

CHAPTER I

INTRODUCTION

This chapter presents some aspects that related to the study. This chapter covers research background, formulation of the research problem, research objective, significance of study, scope and limitation, definition of key term, and the organization of research.

A. Research Background

Learning language is very important in our life. Considering the important role of language, language learning has been inserted in curriculum of education in each school in Indonesia. In a context of junior high school, Indonesian language as the first language and English as a foreign language, both has become major subject in Indonesia.

Brown (2000:1) states that learning a second language is a long and complex undertaking. In this case, the second language is English where in this era mastering English is important. Knowing the important role of English today, students need to be sufficiently equipped with English communication skills, both oral and written. Basically, there are four skills in language learning they are listening, speaking, reading and writing. Skills are divided into two types receptive skill and productive skill (Harmer, 1991:265). Listening and reading are “receptive skills” (the reader or listener receives information but does not produce it). Speaking and writing are

“productive skills”. These four skills are usually considered as integrated system because they support each other in order to make the language learning success.

Compared within these two categorize skills, most people think that productive skills are more difficult than receptive skills. It can be understood that writing and speaking are more difficult than reading or listening. In order to produce something such as written and utterance, people need more creative. Brown (2004:218) states that writing is a skill that was the exclusive domain of scribes and scholars in educational. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of number of variable simultaneously. Writing is a combination of process and product. In the process of writing, the writer should explore her mind to find new ideas to make their writing meaningful. The ideas will be transferred in a sentence, a paragraph, and a text.

Writing plays an important role for students who are in the process of learning language. In Indonesian school, students are required to learn and to write different types of text. There is a text that must be learned by the seventh grade. That is Descriptive text. According to Gerot and Wignell (1995:208) descriptive text is kind of text which is aimed to describe a particular person, place or things”. It can be concluded that descriptive text is a text for describe person, place or a thing by visual experience.

Writing descriptive text requires the students to describe the particular person, place or thing in the detail sentence. Students also have to make clear the structure and the language feature of descriptive text. When the students describe something,

they have to make sure that the sentence that they write is appropriate. In describing students have to describe as specific. Because of if there is missing something in describing, it will give a different meaning.

Beside that, in writing descriptive text students need to mastering in vocabulary, grammatical roles, accuracy, building the ideas, and condition of learning. The students need some condition that can make them feel comfortable and can increase their interest in material. Feel comfortable is very important for students because it can make them easy to accept the material from teacher. One of the important thing to conduct a comfortable situation is work together with their friends. It can decrease their difficulties in doing the work especially in describing a particular person, things or place. So that, it is needed some method or technique in the learning of descriptive text.

The use of cooperative learning in learning process can motivate the student to be more active and comfortable during the teaching and learning process. According to Nunan (2003: 34) “the work in cooperative learning teams is structured so that there is positive interdependence among the members in group : the learners feel that they are work together for mutual benefit”. In cooperative learning, the students can share the information and knowledge to each other. Besides that, they also learn how to work together in team and try to give their contribution for the success of their team. Gillies (2003:69) states that group learning leads to academic and cognitive benefits. Group learning promotes student learning and achievement,

increase the development of critical thinking skills, and promote greater transfer of learning.

In studies conducted on cooperative learning with elementary and secondary school students, 78 percent found a significant positive effect on achievement (Slavin in Gillies, 2003:74). That is why the researcher chose cooperative learning approach. In cooperative learning there are some techniques that can be used; Tree-step interview, Roundtable, Think-Pair-Share, Solve-Pair-Share, Numbered Heads Together, Jigsaw, Two Stay Two Stray, etc. But the researcher only use two techniques that is reputed can be effective in teaching learning. There are Numbered Heads Together (NHT) Techniques and Roundtable Technique. These techniques are chosen because it is good to improve students ability in writing descriptive text.

In roundtable technique, students will work in group and discover their new ideas to make a good writing. The students were brainstorming their ideas in their group. They were helping each other to find the ideas. It made them easier to get more creative ideas. When they write, they have the same chance with their friend, so it will prevent the domination of some students in group. Furthermore, they can share the information they know with their friend and they can help each other until the students did not think hard, can enjoy the process of learning and feel that writing is not difficult.

Even, Numbered Heads Together (NHT) Technique is a cooperative learning strategy designed to influence the students interaction pattern and as the alternative for traditional class structure. NHT is an alternative teacher questioning technique

that actively engages all students simultaneously in collaborative, content-related discussions (Hunter, 2015). Numbered Heads Together (NHT) Technique is the technique that holds each student accountable for learning the material that helps each other and freely shares their ideas rite. By having students work together in a group, this strategy ensures that each member knows the answer to the problem or question asked by teacher.

In this study, the researcher wants to do research in the junior high school level especially in SMPN 3 Kedungwaru. The researcher chooses this school because the students have a various background knowledge. It is proven by the students' rank that students who are from the excellent elementary school have a good English background knowledge than other elementary school. So that, the researcher thinks that these two techniques will make them in the same position and decrease the discrimination.

The researcher chooses the seventh grade students to be sample, because the seventh grade students are still in the beginning level of learning English. So, the students need more technique in learning that make them easy to understand the material especially in writing. Early study revealed that Roundtable Technique is effective to improve writing skill (Ambarawati, 2014). Numbered Heads Together (NHT) Technique also effective to improve writing skill. It is proven by the previous study from Pratiwi (2012). Both of Numbered Heads Together (NHT) and Roundtable Technique are effective in teaching writing.

