

**IMPROVING STUDENTS' SPEAKING SKILL ON DESCRIPTIVE
TEXT BY USING NUMBERED HEADS TOGETHER TECHNIQUE
AT GRADE VIII.3 Of SMP I TEMPULING INHIL**

THESIS



By

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ABSTRAK

Mustathira, 2013 Improve the students' Speaking Skill on Descriptive Text by Using Numbered Heads Together Technique at Grade VIII.3 SMP N I Tempuling, INHIL. Tesis. Program STudi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa, Program Pascasarjana, Universitas Negeri Padang.

Berdasarkan pengamatan yang peneliti lakukan di kelas VIII.3 SMP N I Tempuling Inhil tahun pelajaran 2012-2013, peneliti menemukan ada suatu masalah dalam proses belajar mengajar yaitu tidak tercapainya criteria ketentuan minimal yang ditetapkan oleh sekolah dalam keterampilan berbicara anak. Salah satu faktor yang mempengaruhinya adalah teknik guru dalam menjalankan proses belajar mengajar. Untuk menyelesaikan masalah ini, peneliti melakukan Penelitian Tindakan Kelas dengan menggunakan sebuah teknik yang bernama Numbered Heads Together. Penelitian ini bertujuan untuk mengetahui apakah teknik Numbered Heads Together dapat meningkatkan kemampuan berbicara dan factor-faktor yang mempengaruhi peningkatan kemampuan berbicara siswa kelas VIII.3 SMP N I Tempuling Inhil.

Penelitian Tindakan Kelas ini dilakukan dalam dua siklus dengan empat kali pertemuan. Penelitian ini melibatkan Peneliti sebagai guru kelas, kolaborator yang juga guru bahasa Inggris di kelas IX SMP N I Tempuling Inhil dan siswa kelas VIII.3 SMP N I Tempuling Inhil. Data penelitian dikumpulkan dengan melakukan observasi langsung terhadap kemampuan siswa, interview siswa setelah pelaksanaan proses belajar mengajar dan membuat field note.

Pada siklus pertama, hanya ada lima siswa yang menunjukkan kemampuan berbicara bahasa inggris. Kebanyakan siswa tampil dengan membaca saja teks yang sudah dibuat dalam kelompok walaupun sudah diterangkan sebelum mereka tampil bahwa mereka tidak boleh membaca. Kondisi ini terjadi karena mereka belum terbiasa dengan teknik ini dan tidak cukupnya waktu yang tersedia untuk melakukan persiapan sebelum mereka menampilkan text yang telah mereka buat dalam kelompok. Pada siklus kedua, mereka menunjukkan perbaikan kemampuan berbicara yang sangat mengembirakan karena mereka diberi beberapa contoh untuk membuat teks descriptive dan mereka sudah mulai terbiasa dengan sistim pembelajaran dengan menggunakan teknik Numbered Heads Together. Hasil kemampuan berbicara siswa dengan menggunakan teknik ini dapat dilihat dari rata-rata perolehan nilai siswa pada setiap pertemuan. Disamping itu ada tiga faktor yang mempengaruhi peningkatan kemampuan bicara anak yaitu participasi siswa dalam proses belajar mengajar, peranan guru dalam kelas dan media yang digunakan dalam mengajar .

Key words:Kemampuan Berbicara, Descriptif Teks dan TeknikNumbered Heads Together.

ABSTRACT

Mustathira, 2013 Improve the students' Speaking Skill on Descriptive Text by Using Numbered Heads Together Technique at Grade VIII.3 SMP N I Tempuling, Inhil. Thesis. English Education Section, Language Education Program. Graduated Program, State University of Padang.

Based on the researcher's observation at grade VIII.3 SMP N I Tempuling Inhil in 2012-2013 academic year, the researcher found a problem in teaching and learning process that is students 'failed to reach Minimal Standard Criteria Achievement of Speaking Skill which is stated by school. One of the factors which caused the problem was the teacher's technique in handling the teaching and learning process. To solve this problem, the researcher conducted a class action research by using Numbered Heads Together technique. This research aimed at finding out To what extent can Numbered Heads Together technique improve students' Speaking skill at grade VIII.3 of SMPN I Tempuling Inhil ? and What factors influence the changes of students' speaking skill by using Numbered Heads Together technique at grade VIII.3 of SMPN I Tempuling Inhil?

This research was conducted in two cycles in four meetings, the participants were the researcher as the teacher, collaborator who was also a teacher at SMP N I Tempuling Inhil and the students of grade VIII.3 SMP N I Tempuling Inhil. The research data were gathered by doing direct observation to the students, interview the students after teaching and learning process and made field note.

