THE EFFECT OF USING NUMBERED HEADS TOGETHER (NHT)
TOWARDS THE FIRST GRADE OF SMA 1 TILATANG
KAMANG STUDENTS' SPEAKING ABILITY

THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain
Strata One (S1) Degree

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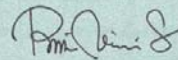Fakultas   : Bahasa dan Seni

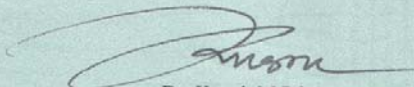Padang, Februari 2011

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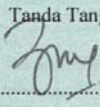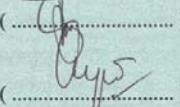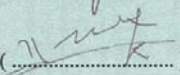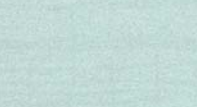
HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

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ABSTRAK

Afdila, Reni. 2011. *The Effect of Using Numbered Heads Together (NHT) towards The First Grade of SMA 1 Tilatang Kamang Students' Speaking Ability.* **Thesis. English Department. Faculty of Language and Arts. State University of Padang.**

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Penelitian ini dilakukan berdasarkan pengamatan di lapangan bahwa kemampuan *speaking* siswa kelas X SMA1 Tilatang Kamang rendah. Hal ini di indikasikan oleh nilai rat-rata speaking siswa kurang dari 60. Oleh karena itu penelitian ini bertujuan untuk meningkatkan kemampuan *speaking* siswa melalui teknik belajar *Cooperative Learning* yaitu *Numbered Heads Together (NHT).*

Penelitian ini merupakan penelitian eksperimen. Populasi dari penelitian ini adalah seluruh siswa kelas X SMA 1 Tilatang Kamang tahun ajaran 2010/2011. Sample penelitian terdiri atas dua kelas dari tujuh kelas X; Kelas experimen dengan jumlah siswa 30 orang dan kelas kontrol dengan jumlah siswa 28 orang. Kedua kelas diberikan perlakuan berbeda dimana kelas kontrol belajar speaking dengan menggunakan teknik berkelompok biasa yang disebut *Conventional Grouping* sementara kelas eksperimen menggunakan teknik *Numbered Heads Together (NHT).* Setelah 8 kali pertemuan, kedua kelas diberikan posttest.

Dari hasil penelitian yang telah dilakukan, diperoleh nilai posttest siswa kelas eksperimen lebih tinggi dari kelas kontrol. Setelah dilakukan uji hipotesis menggunakan rumus t didapat hasil t-hitung 2.25 lebih besar dari t-tabel 1.67. Dengan demikian, hipotesis yang berbunyi "siswa yang diajar dengan menggunakan *Numbered Heads Together (NHT)* mempunyai kemampuan *speaking* yang lebih baik dari pada siswa yang diajar dengan *Conventional Grouping* pada kelas X SMA 1 Tilatang Kamang" **diterima.** Berdasarkan hasil tes *speaking* siswa, diketahui bahwa nilai *grammar, vocabulary, comprehension* dan *pronunciation* siswa kelas experimen lebih baik dari siswa kelas kontrol. Namun pada aspek *fluency*, nilai kedua kelas tidak lebih baik. Oleh karena itu, dapat disimpulkan bahwa penggunaan teknik *Numbered Heads Together* (NHT) dapat meningkatkan kemampuan speaking siswa.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English at Senior High School in Indonesia is intended to reach the informational level. It means that students are expected to be able to access the information through the language because the Senior High School students are prepared to continue their study to the higher level. Besides, the students are also expected to share information that they get from English sources to their environment.

In the rule of Ministry of Education No.22 year 2006 about the standard of learning English at Senior High School, it is stated that the competency of learning English is the ability of students to communicate in English. In other words, the students should be able to communicate in oral and written form. Therefore, one of the most important skills that have to be acquired by the students is speaking. According to Brown (2002), the ability of speaking includes grammar, vocabulary, comprehension, fluency and pronunciation. Because of that, the students are categorized being able to speak English when they have acquired those components of speaking.

In contrary, the fact in the field showed that most of Senior High School students in SMA 1 Tilatang Kamang got bad mark in speaking test. It was proved by the data gotten from the English teachers that the average mark of student speaking test was below 60. Most of the significance problems faced

by the students in speaking related to comprehension of the content, pronunciation, grammar and vocabulary.