These two techniques have their own characteristic and the advantages of using them. One of the same thing in these two techniques is the student helps each other to work in group. From that statement, the researcher is highly motivated to find out the most effective of it by comparing the significance difference between them. Based on the background above, the researcher is interested to conducting research with title **“A Comparative Study on The Effectiveness of Using Numbered Heads Together (NHT) and Roundtable Techniques Towards Students’ Ability In Writing Descriptive Text of Seventh Grade at SMPN 3 Kedungwaru”**.

B. Formulation of Research Problem

Concerning the background of study, the researcher formulates the problem of study, as followed:

1. How is the students' ability in writing descriptive text taught by using Numbered Heads Together (NHT) Technique?
2. How is the students' ability in writing descriptive text taught by using Roundtable Technique?
3. Is there any significance differences of the ability in writing descriptive text of students taught by using Numbered Heads Together (NHT) Technique and those taught by using Roundtable Technique?
4. Which one is more effective to improve the students' ability in writing descriptive text of the seventh grades students teaching by using Numbered Heads Together (NHT) Technique or by using Roundtable Technique?

C. Research objective

Based on research problem above, the researcher formulates the objectives of this study, as followed :

1. To know the students' ability in writing descriptive text taught by using Numbered Heads Together (NHT) Technique.

2. To know the students' ability in writing descriptive text taught by using Roundtable Technique.
3. To identify the significant difference of the ability in writing descriptive text of students who are taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique.
4. To know the technique that more effective to improve the students' ability in writing descriptive text of the seventh grade students at SMPN 3 Kedungwaru.

D. Research Hypothesis

The research hypothesis of this research can be described as follows:

1. There is no significant different score in students' writing ability in descriptive text taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique (null hypothesis).
2. There is significant different score in students' writing ability in descriptive text taught by using Numbered Heads Together (NHT) Technique and Roundtable Technique (alternative hypothesis).

E. The Significance of Research

The findings of this research are expected to give contribution for the students, teacher, other researcher and the writer herself.

1. Students

The result of this study can be used by the learners as reference to learn English especially to improve their writing ability. Hopefully, by the Numbered Heads Together (NHT) Technique and Roundtable Technique the learner can improve their writing ability to become successfully.

2. The Teacher

For English teacher, the findings are expected to be useful contribution to know the characteristics of each student in improving writing ability. The result of the research can be used by teacher to develop and create the suitable method to improve students' writing ability in the teaching learning activity.

3. Other Researcher

For the other researcher, this thesis will give some contribution and information about Numbered Heads Together (NHT) Technique and Roundtable Technique to improve writing ability. The result of the research can be used as a reference for other researcher to conduct a further research dealing with learning technique to improve students' writing ability.

4. The Writer

For writer, this finding is very useful that Numbered Heads Together (NHT) Technique and Roundtable Technique can improve writing ability. The writer

is an English students so it is very important for the writer in develop her writing skill.

F. Scope and Limitation of The Research

1. The study is to describe the process of writing ability in descriptive text improvement by using Numbered Heads Together (NHT) Technique and Roundtable Technique at SMPN 3 Kedungwaru. The analysis is focused on the technique that chosen by the writer to improve the students' writing ability in descriptive text by using Numbered Heads Together (NHT) Technique and Roundtable Technique. Dealing with the ways in selecting the technique, to present the material and the students' respond toward the technique.
2. The subject of the research is seventh grades of SMPN 3 Kedungwaru. The reason of choosing seventh grades as the subject is the students must be motivated to master English skill especially in writing. By having motivation, they will study hard and can pass the exam easily.

G. Definition of Key Terms

1. Students' ability in writing

Writing ability is a skill to express ideas, thoughts, and feeling to other people in written symbols or form to make other people or readers understand the idea conveyed.

2. Numbered Heads Together (NHT) Technique

Numbered Heads Together is one of cooperative learning strategy that is use number to apply the method when discussion process. In which the teacher asks a question and then calls on one of the students number with a raised hand.

3. Roundtable Technique

Roundtable Technique is cooperative learning technique where the students take turn generating responses, solving problems, or making a contribution to project and sit in a round table.

4. Descriptive Text

Descriptive text is a kind of text with a purpose to give information or is the clear description of people, places, objects, or events using appropriate details. Descriptive also can be define is used in all forms of writing to create a vivid impression of a person, place, object, or event (e.g describe a special place and explains why it is special, describe the most important person in your life, describe the animal's habitat).

H. The Organization of Research

This research entitle “A Comparative Study on The Effectiveness of Using Numbered Heads Together (NHT) and Roundtable Techniques Towards Students’

Ability In Writing Descriptive Text of Seventh Grades at SMPN 3 Kedungwaru”.

The organization of this research will be given as follow:

Chapter I (Introduction) : it includes research background, formulation of research problem, research objective, research hypothesis, significance of research, scope and limitation, definition of key term, and the organization of research.

Chapter II (Review of Related Literature) : the researcher explains theoretically deals with the following aspect : writing, teaching writing, descriptive text, cooperative learning, Numbered Heads Together (NHT) Technique, and Roundtable Technique.

Chapter III (Research Method) : the researcher presents the research method that covers some aspects : research design, population, sampling and sample, variable, research instrument, validity and reliability testing, data and data collecting method, normality and homogeneity testing, data analysis, and hypothesis testing

Chapter IV (Research Finding and Discussion) : it includes research finding, hypothesis testing, and discussion.

Chapter V (Conclusion and Suggestion) : it includes the researcher presents conclusion and also give some suggestion of this research.