head Together* Method

1) According to Lundgrend quoted by Ibrahim (2000), there are several advantages to the NHT type cooperative learning model for students with low reading skill, including:

1. The sense of self-esteem becomes higher.

2. Improve attendance.

3. Acceptance of the individual becomes greater.

4. Disruptive behavior becomes smaller.

5. Conflict between individuals is reduced.

6. A deeper understanding so as to increase kindness, sensitivity and tolerance.

7. Higher reading skill.

8. Can improve student achievement.

9. Practice student responsibility.

10. Fun students in learning.

11. Develop students' curiosity.

12. Every student is motivated to master the material.

13. Every student becomes ready to learn everything.

14. Every student who is smart can teach students who are less intelligent.

2) Disadvantages of *Numbered Head Together* Method are as follows:

 a. It is not suitable to be applied in a class that has a large number of students, because it takes a lot of time.

 b. Not all group members are called by the teacher due to limited time possibilities.

 c. There is a possibility that the teacher calls a number that has already been called.

 d. Smart students will tend to dominate so that it can lead to inferior and passive attitudes of weak students.

 e. The discussion process can run smoothly if there are students who simply copy the work of smart students without having an adequate understanding.

 f. Grouping students requires different seating arrangements and requires special time.

d. Steps for Learning *Numbered Heads Together* (NHT)

The steps that can be taken in the Numbered Head Together (NHT) type of cooperative learning model are as follows :

1. First phase : Numbering

In this phase, the teacher divides the students into groups of 3-5 people and each group member is assigned a number between 1 to 5.

2. Second phase : Asking questions

The teacher asks questions to the students. Questions may vary. Questions can be very specific and in the form of interrogative sentences or in the form of directions, for example make sure everyone knows the names of angels and their duties.

3. Third phase : Think Together

Students unite their opinion on the answer to the question and make sure each member on their team knows the team's answer.

4. Fourth phase : Answering

The teacher calls a certain number, then the student with the appropriate number raises his hand and tries to answer the question for the whole class.

2. Reading

Reading is an interactive process between the reader and the text, resulting in understanding. In a text usually presents letters, words,

sentences, and paragraphs that have meaning. Readers use knowledge, skills, and strategies to determine the meaning of words from texts.

Reading skill refers to a reader's ability to comprehend the meaning of a text. They must also be able to understand and apply reading techniques in order to adjust to the text and their reading purpose. If their reading goal is to look up unfamiliar words in a dictionary, they must be able to read the text in scanning mode, but if their goal is to get the general idea of the text, they must be able to read the text in skimming mode.

a. The Nature of Reading

Reading is a motor activity performed to comprehend a text. Reading allows students to comprehend and comprehend the contents of the reading. Reading more frequently will train students to understand and determine the main idea in reading. Each paragraph contains the main idea. There is only one main idea in one paragraph; others remember the description that supports the main idea.

Reading is a sport in which the eyes and brain compete. The message is received by the eye, and the brain must then interpret it. That is, people receive information through their eyes and then interpret it through their brain.

We can conclude from the above definition that reading is an important skill in teaching and learning. Reading can be the key to achieving teaching and learning objectives, particularly in English learning.

b. The Objectives of Reading

Every action has a reason for being performed. When reading is completed, it serves several purposes. According to Grabe W (2009), he defines reading objectives in several points, which are as follows.

1. Reading to search information

2. Reading to skim quickly

3. Reading to learn (from text)

4. Reading to write (or search information needed for writing)

5. Reading to analyze the text

6. Reading for general information

Based on the objectives above, we can conclude that reading requires special attention. It is not surprising that reading is an important skill in learning a foreign language. The objectives listed above are reasons why students should read. Reading is useful for other purposes as well. Any

exposure to English (provided the student understands it to some extent) is beneficial to language students. Reading is a purposeful activity. A person may read to gain information, confirm existing knowledge, or to criticize a writer's ideas. A person may also read for pleasure or to improve their knowledge of the language being read. The reader's choice of texts is guided by the purpose for reading.

c. The Advantages of Reading

People gain knowledge when they read a newspaper, a story, or participate in a conversation. According to Harmer (2007), a large amount of reading has specific goals, and then another type of reading occurs for pleasure. Learning to read has an impact on language ability. Reading will provide us with numerous benefits.

This is why reading is such an important skill in English learning. There are some tips for leisure reading that can help people:

1. Improve their vocabulary

2. Increase their reading speed

3. Improve their comprehension

4. Improve their writing

5. Gain more knowledge

6.   Find the examples of many different ways peoples speak and write.

Based on the advantages above, It is obvious that reading is critical to learning a foreign language. Reading improves students' competence, ability, knowledge, and information in the teaching-learning process. It can help students who live in non-English speaking countries understand English better. It is extremely important to them. The following are the benefits for students:

1.   Reading helps you to learn how to think in English

2.   Reading can enlarge your English vocabulary

3.   Reading can help you to improve your writing

4. Through reading may be it is good way to practice your English although you live in non-English spoken country

5.   Reading is good way to find out about ideas and facts

This much is clear about rading benefits. Even though almost everyone in the world finds reading boring, reading can actually help us teach learning. Students find reading boring because they don't know what they're looking for.

d. Reading techniques

1. Scanning

    Scanning is a technique that is commonly used when looking up a word in a phone book or dictionary. You look for key words or concepts. Steps in scanning are as follows:

    a. State the specific information you are looking for.

    b. Try to predict how the answer will appear and what clues you might use to help you find it. For example, if you were looking for a specific date, you would scan the paragraph for numbers only.

    c. Use headings and any other aids to help you identify which sections may contain the information you seek.

    d. Read and skip through sections of the passage selectively.

