

CHAPTER I

INTRODUCTION

There will be such a high expectation to observe as an interaction among teacher and students within classroom activity. That is learning goals for sure in which the obvious overview concerning teacher's performance and student's participation in real activity will be discussed briefly in this chapter. Then, this study will focus on cooperative learning since the initial idea has been revealed for supporting the clarity of applying *Numbered Head Together* (henceforth called NHT). So, the following elaboration will be presented below.

1.1 Basic Consideration

Teaching and learning process have been currently seen in various ways to define a connection between teacher and students as the doer of the process. What we have to understand concerning this situation is to approve that teacher and student position must be categorized into a very influencing term of classroom activity. Discussing about the recent connectivity between teacher and student constitutes an important front regarding to teaching and learning goals. Firstly, teacher is observed as the most influencing man in the classroom, applying such method of learning toward successful objective, motivating and facilitating students to study, and taking notes as an evaluator of objective achieved. These have emphasized some major points to be considered as purely responsibility of teacher or instructor. For instance, it can be seen from Lie's statement (2010, p. 5) to underline independent inventing, forming, and exploring of knowledge in which

they are all actually performed by students. The three items aim to describe actual participation of students to the teaching and learning process.

In addition to the previous items explained, student is regarded recently to be a project of learning goal while teacher is required to stimulate students to keep motivating their curiosity through inventing the answer of their questions concerning lesson material. Student's inventories will be a temporarily work for them continued by their effort to construct the material till teacher finds where students are fitted to level of understanding. Secondary opinions came from Lie (2010, p. 5) which emphasized two substances of current perspective toward teaching and learning namely the continuous effort of teacher keeps encouraging student's interest concerning their competence and skill; and the awareness of mutual effort is aimed to gain the relationship among students and between teacher and students.

The previous arguments are obviously excellent by considering recent objective of teaching and learning which has been addressed to initial cooperation between student and teacher. However it has not been accomplished among teachers who hold capability to teach English though such application of learning method was already conducted to encourage student's ability concerning various needs of learning goals. The previous opinions can be easily accepted by observing common problems which have been experienced many English teachers in all ages. But, it can be replaced toward better output once there is such initiative

to convert those viewed traditional learning and teaching activity to be more emphasizing student's participation.

Furthermore, the application needs to be apparently implemented as recognition toward teacher and student's role. Teacher's role is definitely different with student's role where there are some aspects should be noticed to achieve each demand of their learning objectives. Teacher has his own responsibility to undertake classroom teaching whereas student holds sustainable participation to present their understanding during classroom teaching and learning run. This perspective is clearly able to reflect responsibility of each side. Regarding to role of teacher and student, this particular idea is supported by Richards & Rodgers (2001, p. 26) who explains the recent circumstance of learning and teaching activities do focus not only on grammatical accuracy but also communicative skill.

The previous statement indicates the renewal output of learning and teaching process which clearly illustrates to encouraging students' effort to be more noticing of ongoing process of understanding learning goals. Students who are viewed as processor, performer, initiator, and problem solver have been optimized to collaborate as the purpose of learning and teaching method. It is because of teachers are required to adjust their instructions with students' need either it concerns about learning material followed by the performance of teacher's explanation or shortly stated students have initial mastery to the classroom activities (Richard, 2001, PP. 27 & 28).

Students have their primary demands of teaching and learning process which are mostly accommodated by the teacher. Shortly, it can be stated that students can be named as a group of patients who are urgently healed by the teacher as a doctor. An assumption appeared toward the learning and teaching process is precisely to present a promising breakthrough to invent such an optimal management of classroom activity in order to promote students' creativity in learning process.

In addition to the students' achievement aspect, there has been such a problem to be acknowledged as partiality has come to influence teacher's style of teaching. Therefore, it is necessarily noticed to find the right process of learning and teaching. As being mentioned previously partiality occurring within learning and teaching process, it lies on teacher and student role which are just observed emerging to influence learning objective. I will simplify common problem appeared on teacher and student within classroom activity such as the general case happens once the teacher has not invented yet a precise method to teach while students probably cannot explore their ideas optimally. Furthermore, term of successful teaching and learning process is not an easy work to be achieved that is why a condition of powerful learning process is necessarily presented. It is intended to bind teacher and student to be closer in interacting or communicating actively during learning and teaching process. However it does not work completely through observing the real situation in the field where partiality always exists. So, it must be prevented very soon and I propose to consider partiality in the classroom should be replaced by interactive learning.