Based on the writer's observation in the SMA 1 Tilatang Kamang, it was found that when the students were asked to speak, most of them did not comprehend what they were talking about. They did not know how to pronounce the words correctly. They did not know how to put a sentence in a good order when they speak and they were unable to choose the appropriate vocabularies to be used. Besides, the students tend to translate every single word into English.

In teaching speaking, the teachers have applied group discussion, role play and simulation. But in grouping the students, the teacher tend to determine the group members based on their seating arrangement and asked the students to choose their group members freely. Thus, the high level students tend to choose their high level friends to be their members because they did not find advantages working with the low-middle friends. While, the low-middle level students tend to choose their low-middle level friends, too. Due to this case, there was no good interaction and exchanging information between the students. Besides that, based on the interviews with the English teacher in SMA 1 Tilatang Kamang, it was known that the teacher seldom taught speaking skill. The teacher said that practicing speaking skill took a lot of time. Considering this condition, the teacher decided to limit the time for teaching speaking. Thus, the students seldom to practice their speaking ability in the classroom.

One of the effective techniques that can be used to teach speaking is Numbered Heads Together (NHT). According to Yahya (2002) NHT is the easy way to conduct a class question and answer session where all of students are engaged. In NHT each student are given numbers so no one knows which number will be called, all team members must prepare themselves. Besides that, it can increase group teaching skill so that all members of the groups are coached.

It is hoped that by using this technique, students' comprehension about the lesson could be improved because they share together with their friends. This opinion is supported by Hamalik (2004) who states that the students learn more from their friends rather than from their teacher. Besides that, the students were also having the same chances to speak. Therefore, the researcher is interested in conducting a research about the effect of using Numbered Heads Together (NHT) towards the first grade of SMA 1 Tilatang Kamang students' speaking ability.

B. Identification of The Problem

Based on the problems stated above, there were two problems of students' low ability in speaking. The first one was the way teacher grouping the students that cause unstable interaction and exchanging information among the students. It affected students' speaking ability in their comprehension, pronunciation, grammar and vocabulary. The second one was the limitation of time to practice speaking. The teacher tended to limit the

time to teach speaking. Thus, the students seldom to practice speaking and were not trained to use English in the classroom.

C. Limitation of the Problem

From the identification above, this research was limited to solve the problem that related to the way the teacher grouping the students by using Numbered Heads Together (NHT) towards the first grade of SMA 1 Tilatang Kamang students' speaking ability.

D. Formulation of the Problem

The study was conducted and guided through the following question: "Do students who study with NHT have better ability in speaking than those who do not."

E. Research Question

The question formulated in this research is: "Does the use of Numbered Heads Together (NHT) give better result in increasing students' speaking ability?"

F. The Purpose of the Research

The purpose of this research is to find out whether Numbered Heads Together (NHT) technique gives significant effect on students' speaking ability.

G. Significance of the Research

The research is expected to be useful as a knowledge and experience towards the writer that can be used in teaching speaking later in the future. Besides that, it is also expected to give contribution for teachers in teaching

speaking. Furthermore, this research can be as additional reference to further relevant research.

H. Definition of Key Terms

Cooperative Learning : Group learning activity organized so that learning depend on exchange of information between learners in groups in which each learner accountable for his/her own learning and is motivated to increase the learning of others. (Olsen and Kagan, 1992)

Numbered Heads Together (NHT) : One of the techniques in Cooperative Learning by numbering each student in the group.

Speaking Ability : The skill of the students to communicate orally in English. In this study, this ability refers to the SMA 1 Tilatang Kamang students' speaking ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Speaking

Speaking is the ability of someone to communicate orally with others, both individually or groups. Without speaking, one cannot deliver what he/she wants to say clearly. Due to this case, the teacher should engage the students to practice their speaking ability as often as possible whether inside and outside of the class. Moreover, speaking is very important because people prefer to communicate through speaking rather than writing. Besides that, people can share their ideas, thought and feeling well with speaking better than writing.

There are various concepts or definitions of speaking proposed by some experts. Widdowson (1984) states "speaking is an active productive oral skill and makes use of oral communication". Speaking is an active skill where people use mostly to communicate in daily life. Similar to Widdowson, Bailey in Nunan (2003) also states that "speaking is the productive aural/oral skill which consists of producing systematical verbal utterances to convey meaning". Productive means language generated by people. Thus, speaking is used by the people and not only intended for communication but also to understand the meaning of every word that comes from someone utterances.

