

CHAPTER 1

INTRODUCTION

This chapter introduces some basics of research such as background of the study, statement of the problem, objective of the study, scope of the study, significance of the study, and thesis organization. This chapter is as the basic why the researcher chooses the technique and the study.

1.1 Background of the Study

Language is important for our life. As we know, there are many languages in this world. Surely, every country has different languages. Not only country, but also every region has different languages, for example is Indonesia. As we know, there are more than a thousand languages in Indonesia. It shows that language is needed very much to do communication with other people. Then, for doing communication with other people around the world, we need a language that can be understood by people, as the example is English language. English is a necessity in this century. By English, we can communicate with other people around the world and can make relations with them, such as making cooperation, conducting student exchange, etc.

Next, English is much important for us. Crystal (2003:172) stated that English is influenced for the people who learn it and make it as their second or foreign language. Crystal (2003:3) also stated that the people who learn and apply English language will pride in their achievements. In Indonesia English is the foreign language which must be learnt by students. Most of students, especially the students in Jepara, they think that English is the difficult and the boring subject, especially in learning grammar. It can be caused of a method used by teacher is not fun. We know that grammar is one of the English basic components. Wang (2010:78) asserted:

“grammar is the most important part in a language system. A complete language system cannot be constituted without grammar. Thus, we can imagine that grammar is just like a frame of a house. Without this

framework, good materials and building blocks cannot constitute a solid house”.

Harmer (2001:12) stated that grammar rule is extremely difficult. It describes the way people can change the words in their sentences according to their needs. However, if grammar is applied frivolously, then the sentences will become messy and difficult to understand by others and can lead to misunderstanding. Based on that description, it can be inferred that grammar is important because it can divide some situations that is able to make the reader or listener understand easily. It is also important especially in English learning teaching to make students understand well about grammar. Then, it can be meant that an English teacher has to use a fun method in teaching grammar.

There are many approaches, methods and techniques can be applied in teaching English. They are like communicative approach, humanistic approach, cooperative learning technique, innovative teaching models, scientific approach, cooperative language learning, etc. that can make the situation in a class be more fun and happy. Teaching learning process by using approaches, methods, techniques and model are able to help teacher to make students be understandable easier.

Cooperative language learning is a good approach that can be applied in teaching learning process, especially in English learning process. It is able to make the situation in a class be more active and fun, so that, the students do not feel bored to study and learn. It is proved with a statement of Dr. Fasawang Pattanapichet, who is a lecturer at King Monkut’s University of Technology North Bangkok. Pattanapichet (n.d.:61) stated:

“Cooperative learning approach which can be used to reduce students’ language learning anxiety in class -- an obstacle to language proficiency development.... where the students get into groups and each of the individual members performs his or her task contributing to the success of the whole group”.

While Laguador (2014:46) also punctuated “.... cooperative learning approach may provide better opportunity for learners to grow and achieve the

course objectives as well as the student-outcomes”. Related to the description above, it is meant that cooperative learning is one of good approaches that can be applied to teach students during teaching learning process in a class. Because of the explanation above, the researcher wants to know the application of Numbered Head Together technique at an English course that is used by tutor in grammar teaching learning process in the class.

In this study, the researcher focuses on Numbered Head Together (NHT). Numbered Head Together is one of techniques that included in cooperative language learning method. Fauziati (2008:174) wrote in her book that Numbered Head Together is a simple technique to use in teaching English. It can also be used to teach grammar for students. Zhang (2010:81) described in his journal, that cooperative language learning is a method that divides students in small groups to get and share what they have gotten as the learning goals. According to Kagan’s study in Mahmoud (2014:616), stated that cooperative learning is able to make learners to have higher achievements because they do learning in group, and implicitly, that Numbered Head Together is a technique that can help students to have higher achievements.

In this research, the researcher wants to know and describes the situation of a class in English learning activities by using Numbered Head Together (NHT) to fulfill the final project of English Education Department at UNISNU Jepara. Then, the researcher is interested in it and it is entitled ‘The Use of Numbered Head Together (NHT) Technique in Teaching Grammar at 7th Grade Students (A Descriptive Study at Al-Mubarak Islamic Boarding School Bawu Batealit Jepara) in Academic Years 2018/2019’.

1.2 Statement of the Problem

In this research, the researcher gets some issues and it all is questioned in the question list below:

- a. How is the implementation of Numbered Head Together technique in teaching grammar?

- b. What are the advantages and the disadvantages of the Numbered Head Together in teaching grammar?

1.3 Objective of the Study

Based on the questions in the statement of the problem above, it shows some objectives of the study, and the researcher wants to:

- a. Know the use of Numbered Head Together Technique in teaching grammar.
- b. Know the advantages and the disadvantages of the Numbered Head Together in teaching grammar.

1.4 Scope of the Study

The scopes of the study of the researcher are listed below:

- a. The researcher pays attention by observing the NHT technique that is applied by an English tutor at the course.
- b. The study is focused on describing the technique that is applied at the course, just the way it is.
- c. The researcher describes the students' reactions, feelings and impressions after using the numbered head together technique.

1.5 Significance of the Study

By doing research in this study, the researcher has some expectations, it all are:

a. For the Researcher

The researcher can know the use, the advantages and the disadvantages of the Numbered Head Technique. Then, the researcher is able to apply the technique in the real life during the researcher handles an English learning process of learners.

b. For the Tutor

The tutor can understand and be able to apply the numbered head together technique during students' or English learners' learning process.

c. For the Reader

The reader can get a new knowledge and benefits of this study result, so that the reader can use this result as the new resource and information that can be shared to others.

1.6 Thesis Organization

For the thesis organization, this study is written systemically. Here it is the system of the thesis organization as follows:

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CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter shows two subheadings, previous researches and theoretical review. The previous researches discuss about the researches that had been already conducted by other researchers with their relations. In this subheading the researcher gives the difference or the superiority between the study of the researcher and previous researchers. Then, for the theoretical review, here, the researcher describes the theory that is used as the anvil of research analysis that is relevant to the topic that is discussed.

CHAPTER 3**RESEARCH METHOD**

There are several subheadings in this chapter, they are setting of the research, subject of the research, research design, technique of data collection, technique of data analysis and research timeline.

CHAPTER 4**FINDINGS AND DISCUSSION**

This chapter explains about the analysis of the data that have been collected by the researcher and presents the data that have been analyzed related to the statements of the problem that have been decided by the researcher.

CHAPTER 5**CONCLUSION AND SUGGESTION**

This part the researcher concludes all the parts of the chapters, started from the first to the fourth chapter, and it all have correlation to conclude.

