CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, limitation of the study, research problem, objectives of the research, benefit of the study and research paper organization.

A. Background of the Study

English is one of the most important languages learned by students in most of the countries in the world. In Indonesia, the language is taught as a compulsory subject in any educational program in elementary school, junior high school, high school and in university. In university level, English is taught for non English department students in order that they are able to speak fluently and write correctly.

In Muhammadiyah University of Surakarta, non English Department students must join a program to improve their capability in speaking and writing. The program is called ETP. The program is designed with a curriculum by LPIDB (Institute of Basic Sciences and Languages Development). It is conducted based on the needs of new students so as to master basic English knowledge. It is given as one of the provisions of the students to understand the literature during the lecturer at UMS and expects that every student can gain their confidence in speaking English.

Teaching English to non English Department students is not easy. Tutors often face difficulties. One of the difficulties is motivation. Student learning motivation is critical to students' performance or learning achievement. In this context it is certainly the duty and obligation of tutors to always be able to nurture and improve the motivation of student learning and find ways to improve the student's learning spirit, how to foster a

declining learning spirit, and how to increase the motivation of self-learning and how to foster self-learning motivation to explain to students.

In this study, the researcher intends to scrutinize the implementation of the strategies to arouse the students' motivation in learning English. The subjects in this study were *Nutrition Science students of ETP at UMS semester 1 of the academic year 2019/2020*, which numbered 24 students, consisting of 12 female students and 12 male students and 1 tutor from the Nutrition Science study program.

In an effort to arouse the students motivation, the tutors implemented a cooperative learning model of NHT Numbered Head Together type. NHT learning model is a technique that requires students to express ideas quickly, this model is based on the theory of constructivism learning. NHT learning will develop students to communicate with each other.

Numbered Head Together (NHT) learning was developed by *Spencer Kagan* and is one of the categories of cooperative learning models. Although synonymous with the learning approach, what NHT applies is the emphasis on using a system aimed at developing patterns of student interaction.

NHT requires students to collaborate in groups to gain an understanding of a material with the aim of getting the group to grow together. Each member is instilled to be responsible for the progress of a group so that each student can play an active role in the learning activities and the spirit of student learning also appears.

From the descriptions the data that the researcher describe above, a question arises in the author about the implementation of Number Head Together learning model in an effort to increase motivation to learn English of *ETP (English Tutorial Program) class at Muhammadiyah University of Surakarta* .

B. Limitation of Research

Based on the background above, the limitations of the problems in this study are:

1. The subject of the study is *Nutrition Science students of ETP at UMS semester 1 of the academic year 2019/2020* and 1 tutor from the Nutrition Science study program.

2. The study only focuses on the implementation of NHT and the problems faced by the tutors in teaching English and how to arouse their motivation.

C. Research Questions

In accordance with the background of the problem above, the research question is :

1. How is the procedure of NHT in teaching English to Nutrition Science students of ETP at UMS ?

2. How do the students response to the implementation of NHT?

D. Research Objectives

In accordance with the above problems, this research aims to:

1. Describe the implementation of NHT in teaching English to Nutrition Science students of ETP at UMS.

2. Describe the students' response to the implementation of NHT.

E. Research Benefits

This research has two uses, namely practically and theoretically. The practical usefulness of researchers is to provide insight and input in the development of science in the nutrition education and other related science while practical uses are:

1. **For the researcher**
   a) The results of the study can be a reference for further study.
   b) They can identify and develop the use of innovative learning models in the ETP (English Tutorial Program) class at the Muhammadiyah University of Surakarta so that the student learning process is more interesting.

2. **For Students**
   a) Increase student motivation to follow the English learning process in the ETP class so that active learning in class is created.
   b) Improve learning outcomes English student by using model *Number Head Together (NHT)* so that students are actively involved in the process of learning English and mastering the material being taught.

3. **For Tutors**

   a) Increased ability in using learning models, especially *Number Head Together (NHT)* actively and fun for students.
   b) Developing and creating student speaking activeness using English.

4. **Share the ETP at UMS**

   Provide an English description of learning outcomes that can be used as a reflection to improve overall learning outcomes.

F . Research Paper Organization

1. Chapter I is introduction. It concerns with background of the study, limitation of the study, research problem, objectives of the research, benefit of the study and research paper organization.

2. Chapter II is review of related literature. This chapter discusses literature review and previous study. Literature review explains theories related to this study such as ETP, notion of motivation, teaching English and how to help motivating learners with NHT learning model .

3. Chapter III is research method. This chapter shows research design, source of the data collecting the data, the technique analyzing data, thrustwortiness of the data techniques of collecting data.

4. Chapter IV is research finding and discussion. The researcher describes the implementation of tutors strategies to motivating students.

5. Chapter V is conclusion, implication and suggestion. This chapter presents the conclusion of this study and explains the suggestion for future studies.