CHAPTER I
INTRODUCTION

A. Background of The Research

English language has four skills, namely: reading, listening, speaking, and writing. With language we will carry our feelings and our thoughts to others; via way of means of writing, we will acquire records or carry records to others.

Writing is one of the media of communication. It is a kind of skill that needs much practice. Writing as an important skill in learning English requires a lot of effort from students. Writing as being different from speaking. In the writing process, the students are expected to write their written product grammatically.[1] Express their idea, and conclusions are the steps to developing rhetorical devices in the written form.

Students' interest in learning to write English is very low because the quality of learning is still low.[2] In fact, being top at writing can assist them analyze different talents in English extra effectively, assisting college students to get familiar with new varieties of writing and strengthening their writing skills. Futhermore, this is due to many factors in writing, especially on descriptive texts are first, students have difficulty in compiling titles that are in line with the theme, students can make texts that match the title, however, the contents of the ideas are incomplete and incomplete. Students have not involved all five senses in writing text. They only involve the senses of sight. Students have difficulty compiling cohesive and coherent paragraphs. Students have

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[1] Harmer, Jeremy, *How to Teach Writing*, (English: Pearson Education Limited, 2004), 8.

[2] Huy, N. T. *Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School*. (Asian Journal of Educational Research, 3, 2015), 53-69.

difficulty in using spelling according to the rules. Students also have difficulty using punctuation marks.[3]

Meanwhile, teaching English to class VII students, it was found that student's ability to write descriptive texts was still low. This condition can be caused by several factors, namely 1) Students find it difficult in learning descriptive text. 2) Students feel bored learning descriptive text. 3) Teachers have not been able to find the right learning model to use in learning descriptive text.[4]

As through an interview conducted with a teacher in seventh grade English at MTs Al-Khairiyah Margagiri, the researcher finds out some problems that students have the low ability in writing text. Many students get low scores in writing texts, they have confused to write text and teacher have not been use teaching method in teaching writing text especially in descriptive text. On the other hand, through observations made by researcher in a week in two times and interviews conducted with students in seventh grade at MTs Al-Khairiyah Margagiri, the researcher finds out some problems that students have low ability in writing text. Many students have difficulty in learning English, especially in writing descriptive text, they have little English vocabulary, and they feel bored with learning English just like that. They are confused as to what they will write and have not been able to determine the contents of the text to be written. Based on the observations and interviews made by researcher, it can be conculed that: 1) Students find it difficult in learning descriptive text. 2) Students feel bored in learning

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[3] Lutfiah, Zulfa Astri, *Analisis Kesulitan Menulis Teks Deskriptif Pada Peserta Didik Kelas IV SD Ma'atul Ichwan Laweyan Surakarta*, (Surakarta: Sebelas Maret University, 2021).

[4] Hikmah, Nurul, *Improving the Students' Writing Skill on Descriptive Text by Using Think-Talk-Write (TTW) Strategy for the Tenth Grade Students of MAN 2 Semarang in the Academic Year of 2018/2019*, (Semarang: IAIN Salatiga, 2019), A Thesis.

descriptive text. 3) Students have confused to write descriptive text. 4) Students have little in English Vocabulary. 5) The teacher has not been able to find the right learning model to be used in teaching descriptive text.

Learning to write is still problematic. This is proven by their literary achievements. In the class, the teacher only asks the students to translate the text and rewrite the translation. In this way, students cannot practice writing and critical thinking. That is what causes students' interest in writing to be very low.[5] From the statement given, it is clear that the teacher needs to get a solution to this.

Based on prior, the use of models or methods or learning strategies is very important in learning to write texts because it will affect student activity, interest in the process of learning to write, and student learning outcomes. For this reason, the researchers tried to apply the Number Head Together model.

The Number Head Together learning model is a learning model that emphasizes student activities in finding, managing, and communicating information from various sources, which are then presented in front of the class.[6] This learning model provides opportunities for students to share ideas with the most appropriate answers, and students to work together in small groups. The goal of this method is for the student to be able to write good descriptive texts, can expand thinking, review the material, and check previous knowledge.

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[5] Khairani, Yunita, A journal: Improving Students' Achievement in Writing Report Text through Numbered Heads Together (Medan: Journal of English Language Teaching of FBS-Unimed, 2012).

[6] Dian Rahmawati, A Thesis: *Penerapan Model Pembelajaran Numbered Head Together (NHT) Dalam Meningkatkan Aktivitas Belajar Pendidikan Agama Islam Pada Peserta Didik Di Sd Negeri 1 Jatimulyo Kecamatan Jati Agung Lampung Selatan* (Lampung: UIN, 2018), 17.

Using the numbered head together model is therefore expected to attract the attention of students and can improve student learning outcomes in the future.

B. Identification of Problem

Based on the explanation of the background study above, the identification of problems are following below:

1. Students find it difficult in learning descriptive text.
2. Students feel bored in learning descriptive text.
3. Students have confused to write descriptive text.
4. Students have little in English Vocabulary.
5. The teacher has not been able to find the right learning model to be used in teaching descriptive text.

C. Research Question

Based on the explanation of the background study above, the identification of problem is "How is the effectiveness of using Numbered Heads Together toward students writing skill in descriptive learning texts in class VII MTs Al-khairiyah Margagiri?"

D. The Objective of The Study

Based on the problem mentioned above, the objective that wants to be achieved by the researcher in this study is to measure the effectiveness of using Numbered Heads Together toward students writing skills in descriptive learning texts in class VII MTs Al-Khairiyah Margagiri.

E. The Significances of The Research

The meaning of this research is expected to be useful for students, teachers, and researchers. For students, the Numbered Heads Together technique can motivate students to enjoy and avoid boredom in the learning process, especially write descriptive texts. For teachers, with the Numbered Heads Together, the teacher interestingly presents material when teaching text writing, especially writing descriptive text. For researchers, future researchers can collect data if they are doing research in the same field and as information or comparison material for other researchers who want to do similar research.

F. Organization of Study

This paper is divided into five chapters, which contain several points that describe the chapters.

Chapter I Introduction, consists of Background of the Research, Identification of Problem, Research Question, The Objective of The Study, The Significances of The Research, and Organization of Study.

Chapter II Basic Theory, consists of Concept of Writing, Concept of Descriptive text, Grammatical Features of Descriptive Text, Number Head Together, Previous Study and Hypothesis.

Chapter III Research Methodology, consists of The Setting of Research, Research Method, Population and Sample, Research Design, Data Collection, Research Instruments, Scoring Of Test, Assessing Of Writing, Data Analysis Techniques.

Chapter IV Research Findings and Discussion, this chapter presents the research finding and the Discussion.

Chapter V Conclusion and Suggestion, this chapter discusses the conclusion and the suggestion based on the research findings and discussion.