Meanwhile, Finocchiaro and Bonomo in Monica (1987) define speaking as one or more sounds made by the people where communication is the main goal. There are some points that students should do while they are speaking:

deciding what to say, choosing the pattern that is going to say, choosing the word that appropriate to the situation, using correct arranges of sounds, pitch and form and also producing the sound that is clear to understand by the listener. Because learning speaking requires many aspects and understanding, the teachers have to help their students to improve and develop their ability and prepare them for real life situation outside the classroom.

In addition, Chaney in Kayi (2007) says that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". This definition implied that in speaking there is an interaction between people. There are also the exchanges of information through the use of verbal and non verbal symbols such as gestures, body language and many more.

From all definition above it can be concluded all expert proposed almost the same meaning of speaking. Speaking is an active productive oral skill as one of the central elements that consist of systematical verbal utterances to convey meaning where the main goal is for communication. It contains many aspects and the teacher needs to involve students more to practice speaking so that they are able to use this language in daily life.

B. Teaching Speaking

The main goal of teaching speaking for the teachers is to make the students able to communicate in the target language and ability to get information from that language. It is a challenge for every English teacher. Nunan in Celce-Murcia (2001) proposed that the biggest challenges in the

EFL classroom are less of motivation where the students have willingness to speak only when they are called on and they tend to use their first language. To overcome this matter Scrivener in Sari (2005) states that one of the best ways to help students to speak is to put them in safe situation in class where they are encourage to use the language.

In addition, when teaching the students it is strongly suggested for the teacher to maintain communicative atmosphere where both of the teacher and the students communicate each other, especially in teaching speaking. Communication is the main concern because it is the chance for the students to learn and to practice how to speak well. It is in line with Scrivener in Sari (2005) who says teaching speaking is a lesson in which the teachers and learners mainly talk together. The important thing is the students have a willingness to speak and they can express their feeling confidently without being laughed by the others.

Besides that Kayi (2007) also gives some suggestions for the English teachers in teaching speaking:

1. Provide opportunity to students to speak by providing a rich environment.
2. Involve each student in every speaking activity.
3. Reduce teacher speaking time in class while increasing students speaking time.
4. Indicate positive signs when commenting on a student's response.

5. Ask eliciting questions in order to encourage students to speak more.

6. Provide written feedback to motivate students to speak.

7. Do not correct students' pronunciation mistakes very often while they are speaking.

8. Involve speaking activities not only in class but also outside the class.

9. Provide the vocabulary that the students need in speaking activities.

10. Diagnose problems faced by students who have difficulty in expressing themselves in English and provide more opportunities to practice the spoken language.

Based on those suggestions, the teachers should function as a facilitator where they should be able to motivate the students to speak first whatever the condition of the students; fluent or not. The teacher should also built the students confidence with their own ability to use the language. Moreover, the teachers have to be critical in diagnosing students' problems in speaking.

In conclusion, teaching English is the big challenge for every English teacher. The teachers should be able to be a facilitator, giving the students many chances to practice speaking English. The teachers should also be able to diagnose the students' problems in speaking so that they can express their ideas by using that language confidently and leading them to be fluent in speaking English as the time goes by.

C. Teaching Speaking in Senior High School

One of the aims of teaching English in Senior High School is intended to develop students' competency in oral and written communication (Depdiknas, KTSP 2006). Based on curriculum, there are three parts of teaching materials taught by the teacher they are:

1. Transactional and interpersonal (to get things done): greeting, asking and giving invitation, accepting and declining appointment, showing happiness, attention and sympathy, etc.

2. Functional texts; announcement, invitation, advertisements, etc.

3. Monolog texts; narrative text, recount text, procedure text, exposition text, etc.

In teaching speaking to Senior High School, all of teaching materials can involve speaking skill because all of the skills are integrated. For instance, in teaching monolog text, the students can tell or explain or perform something orally. Then, for transactional and interpersonal text, the students can practice or perform a conversation. Furthermore, in functional text, the students can give information of the text in spoken language. Thus, all of the teaching materials can be included in speaking activity.

The material taught for this research have been adjusted with the text that the students are going to learn in the target school in this case SMA 1 Tilatang Kamang in order not to bother the teaching learning process. Based on discussion with the English teacher there, the speaking materials left are monolog text; narrative, recount and procedure text.

D. Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each student of different levels of ability, use a variety of learning activities to improve their understanding of a subject. According to Slavin (2010), Cooperative learning is the learning that involves students working together in a small group and helping each other in studying. To group the students it can be done by considering their sex, different levels of ability, social background, and economic level but in this research the researcher will group the students based on their different ability and sex.

Cooperative learning is a group work but not all groups can be called cooperative learning. Cooperative learning is more than just putting students into groups and giving them something to do (Jacobs, 1994). It means that there are some other elements that make it different from the ordinary group work. Olsen and Kagan in Richard and Rodgers (2007) proposed some key elements in cooperative learning:

1. *Positive interdependence*. Each group efforts indicate the successful of the group.
2. *Group formation*. There are factors in setting up groups include deciding the size of the group, assigning students to group and students roles in groups.
3. *Interpersonal and small group skill*. Social skill must be taught such as leadership, decision making, trust building and communication.
4. *Face to face interaction* refers to ways of organizing student's interaction, teaching one's knowledge to another.
5. *Group processing.* Group members discuss how well they have achieved their goal, describe what members action are helpful and not and make decision what behavior are to be change in their group.

Hence, a group work can be called cooperative learning if it is fulfill the elements above. While according to Ibrahim (2006), the elements in cooperative learning are:

1. The students have to realize that life is dependent on each other

2. The students are responsible about everything in their group

3. The students have to realize that every member in the groups have the same goal

4. The students have to share task and responsibility among the member of their group

5. The students will be given an evaluation or reward to their group

6. The students have to share the leadership and skill to study together in teaching learning process

7. The students responsibility will be ask individually about the task given to their group

In conclusion, the cooperative learning is really useful to built students cooperation in learning. In this strategy it is hoped that there will be no more students who are lazy and ignore the lesson because each of them is responsible and have to understand about the material given. This opinion is supported by Kagan in Herrel and Jordan (2008) who say that Cooperative Learning is much more effective than ordinary group work usually done in classroom situation because the students have more opportunities for verbal interaction in small group.

E. Numbered Heads Together (NHT)

Numbered Heads Together (NHT) is a type of a structural model in cooperative learning developed by Spencer Kagan (1992) that engage the students to analyzed the materials in a subject and improve their understanding in that materials. According to Lie (2002) NHT is a type of Cooperative Learning strategy which gives the opportunity for the students sharing their ideas and consider the appropriate answers for teachers questions related to the learning material. Thus, it can collect all the ideas or opinion from each student and they have to consider which answer is the best.

Besides that, this technique is also able to boost students' cooperation so that they are closer and friendlier to each other. As what Jacobs(1994) says Numbered Heads Together encourages successful group functioning because all members need to know their group answer and because when students help their group mates, they help themselves and the whole group. According to Yahya (2002), by using Numbered Heads Together, students in each group count off from 1-4 and when a question is posed for the group to answer, only one member in the group will answer and he/she will not know when he/she will be chosen by the teacher. Therefore, the group will have to make sure that every member in the group knows the material well.

This numbering is aiming to see the changing of students' ability after using Cooperative Learning type Numbered Heads Together. They work and help each other in doing the task given by the teacher. In discussion they

propose their argument and opinion so that they have their group opinion. According to Kagan (1994) stages in Numbered Heads Together (NHT) are:

1. A team of four is established.

2. Each member is given numbers of 1, 2, 3, 4

3. Questions are asked to the group.

4. Groups work together to answer the question so that all can verbally answer the question.

5. Teacher calls out a number

While according to Ibrahim (2000), there are four stages in using Cooperative Learning type Numbered Heads Together (NHT), they are:

1. *Numbering.* The teacher divide the students into groups consist of 3-4 students and each of them are given a number from 1 to 4.

2. *Questioning*. The teacher gives the students the questions. The question can be varying.

3. *Head Together*. *The* students unite their opinions and make sure that every member in their group knows the answer.

4. *Answering. The* teacher calls a particular number. Then the student with that number raises his hands and tries to answer the question for the whole class.

Numbered heads Together (NHT) can be used to teach any lesson because it has many advantages in learning. Kagan (1992) states some advantages of NHT, they are:

1. Positive interdependence

   The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer question.

2. Individual accountability

    Students are accountable to each other for sharing ideas. The students may also be required to share their partner ideas to another pair or whole group. Every student must be able to give the groups response to the questions.

