

CHAPTER I

INTRODUCTION

A. Background of The Study

Learning a language means using that language to communicate both orally and in writing. In learning a language, especially learning English will involve four basic skills, namely listening skills, speaking skills, reading skills, and writing skills. English has several aspects that can be taught to students. These aspects are vocabulary, pronunciation, and grammar. Language skills and aspects of language are actually related to each other. Therefore, aspects of language and language skills cannot be separated, because they complement each other.

In learning English, students must be able to master patterns and master the right basic structures, namely grammar and vocabulary. Grammar is important for learning words and constructing sentences in English. Grammar is a model of the linguistic abilities of native speakers of a language that enables them to communicate. According to Peter Knapp and Megan Watkins, learning grammar is very important to learn and use, especially in the context of reading and writing. Even now,

grammar is still the most important thing to describe the formal and notional characteristics of language.¹

Learning grammar is the most important thing in order to be able to communicate with other people, because grammar can give us meaning in communication so that other people will understand from the words we communicate. Because grammar is very important in communicating, students must be able to master it. Learning grammar is certainly not an easy thing for students to learn. In fact, most students find it difficult to learn grammar, because grammar is the center of language teaching and learning which is also one of the most difficult parts of a language to learn well.

Associated with learning grammar, Students are often confused about the rules and use of tenses. In addition, students are also afraid of grammar, so they ignore it and often forget grammar. Therefore, many students have low grades in English due to a failure in mastering the mastery of grammar. The problem that occurs to students here regarding learning grammar is that students often experience confusion and difficulty when learning it, this is normal, because grammar has many forms of tenses with different functions and formulas. In addition, the tenses form has some changes in the verb in its use. Therefore, students

¹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Sydney: A Universitas New South Wales Press book, 2005), 39.

often have difficulty and often forget about how to make sentences using tenses correctly.

Therefore, the researcher wants to conduct a study related to this problem. Researchers want to try to apply a method that is cooperative learning method. This method will make students learn tenses without feeling bored and having fun. So that their level of difficulty will be reduced with this cooperative learning method. Because cooperative learning is a group learning so that it will make students more active and not pressured when learning. With the cooperative learning method, students can learn tenses simultaneously with their group of friends, so they no longer have to study alone. Learning together will make them share the material being studied with each other.

Cooperative learning is an alternative way in the teaching and learning process. According to Haydon et al (quoted by Hikmawandiny and Kurniawati), states that the cooperative learning method is very effective because it increases positive responses to students, provides feedback and increases the number of complete learning experiments on students. Cooperative learning has many techniques, one of which is Numbered Heads Together.²

² Nur Afifa, Hilal Mahmud, and Muhammad Iksan, "Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy to Teenagers", *Journal of Linguistics and English Teaching Studie*, 2.2 (2021), 53.

Hikmawandini & Kurniawati have researched this method and found that the numbered head together method is very effective in improving students' ability in teaching tenses. The students also responded positively about this method because it makes it easier for students to learn and helps them to be more confident in participating. The existence of a group encouragement is very beneficial for them to understand the concept of difficult learning materials.

Based on the explanation above, the researcher wants to conduct a quasi-experimental research on tenth grade students of MA Nurul Huda Baros-Serang about the effectiveness of improving students' ability to understand tenses by using Cooperative type Numbered Heads Together (NHT).

B. Identification of The Problem

Increasing students' understanding of tenses by using the Cooperative Learning Type NHT method.

C. Scopes and Limitations of Problem

The scope of this research is limited only to determine the increase in students' ability to understand tenses, the types of tenses in question are Simple Present Tense, Present Perfect Tense, Simple Past Tense and Past Continuous Tense. In addition, this research is to determine the effect of learning using the Cooperative Learning method,

the type of Cooperative Learning studied is Numbered Head Together (NHT).

D. Statements of The Problem

The researcher formulates the problem in this research based on the problem in the background as follow: How effective is the use of the Numbered Head Together (NHT) cooperative learning method in increasing students' ability in understanding tenses?

E. Objectives of The Study

Based on the statements of the problem, the objectives of this study were: To find out the increase in students' abilities in understanding tenses using the Cooperative Learning type NHT method.

F. Significance of The Study

The findings of this study are expected to be useful for English teachers, students, and other researchers. First, this research can make a new contribution to English teachers in terms of developing methods for teaching grammar using cooperative learning methods. Second, this research can help students in improving their understanding ability in learning tenses. This study requires students to be able to understand more about learning about tenses and no longer experience confusion when studying it. Finally, if other researchers are investigating the same

subject, this research can be used as a relevant consideration. Therefore, the researcher tries to give the best contribution.

G. Organization of Writing

The researcher arranged with five chapter and every chapter some points to explain this chapter. as some points to explain this research.

Chapter I is Introduction. This chapter has some contents: these are the background of the study, the identification of the problem, the statements of the problem and the objectives of the study and writing organization.

Chapter II Theoretical Review. This chapter consist of the theories sourced from several experts.

Chapter III Research Methodology. This chapter consist of the Methodology that researcher has done for this research.

Chapter IV Result and Discussion, this chapter explains the description of data, analysis of data, hypothesis testing and discussion.

Chapter V Conclusion and Suggestion, which is the last chapter in a part of discussion from Chapter I to Chapter V. This capter aims to make it easier for readers to understand the essence of this research which includes conclusion and suggestion.