

CHAPTER I

INTRODUCTION

A. Background of Study

English is being an international language that learned by everyone in this era. As an international language, English is learned by students from elementary school to university level. In learning English there are any four skills that must be mastered by student such as reading, listening, speaking, and writing. Writing is one of the four language skills that plays a very important role in second language learning. Harmer (2004 : 79) states that writing as a skills by far the most important reason for teaching writing, of course, that is a basic language skills , just as important as speaking, listening, and reading.

Based on the observation that was conducted in SMAN 1 Percut Sei Tuan, writers found that students are reluctant to study writing. They think that writing is difficult. They want to write something but they don't know what to write, because they feel so confused. They think that it's difficult to write what's in their mind. Furthermore, they are not confidence with their writing. They said that writing is a complicated lesson. They thought that their writing is so bad because the lack of vocabulary and grammar. Moreover, they said that they don't understand well about the rhetorical structure of text. In addition, based on the observation done, the researcher found that there are a numbers of students that can't pass the Minimum Mastery Criteria (MMC). That the Minimum Mastery Criteria (MMC) in SMA Negeri 1PercutSei Tuan is 70. The following is the score of students competence in writing by applying Demonstration Method.

Table 1.1. Students' Scores of Writing Competence Test In Two Semester Year 2014-2015

XI IIS 3

Semester	Score	Students	Percentage	Mean
1 st Semester 2014-2015	< 70	4	10.5 %	71.8
	≥ 70	34	89.47 %	
2 nd Semester 2014-2015	< 70	20	52.63 %	67.7
	≥ 70	18	47.36 %	

Source : students' accumulated score of grade X IIS 3 students at SMA Negeri 1 PercutSei Tuan year 2014-2015

Table. 1.2. Students' Scores of Writing Competence Test In Two Semester Year 2014-2015

XI IIS 4

Semester	Score	Students	Percentage	Mean
1 st Semester 2014-2015	< 70	7	21,21 %	70,15
	≥ 70	26	78,78 %	
2 nd Semester 2014-2015	< 70	13	39,39 %	69,84
	≥ 70	20	60,60 %	

Source : students' accumulated score of grade X IIS 4 students at SMA Negeri 1 PercutSei Tuan year 2014-2015

Based on the data during interviewing the English teacher at SMA Negeri 1 PercutSei Tuan, there were some problems found when the teacher teach writing. The students were being passive at the process of teaching and learning. There is no question and answer not because they have understand the material given. But, because of they don't understand about the subject.

The low score of students' writing not only caused by the way of teaching and lack of vocabulary and grammar, they also still confused about the structure of the text and reluctant to ask question to the teacher.

In order to solve the problem, there are so many method, strategy, or technique that can be apply in teaching writing. But, the writer choose Numbered Heads Together (NHT) in teaching writing. Numbered head together is a cooperative learning that can be effective for students in studying writing. As Jolliffe (2007 : 53) states that in applying NHT, member of group are given number and then the teacher call out a number when groups are ready to report and that person must be speak for the group. Groups are not aware which number will be called and therefore has to be sure that everyone is ready to respond.

It can be predict that in applying Number heads together in teaching writing can make students easier in studying writing. They will be more understand in their writing. Because they will have a group discussion where the students can change their idea and have question and answer with their friends in the group. So, they can study writing effectively because there will be only four students in each group.

Based on Curriculum 2013, students are designed to work in a group to make them study cooperatively and respect others' idea. Kagan (2009:288) says Numbered Heads Together (NHT) in implementing has social skill such as accepting decisions, active listening, agreeing, asking for help, asking questions, clarifying idea, criticizing an idea not a person, and elaborating. It make them have positive interdependence where every students will help each other to comprehend the subject, especially in writing. And then the students will have individual accountability where the students will take a part in their work

B. Problem of Study

Based on the background of the study, the problem of the study can be formulated in the form of question as follows :

“Is students’ achievement in writing procedure text taught by using numbered heads together (NHT) is higher than taught by using that demonstration method ? “

C. Scope of Study

This study focuses on students’ achievement in writing procedure text especially in how to make beverage. The level of students being studied is the second grade of senior high school in SMAN 1 Percut Sei Tuan.