2. Skimming

    Skimming is a technique for quickly identifying the main points of a text. Steps in skimming are:

    a. Read the first paragraph or the introduction.

    b. Every other paragraph's first sentence should be read.

    c. Read all of the headings and subheadings.

    d.   Read the summary or the final paragraph.

e.   Teaching Reading

       Teaching is process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehension the text is one of reading's goals. Teaching reading can be main as facilitate student performance this is comprehending texts, and provide student with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning recovery. During teaching reading process we must pay attention about the principles of teaching reading.

3.   Descriptive text

    1.   Text

        a.   Definition of Text

           Text means unit of language which express of the meaning by contextual. Border of text is neither measured from a number of sentence nor page, but from meaning is expressed and context which their including. Quality of text is not valued neither from long sentence nor short sentence. (Wiratno, 2003:25)

        b.   Genre (kinds of text)

There are some types of reading text. Based on Hartono (2005) in Genres of Text offer 12 text as follow:

1) Descriptive Text

Descriptive text is a text describes a particular person, place or thing.

2) Recount Text

Recount text is a text to retell events for the purpose of informing or entertaining.

3) News Item Text

News item text is a text to inform readers, listener, viewers about even of the day which are considered newsworthy or important.

4) Procedure Text

Procedure text is a text to describe how something is accomplished (completed) through a sequence of process, action, step, or describe how to do something.

5) Narrative Text

Narrative text is a text to amuse, entertain, and to deal with actual vicarious experience in different ways.

6) Report Text

Report text is a text to describe the way things are with the reference to a range of natural, manufactual, and social phenomenon in our environment.

7) Analytical Exposition

Analytical Exposition is a text to persuade that something should be the case.

8) Anecdote Text

Anecdot text is a text to share with others an account of an unusal or amusing incident.

9) Hortatory Exposition Text

Hortatory Exposition Text is a text to persuade the readers or listener that something should or should not be the case.

10) Explanation Text

Explanation text is a text to explain the process involved in the formation or working of natural or socio culture phenomenon.

11) Discussion Text

Discussion text is a text to present (at least) two points of view about an issue.

12) Review Text

Review text is a text to comment on an art work, event for public audience. Such work of includes movies, TV, shows, book, plays, operas, recording, exhibition, concert, and ballets.on, or an event.

2. Descriptive text

   a. Definition of Descriptive Text

Descriptive text is the foundation for improving students' writing abilities. It is thought that descriptive text is the best way to learn English in seventh grade, and that it is worthwhile for beginners. A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and to provide the reader with an image. Furthermore, descriptive text is a paragraph, which is defined as a group of sentences that.

Descriptive text is a type of text that is used to provide information. The context of this type of text is a description of a specific thing, animal, person, or other entity. It is a text that describes something in nature, such as a scene, an animal, a pers

b. The Structure of Descriptive text

    1. *The generic structures of Descriptive Text are as follows:*

- Identification : identifies the phenomenon to be described

- Description : The description section contains a clear and specific explanation of the characteristics, traits, habits or other matters relating to the object to be described.

    2. *The generic features of descriptive text*

- Verb in the present tense

- Adjective to describe the features of the subject

- Topic sentence to begin paragraphs and organize the various aspects of the description.

c. Characteristic of Descriptive Text

- The simple present tense dominates descriptive text. It is caused by the descriptive text's factual content. Because descriptive text describes something in reality, people will perceive the situation from various perspectives.

- More relational and material verbs are used in descriptive text.

- The most important aspect of descriptive text is that it describes something or someone rather than describing something.

- In descriptive text, conjunctions such as firstly, secondly, and so on are used to arrange ideas rather than to show an order.

- Adjectives in descriptive text describe shapes and characteristics.

- Typically, descriptive text reflects the relationships between parts and whole. For example, when we describe trees, we will find the relationship between parts of the tree and the whole, such as the root, trunk, branches, and leaves. We need tree-related words to express this.

B. Review of Related Research

The first study is conducted by Merina (2014) under the title "The Effectiveness of *Numbered Head Together* Technique (NHT) on Students' Reading Ability". This research used a quasi-experimental. The data obtained from two class of the grade eight, VIII-1 and VIII-2. The class consisted of 40 students. 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.

The second study is conducted by Yuri Aprilianis (2019) under the title "The Effect Of Numbered Heads Together Technique On Students' Speaking Skill". This research used quasi-experimental study. The data were obtained from 60 students consisting of two classes, namely class X IIS-1 and X IIS-2. She did the method to improve students' speaking skill. The result of the research showed that the use of NHT method can improve student's speaking skill. It can be seen from the paired samples test, it shows that there was a statistically significant improvement on students' speaking skill before using Numbered Heads Together technique (Mean= 55.20 Std Deviation= 9.876), after using Numbered Heads Together technique (Mean= 78.67 Std Deviation= 10.162). The value of paired samples test Sig. (2-tailed) was $0.000 \leq 0.05$, it means that Ha is accepted.

The third study is conducted by Seken (2013) conducts the third study, titled "The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students' Reading Comprehension: A Comparative Study." The study's objectives were to first see if there was a significant effect of numbered head together and question answer relationship technique on students' reading comprehension, and then to compare the effect of NHT and QAR on reading comprehension. This study was conducted with eighth grade

students from MTs Birrul Walidain NW Rensing during the 2012-2013 school year. The sample was obtained using the cluster random sampling technique. There were 66 students in total, divided into three groups: NHT, QAR, and conventional technique. In conclusion NHT is likely higher in effectiveness than the other techniques in improving the reading comprehension.

From some of the previous studies above, it can be concluded that this research has differences from the previous studies mentioned. This research uses classroom action research (CAR), while the previous research above uses quasi-experimental and Comparative study. The results of the three studies show an increase in students' ability to learn English by using the Numbered Head Together method.