3. Equal participation

   Each student within the groups has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.

4. Simultaneous interaction

   Numbered Heads Together provides high degree of interactions. At any one moment all of the students will be actively engaged in purposeful speaking and listening.

The teacher can add some variations in Numbered Heads Together (NHT) activity as long as the basic procedures are not changed. For example the teacher can also use two dices with different colors to get the number randomly and fairly. One dice represents the number of the groups and the other represents the number of individual groups. Another variation is that the teachers can use the others agree and disagree with thumbs up and thumbs

down after a student respond. In addition, after an incomplete answer or response, the teacher can ask another person to add to the answer.

E. Previous Related Findings

One of the experts who contributed in researching Cooperative Learning towards speaking ability is Mardiyus (2008) entitled "Improving Students Speaking Skill through Cooperative Learning at the class VII of SMPN Payakumbuh". The aim of his research is to implement cooperative leaning in speaking activity. It was an action research, he did the research in four cycle and the participants of the study were the first grade of Junior high school students. In his research, he found that by using cooperative learning, students' skill in speaking is improving in every cycle.

In addition, Gusmiarti (2009) also did a research about Cooperative Learning by using Pair Work technique. She found that through this technique the students' skill in speaking is improved significantly. Students were also more easily to be handled because they have particular activity with their partner even though there were still problem in students' performance such as nervousness, bad pronunciation and afraid to make mistakes.

The last research conducted by Feriyanti (2008) entitled "Improving Students' Speaking Ability by using Jigsaw Technique at Class IX of Senior High School". It was still an action research and she used another technique in cooperative learning that is Jigsaw. From the research she found that students enjoy working with their group and they shared ideas to speak each other.

Based on the findings, cooperative learning is a successful strategy to increase students speaking ability event though there were some problems. However there is no research studied about the effect of implementing Numbered Heads Together (NHT) towards students' speaking ability yet. Thus, the researcher is interested in conducting this research.

F. Hypothesis

The hypothesis of the research is "There is a significant difference in speaking ability between the students who are given Numbered Heads Together (NHT) and those who are not given NHT".

G. Conceptual Framework

As mentioned before, Numbered Heads Together is one of the techniques in cooperative learning. It has many advantages and strengths compare to other technique in cooperative learning and to conventional grouping. This technique gives chances to the students to share their ideas and understanding more about the lesson. It also engages all the students in teaching learning process. Due to numbering each student in each group, each student will be more prepared because they do not know when the time they will be chosen. In this technique students are also have more chances for verbal interaction because all the questions given by the teacher will be answered orally by the students.

Based on the explanation above, the writer provides the conceptual framework of this study as follows:

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┌─────────────────────────────────┐
│       Teaching Speaking         │
└─────────────────────────────────┘
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┌──────────────────────┐        ┌──────────────────────┐
│   Numbered Heads      │        │ Conventional Grouping │
│      Together         │        │                       │
└──────────────────────┘        └──────────────────────┘
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- Students share ideas and understanding more about the lesson
- Engage all the students to learn
- All students have the same chances to speak
- Students more prepared
- More verbal interaction

- Students share ideas and understanding about the lesson
- Only some students engage to learn
- Students tend to choose the bright students to speak
- The slow students rely on the bright students