D. The Objective of The Study

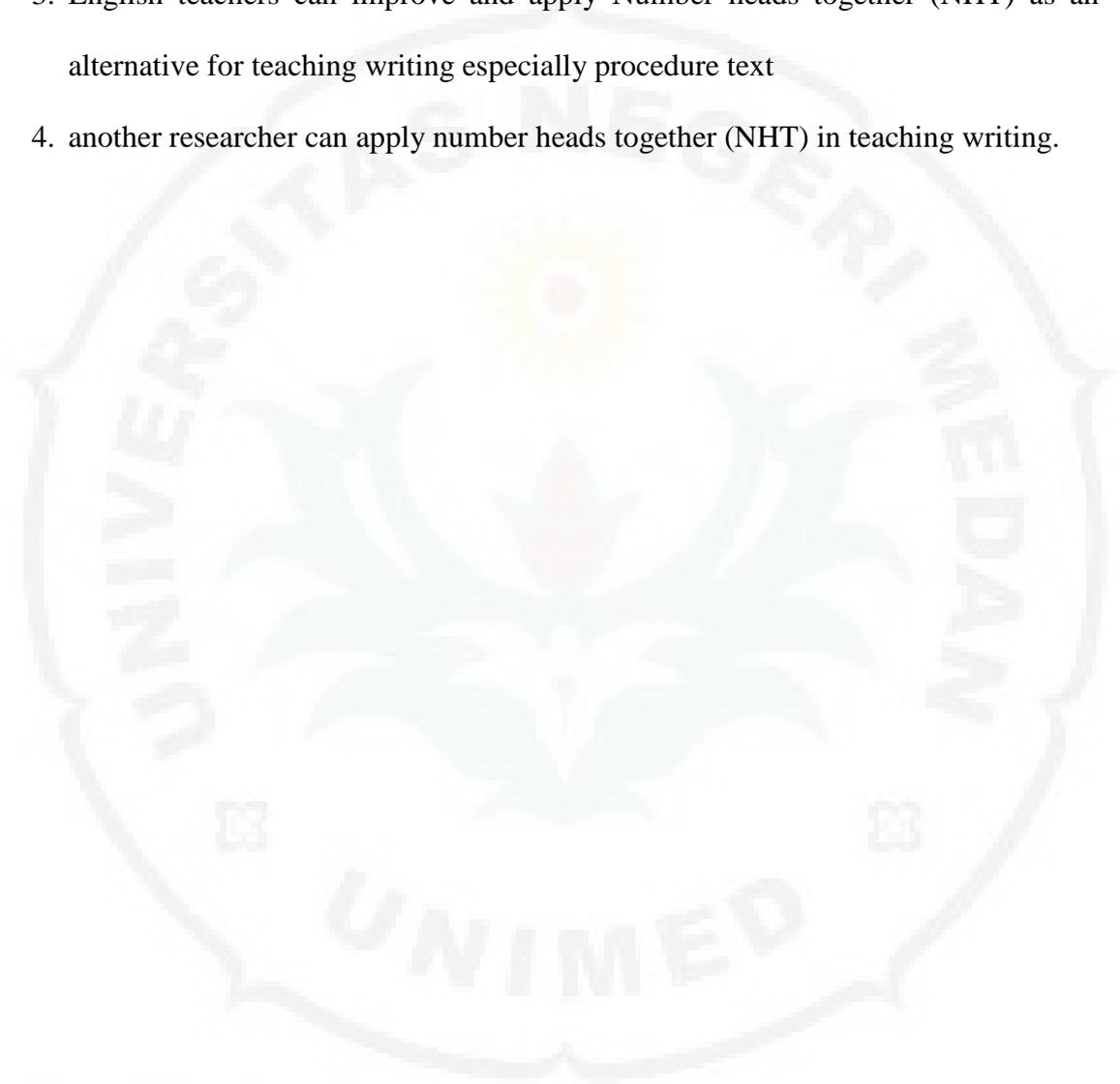
The objective of the study is to find out whether the students’ achievement in writing procedure text taught by numbered heads together (NHT) is higher than taught by using that demonstration method.

E. The Significance of Study

The finding of the study are expected to be useful for :

1. The result of this research can be used as a reference for those who want to conduct a research about writing, especially writing procedure text.
2. Students get more interested in writing class and to improve their writing skills

3. English teachers can improve and apply Number heads together (NHT) as an alternative for teaching writing especially procedure text
4. another researcher can apply number heads together (NHT) in teaching writing.



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