Discussing about the current relationship between teacher and student which is not quite optimal, it convinces my perspective that it should be discussed continuously. Partiality happens to establish a significant boundary in a classroom learning process that will be in touch to student's cognitive aspect, affective, and reaction. Less awareness toward three previous aspects will construct student's mind to indulge toward powerless action as a failed learning objective while the teacher has got a trouble to optimize his performance about lesson material. The teacher's effort cannot be said partially as a common disorder considering an old statement said that teachers are still human beings, yet it should be increased through deep reasoning of to adopt lots of interesting methods and various techniques which allow students to be more active and automatically adapt it by discerning what teacher performs or explains through applying certain learning method and technique.

Once teaching method has been considered as the determining aspect, the next term that should be regarded is types of skill such as Listening, speaking, reading, and writing. These four skills constitute a presentation of English mastery which is assumed to deliver a preference to be studied. However, that is not actually a final statement to convey English learner will be classified into successful learner since they start motivating themselves to study English deeply. These skills are not going to be discussed broader, yet I would like to focus only on English speaking performance. It is also emphasized to ensure student's mastery of English primarily in the second semester will be surely described.

Generally, speaking is known as much a part of daily life that people have to take its perspective for granted. The closest skill of human life to be automatically discussed is speaking or called spoken language which is already studied to have relevance with listening skill. By ordering these two skills rightly, it will be clear to comprehend sequence of skill having significant function. Talking about English speaking, it relates to the ability of learner which concentrates to words producing, pronunciation, managing talk and fluency as suggested by Harmer (2005, P.1). Those concentrations that have been mentioned before gradually become measurement items of English speaking mastery primarily English foreign learner. As elaborated previously, this research will be applying an effective technique to optimize students' performance of English speaking especially for English Department students in the third semester.

To observe surely about the connection between treating students to encourage their English speaking performance and applying technique, I would like to propose my research entitled "***The effect of applying Numbered Head Together to encourage student's English speaking performance***" as one of the idea to show how teacher plays their role and so do students. NHT is a technique that subjects students in group, work and share together considered the major condition specifically in order to help teacher forming a cooperative work among the students. Meanwhile English speaking performance is defined as a basic skill which is measured from students' achievement where it aims to establish such certain purpose regarding student's presentation to speak English as a factual view

of English mastery. Moreover, student's achievement is intervened by treatment of NHT application for more than 3 times in order to gain an initial description after taking pre test session and ended by post test session. And this kind of activity will be elaborated widely in the following chapter for sure.

1.2 Problem Statement

As discussed first outlook about the diversity between a current concept of teaching and learning, and reality shows for sure, it is absolutely able to be used for formulating problem statement namely how the effect of Numbered Head Together to student's English speaking performance is. Therefore, it indicates that there is probably an effect as an output of applying NHT in the classroom teaching and learning process. And it will be expected to explain an impact towards student's English speaking performance eventually.

1.3 Objective of the study

I can simplify a single objective to complete this study toward clear destination as considered to prove the effect of NHT to encourage student's English speaking performance.

NHT emphasizes students not only engage themselves to discuss their understanding individually but also they will be required to work in small group in order to optimize their work by initiating themselves to work with teammates. So, the effect means that NHT will present a mutual learning process continuously to prove social work also appeared during the learning and teaching process runs.

And English speaking performance will be the precise skill to apply NHT regarding to support improving English students skill.

1.4 Significances of Research

NHT has to be admitted as more effective teaching technique toward producing excellent purpose of learning and teaching process which is truly acknowledged as one of an effective technique of cooperative learning strategy. That is why there are some sides to be considerably successful once teacher carries out of it. They are as follows:

- a. Teacher/Lecturer: the output of this study can be utilized to fulfill various needs of learning and teaching process. Regarding to teacher's demand toward applying different method especially various techniques within presenting English material is not longer regarded as indistinct way because the existence of various techniques in teaching has been developed. Nowadays, teacher has to play a control to look at students carefully by emphasizing students' participation. So, by utilizing NHT technique which is intended to engage English students' participation actively, teacher will be more advanced to pay attention when students are to participate, what students need, and how they explore themselves during learning and teaching process.
- b. Students: other helpful side is student primarily English Department students. This can be an initial study through undertaking such a mutual learning to be expected as a sustainable inventory toward the construction of further research. Thus,

learning goals are able to be observed optimally from the connection between teacher and students who have started to work together.

- c. Researcher: this study can be utilized for secondary study which concerns studying cooperatively. From starting to construct an effective and interactive learning, first step that researcher has to see is the relationship between teacher and student. The existence of mutual learning will be regarded as renewal form of learning and teaching process. Thus, the output of this study can be an excellent recommendation toward secondary study.

As sufficiently discussed about cooperative learning, NHT, and how these aspects create innovations toward better educational influences so the clarity of next chapter will completely focus on the starting point of the idea to apply NHT necessarily supported by several theories to make it tangible for teacher's willingness in pursuing student's point of interesting regarding classroom material.