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┌─────────────────────────────────┐
│  Improving Students' speaking    │
│             ability              │
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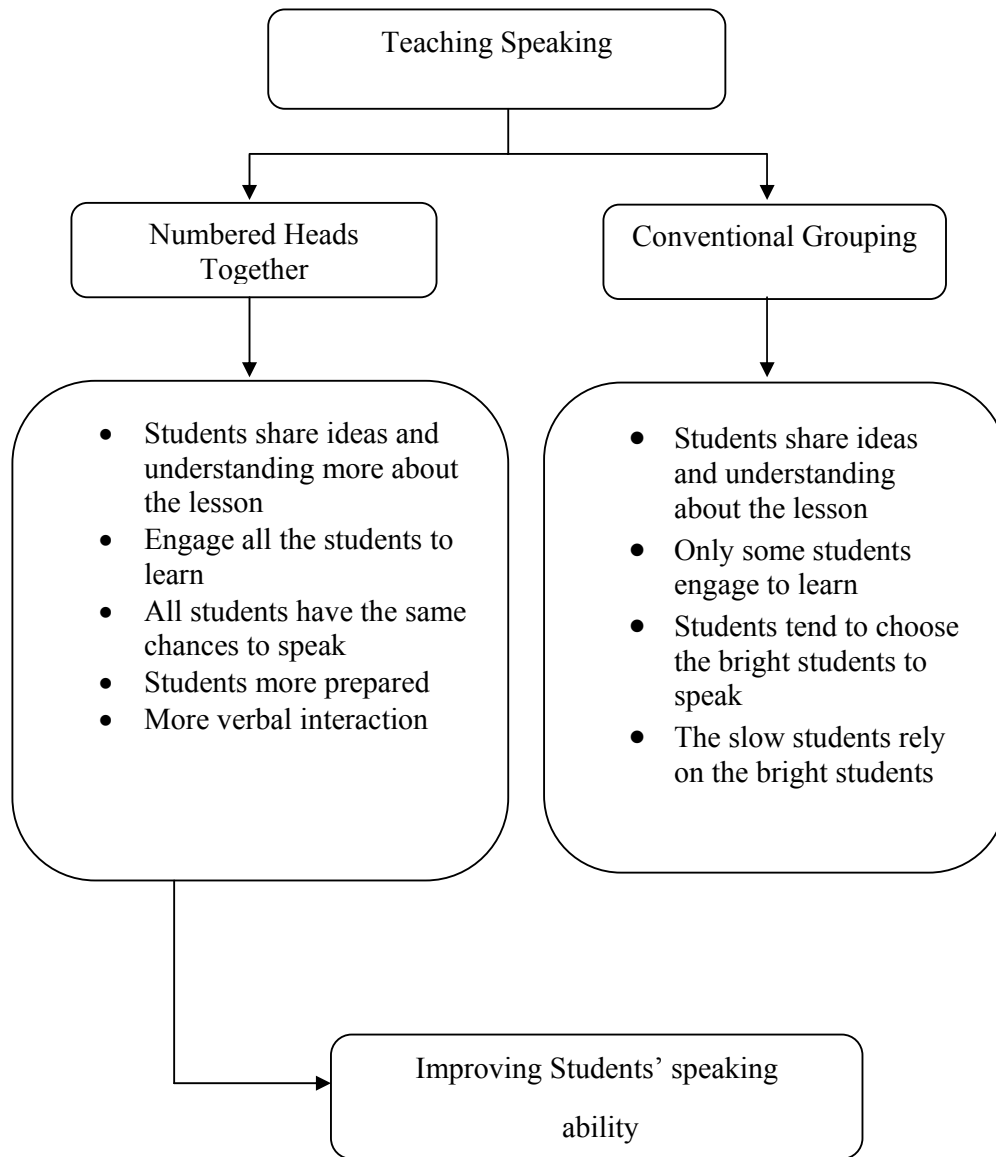
Figure 1. Conceptual Framework

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

It has been mentioned before that the aim of this research is to figure out whether the Numbered Heads Together (NHT) gives significant effect on the student's speaking ability or not. There are two groups involved they are control group and the experimental group. The control group was treated by using conventional grouping and the experimental group was treated by using NHT. At the end of the research the post-test was given and the score between the two groups were compared.

From the analysis of data that have been mentioned before, it can be concluded that the students' speaking abilities that are taught by using Numbered Heads Together (NHT) are better than the ability of students taught without using NHT. It is proved by the t-test which found that the value of t-calculated was 2.25 while the value of t-tabel was 1.671. All together, it can be said that the hypothesis is accepted.

B. Suggestions

It has been proved in this research, that using Numbered Heads Together (NHT) can give effect for the students speaking ability. Based on the result of the research, the writer would like to suggest that the English teacher can use Numbered Heads Together (NHT) to improve the students speaking ability because it can improve their speaking ability.

It is suggested to the teachers who want to use this technique to support with media such as pictures, chart or comics to raise their understanding and interest in learning speaking. Besides that, it is also strongly suggested for the teacher to provide them with some vocabularies that they can use in the sentence when they are speaking. In addition, the teachers are suggested to teach them more about grammar so that while speaking so that their grammar can be better.

Finally, for further researchers who are interested in using NHT is suggested to conduct their research in a quite longer time so that the result will be more significant and the students' speaking ability will be substantially improved. Moreover, the next researchers are also suggested in changing the students' group member in NHT to decrease the possibility of boring in the classroom. Since this research is only a beginning research, further research is expected to be acted to see other issues that have not been covered by this research.

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