In the first cycle, there were five students who could reach the minimal standard criteria achievement of speaking skill while the rest of them could not reach the minimal criteria achievement of speaking skill. This was happened because they did not really understand the technique and have enough time to prepare before their presentation. In the second meeting, the students showed their improvement in their speaking skill. The result of their speaking skill by using Numbered Heads Together technique can be seen from the averages score of the students speaking skill in each meeting. Besides that, the students' speaking skill was also influenced by three factors: the students' participation, the teacher's role and media used in teaching.

Key word: Speaking Skill and Descriptive Text and Numbered Heads Together technique

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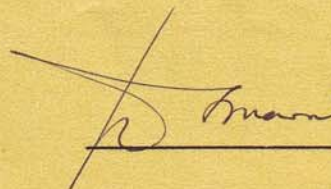
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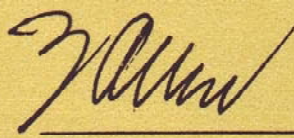
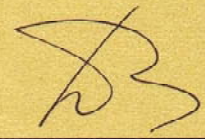
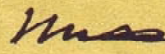
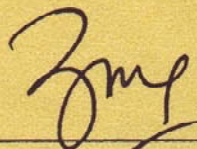
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English subject is one of the important subjects which must be mastered by the junior high school students in order to be success in national examination. English is taught in four skills. They are listening, speaking, reading and writing. Speaking skill is important to be taught because it is a way of expressing students' ideas, thoughts, and feelings orally.

In fact, speaking English is not easy for grade VIII of SMPN I Tempuling. This is proven by researcher as a teacher at Junior High School I Tempuling. The students of the class eighth cannot communicate in English even they are taught the English language from class four of elementary school. This means that they have learned English for four years before handling this research.

Based on the preliminary research that the researcher did to the students of SMPN 1 Tempuling at grade VIII.3 in which she is as a teacher here, she found that the students' speaking skill is low. The speaking test given to the students about presenting Descriptive text showed that only 23% students got minimal standard criteria score, but most of them could not present it based on the components of speaking skill, (see appendix 1). The result of the test proved that only five students (23%) who could understand the descriptive text while the others, 17 students (77 %) only knew the name of the text but they did not understand the content of the text. The reality above happened possibly caused by

the teacher's technique in teaching. The students did not get enough opportunity to practice their English. They are taught by using conventional technique. The teacher explained more rather than gave students more opportunity to speak by using the target language. The students just listened to the teacher's explanation. Ideally, to be a master in target language, the students have to practice their English more than just listen.

Consequently, the teacher's technique above influenced the students' interest to learn English language. They were not motivated to speak up because they didn't have enough vocabularies. They did not know how to make good sentences to share their ideas to other friends. Besides the problems above, there were many other problems faced by the students in learning English language which were found by the researcher while she was teaching in the class.

The factors that influenced the students' low speaking skill could be divided into two : internal and external factors. Internal factors are factors coming from the students themselves while the external ones are problems emerge from outside of the students. The internal problems were first, the students were not able to be active in speaking, because they didn't have enough vocabulary to handle a conversation even the simple one, second, the students did not want to speak because they were afraid of making mistakes. These situations emerged because they didn't master the English rules in making sentences.

Some external factors which caused the students' problem in teaching and learning process were first, the environment for practicing English was not available, there was no certain schedule for practicing English in the school; second, there was no media used by the teacher in process of teaching and learning.

To support students' concentration in following teaching and learning process, teacher could use media in order to concrete the material discussed in studying. Amra (2010:2) states that Media is a tool for communication in the process of teaching and learning to reach the aim of studying easily. Giving a lesson by using media made students easy to understand because they could see the focus of the discussion directly.

From the explanation above, it can be concluded that teacher's technique in teaching is the main problem which caused problems in developing students' speaking skill at the grade of VIII.3 of SMPN I Tempuling Inhil. This situation challengeed the researcher as a teacher at the grade of VIII 3 of SMPN I Tempuling, Inhil to find the solution of the problem.

To help students with their speaking skills' problem, the teacher had to apply a suitable technique which could motivate students to study and give more time for them to use their target language in the process of teaching and learning. Besides that, the teacher was supposed to use interesting techniques such as games, role play, Drama.

There are several other interesting techniques belong to cooperative learning which are applied by the teacher to organize teaching and learning activities in the classroom. Cooperative learning can help students from different social, cultural, and ability. It means that the students with different social, cultural and ability can study together with their friends in a group without caring their differences.

One of cooperative learning techniques used to help students to improve their speaking skill is Numbered Heads Together Technique. It is a technique in which each student is numbered by the teacher and then work together in

discussing group to solve their low speaking skill. Each student in a group had the same responsibility to keep their good group presentation because no one knew which number would be called by the teacher to present the result of the groups' discussion. This means that all group members have to be ready to present the result of the group's discussion. It was hoped that by applying Numbered Heads Together Technique, the teacher could improve the students' speaking skill on Descriptive text at SMP N I Tempuling Inhil.

