CHAPTR I

INTRODUCTION

A. Background

English is one of the languages used by human being to interact with international society. English is known as international language because it is almost spoken by all of the people around the world. Nowadays, English is spoken as first language not only in England itself, but also in many countries as well.

Almost students in non-English country learn English in all level studying nowadays. Although their spoken English is not usually of a very high standard, their knowledge of grammar is often quite advance. This is certainly useful when the students come to an English speaking country to perfect the language.

In Indonesia, it is the most popular of foreign language used and thought. All of the students are demanded to learn and master English that has four skills (listening, speaking, reading, and writing), and the primary one to mater the four skill is vocabulary.

Vocabulary is one of the most important particulars in language because the human beings need vocabulary to improve their language. They cannot interact without vocabulary. The more someone master vocabulary the more language skill will be.

In the teaching and learning process, many students get difficulties studying English. It caused many factors. Among other things, the teachers do not use the appropriate method or model that can solve the problem, so they learn more about language than how to practice it; finally, the most of students do not have high interest in studying English.

The role of teacher can be one of the important factors in the teaching-learning process, because the main function of the teacher is as facilitator and motivator for students in studying. As explained by Hakim, Lukmanul (2006:213), "*Fungsi guru yang terpenting adalah sebagai fasilitator dan motivator yang memberi dorongan dan semangat dalam belajar*." It means that the main function of teacher is as facilitator and motivator that give the support in studying. So, the teacher has the great role in teaching-learning process. Good teacher is the teacher who can motivate his student to study and do what they get from their class. It is difficult to do but it is a must. It cannot be imagined what will happen if teacher does not have ability to motivate the student in studying.

Now, the problem is how to motivate the students in studying. One of the solution that can help the teacher is they have to try and apply varieties teaching-learning method or model. The writer expects that the right teaching-learning method or model is cooperative learning. It can be applied with variety approaches, like Number Head Together (NHT) type. This model will give the students a chance to improve their spirit and cooperation in the teaching and

learning process, so they will receive what the teacher gives easily, even they try to study themselves without any factors.

In relation with the explanation above, the researcher finds the same case at the Eleventh grade of *IPA.1 SMA Terpadu Riyadlul Ulum kota* Tasikmalaya that the students find many difficulties in mastering vocabularies especially English Reading matter. Whereas, mastering vocabulary well is as the key to comprehend the whole text. Form this case, the researcher is interested in investigating the problem in order to find its solution and Cooperative Learning model Number Head together type will be appropriate with this matter. So, this research entitled "Improving Students' Vocabulary Mastery Using Cooperative Learning Model Number Head Together (NHT) type".

B. Formulation of the Problem

For this reason, this research is focused on research questions as follows: "How is the cooperative learning model Number head together type in improving students' vocabulary mastery?"

C. Aim of the Research

This research is carried out by the writer to know about "how is the cooperative learning model Number Head Together type in improving the students' vocabulary mastery".

D. Uses of the Research

This research hoped can give the advantage for all of the Element society who has the role in this research implementation, so the usage can be specified as follows:

a. Uses for the researcher

It can be created as valuable experience in order to make the English teaching-learning process conducive at *SMA* and to develop his ability in teaching and learning process.

b. Uses for the Students

As the effort to improve the students' motivation in cooperative learning activities, and overcome their difficulties in teaching and learning process.

c. Uses for the Teacher

It is created as the solution for the teacher to motivate the students' interest especially in English teaching-learning process in *SMA*, and it can be made as suggestion to improve the teachers' ability in organizing teaching and learning process.