B. Identification of the Problem

Based on the background of the problems above, the researcher found that the problems of teaching speaking skill to the students of class VIII of SMPN I Tempuling Inhil came from two sides. They were:

1. The problems which came from the students' side were as follows:
 - a. The students were not active because they were lack of vocabulary to speak English.
 - b. The students did not want to speak because they were afraid of making mistakes
2. The problems which came from the teacher's side were as follows:
 - a. There was no enough chance for the students to practice their English because of the teacher's centered teaching
 - b. The students were not interested in the teachers' technique in teaching and learning process .

- c. The teacher did not support her teaching by certain media to express the material learned.

In short, the problems could be solved by changing the technique used in the class. It could be concluded that the main problem of students' failure was related to the teacher's technique used in teaching.

C. Focus of the Problem

Based on the identification of the problems above, the researcher focused on the teacher's technique in teaching which caused the students had low speaking skill. Dealing with this problem, the researcher wanted to apply Numbered Heads Together technique for improving students' speaking skill of descriptive text at grade VIII.3 of SMPN I Tempuling Inhil in 2012-2013 academic year. Descriptive text was chosen to be discussed to know the students' speaking skill, because this type of text was learned in this semester based on the SMP curriculum.

D. Research Questions

This research was done to answer the following questions:

1. To what extent can Numbered Heads Together technique improve students' speaking skill at grade VIII.3 of SMPN I Tempuling Inhil ?
2. What factors influence the changes of students' speaking skill by using Numbered Heads Together technique at grade VIII.3 of SMPN I Tempuling Inhil?

E. Purpose of the Research

The purpose of the research was to find out:

1. How Numbered Heads Together technique could improve students' speaking skill at grade VIII.3 of SMPN I Tempuling Inhil.
2. The factors that influence the changes of students' speaking skill by using Numbered Heads Together technique at grade of VIII.3 of SMPN I Tempuling Inhil.

F. Significance of the Research

The result of this research was useful for:

1. The Junior High School Students

It was hoped that the students' speaking skill improved after treating them by applying Numbered Heads Together technique.

2. The English teachers

They have an alternative technique to solve their students' problem in speaking skill.

3. The next researchers

The next researchers will hopefully be inspired to study this technique for solving other language skill problems, besides they get this research as one of their references.

G. Definition of the Key Terms

In order to prevent the misinterpretation to the key terms used in this research, the researcher defines the following terms:

1. Speaking skill is the competence of the students in expressing descriptive text.
2. Descriptive text is a text which describes about animal or interesting places dealing with identification and description of the animal and interesting places discussed in the class.
3. Numbered Heads Together technique is a cooperative learning technique by numbering each student in the class based on their different competence.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the finding and discussion of the students' speaking skill on descriptive text by using Numbered Heads Together technique, it can be concluded that the technique can solve the students' speaking skill at grade VIII.3 SMPN I Tempuling Inhil. The findings of the research are:

1. The application of Numbered Heads Together technique improves the students' speaking skill on descriptive text at grade VIII.3 SMP N I Tempuling Inhil.
2. There are some factors influence the improvement of students' speaking skill on descriptive text as follow:

- a. Students Participation

The students follow all instructions given by the teacher by using Numbered Heads Together technique started from the pre- teaching, whilth-teaching and post-teaching. The students gave their attention whilt the teacher was explaining the lesson to them. They were also active handling their discussing in creating the deacriptive text. They performed their presentation happily because they prepared their pesentatio well.

b. Teachers' Role

The teacher was active in monitoring and observing the students while they were discussing in their group. She helped them by giving clearer explanation if the students got problems in creating descriptive text. She also supported the students asking the students' understanding to their group about making the text.

c. Media

Media used in teaching and learning process was pictures dealing with the information which created by the students.

B. Implication

Based on the finding and conclusion of the research, the research may have some implications:

1. Numbered Heads Together (NHT) technique can be chosen as one of techniques that can improve students' speaking skill because NHT provides the students to discuss one to each other to solve their speaking skill problems.
2. Numbered Heads Together technique can be applied by the researcher to solve the other problems of students' speaking skill at lower class or upper class at SMPN I Tempuling.
3. The researcher is supposed to introduced the technique to other English teacher to solve the students' speaking skill at other classes.

C. Suggestion

Based on the finding, conclusion and implication above, there are many suggestions can be delivered by the researcher here. They are for as follows:

1. The English teachers can use this technique to other classes which has the same problem since this technique is an effective technique to improve students' speaking skill.
2. The students who are studying English supposed to be usual to cooperate to others as a result of Numbered Heads Together technique for future improvement in speaking skill.
3. Other researchers are suggested to develop other students' skills such as writing, listening or reading.

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