

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH NUMBERED  
HEADS TOGETHER TECHNIQUE AT SEMESTER II OF THE  
ACCOUNTING DEPARTMENT OF ECONOMIC FACULTY  
OF MUHAMMADIYAH UNIVERSITY, PEKANBARU**

*Thesis*



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**ENGLISH EDUCATION SECTION  
LANGUAGE EDUCATION PROGRAM  
GRADUATE PROGRAM  
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*Submitted to Fulfill One of Requirements for  
The Degree of Magister Pendidikan (M.Pd)*

**ENGLISH EDUCATION SECTION  
LANGUAGE EDUCATION PROGRAM  
GRADUATE PROGRAM  
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2010**

## **ABSTRAK**

### **Lelly Zuyana, 2010. Meningkatkan Ketrampilan Berbicara Mahasiswa Dengan Menerapkan Teknik Kepala Bernomor Pada Semester Dua Jurusan Akuntansi Fakultas Ekonomi Universitas Muhammadiyah Pekanbaru**

Mahasiswa yang sekarang duduk dibangku Universitas seharusnya sudah mahir berbahasa Inggris. Namun kenyataan yang terjadi dilapangan, sebagian besar mereka tidak bisa berkomunikasi dalam bahasa Inggris dengan baik. Padahal sejak Taman Kanak-Kanak sampai mereka diperguruan tinggi mereka terus mempelajarinya, tetapi mereka tetap saja tidak bisa berbicara dalam bahasa Inggris. Untuk mengatasinya peneliti mencoba teknik belajar Kepala Bernomor untuk meningkatkan ketrampilan berbicara mahasiswa.

Permasalahan yang dikaji dalam penelitian ini adalah: (1) Sejauh manakah teknik Kepala Bernomor bisa meningkatkan ketrampilan berbicara mahasiswa semester dua Jurusan Akuntansi Fakultas Ekonomi Universitas Muhammadiyah Pekanbaru? dan (2) Faktor-faktor apa sajakah yang mempengaruhi ketrampilan berbicara mahasiswa semester dua Jurusan Akuntansi Fakultas Ekonomi Universitas Muhammadiyah Pekanbaru?

Metode yang digunakan dalam penelitian ini adalah metode penelitian tindakan kelas. Penelitian ini dilaksanakan dalam 2 siklus. Setiap siklus terdiri dari empat kali pertemuan. Adapun partisipan dari penelitian ini adalah 24 orang mahasiswa tingkat satu, semester dua, kelas non regular yang terdiri dari sepuluh orang mahasiswa perempuan dan empat belas orang mahasiswa laki-laki. Peneliti dibantu oleh seorang kolaborator dalam mengumpulkan data yang diperoleh melalui observasi, catatan lapangan, test, dan interview.

Hasil penelitian pada siklus 1 menunjukkan adanya peningkatan ketrampilan berbicara mahasiswa sebesar 10.24%. Sedangkan pada siklus 2 juga terjadi peningkatan jika dibanding dengan hasil yang diperoleh pada siklus 1 yaitu sebesar 9.61%. Selain itu dalam proses belajar, siswa terlihat aktif berbicara dalam kelompoknya dan saling berbagi pengetahuan. Dengan diberikannya kesempatan dan waktu untuk berbicara dalam kelompoknya, mahasiswa termotivasi untuk menggunakan bahasa Inggris.

Dari penelitian ini dapat disimpulkan bahwa teknik Kepala Bernomor bisa meningkatkan ketrampilan berbicara mahasiswa semester dua Jurusan Akuntansi Fakultas Ekonomi Universitas Muhammadiyah Pekanbaru. Adapun faktor yang mempengaruhi ketrampilan berbicara mahasiswa adalah kontribusi teman satu grup, dan tersedianya waktu dan kesempatan yang lebih banyak untuk menggunakan bahasa Inggris.

## **ABSTRACT**

**Lelly Zuyana Asril. 2010. Improving students' speaking skill through numbered heads together technique at accounting department economic faculty Muhammadiyah University, Pekanbaru**

Students who are now in university should have been able to speak English. But only few of them can speak and understand English. Actually, they have been studying English since they were in Kindergarten; it means that they have been writing, listening, reading, and speaking English a lot. In fact, they still cannot speak English, so that the researcher implemented Numbered Heads Together technique to improve students' speaking skill.

The problems of this research were: (1) To what extent can numbered heads together technique improve students' speaking skill at semester two of Accounting Department of Economic Faculty of Muhammadiyah University in Pekanbaru?, and (2) What are the factors that influence students' speaking skill at semester two of Accounting Department of Economic Faculty of Muhammadiyah University in Pekanbaru?

The research was a class action research with 2 cycles. Each cycle consists of 4 meetings. The participants of the research were the first semester students of non regular class consisting of twenty four students with ten females and fourteen males. In carrying out this research, the researcher was helped by a collaborator to gather data from lecturer and students' observation checklist, field notes, test, and interview.

The result of cycle 1 showed that there was improvement in students' speaking skill as 10.24%. While in cycle 2 there was 9.61% improvement of students' speaking skill. Besides, in implementing the technique the students were quite active talking in their groups and they shared each other. By giving them more time and chance to practice, they were motivated to speak English.

From the research, it could be concluded that Numbered heads together could improve students' speaking skill. Group mates' contribution, and more time and chance to practice were the factors influencing students' speaking skill.

## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya berupa tesis yang berjudul “Improving students’ speaking skill through numbered heads together technique at accounting department economic faculty Muhammadiyah University, Pekanbaru” adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain, kecuali arahan dari tim pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai referensi didalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran dari pernyataan ini saya bersedia menerima sangsi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sangsi lainnya sesuai dengan norma dan ketentuan hokum yang berlaku.

Padang, Desember 2010

Saya yang menyatakan

LELLY ZUYANA ASRIL

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The Researcher

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Studying English is quite difficult for some students, but easy for the other ones. Most of students who are now in university have been studying English since they were in the kindergarten schools. It means that they have been studying English for about twelve years. By looking at the time they have been spending much time for studying English, logically they have got quite a lot of vocabulary and practiced writing, reading, listening and speaking a lot.

For good learners who have no problems in studying English have good grades for English. They can communicate in English well and fluently. In their class, they are active students and always participate and share good ideas, comments and suggestions. They also have good motivation for studying. Bad learners who have problems in studying English get bad or low grades for English. They can't communicate in English well. In the class, they are passive and seldom participate. They refuse to speak English and say that English is difficult to understand. They do not have motivation to study since they like making any excuses not to come to class.

There must be something wrong with this. It probably comes from the teaching methods the teachers use uncommunicatively. The methods are still the traditional ones. The teacher is lecturing them uncommunicatively. The



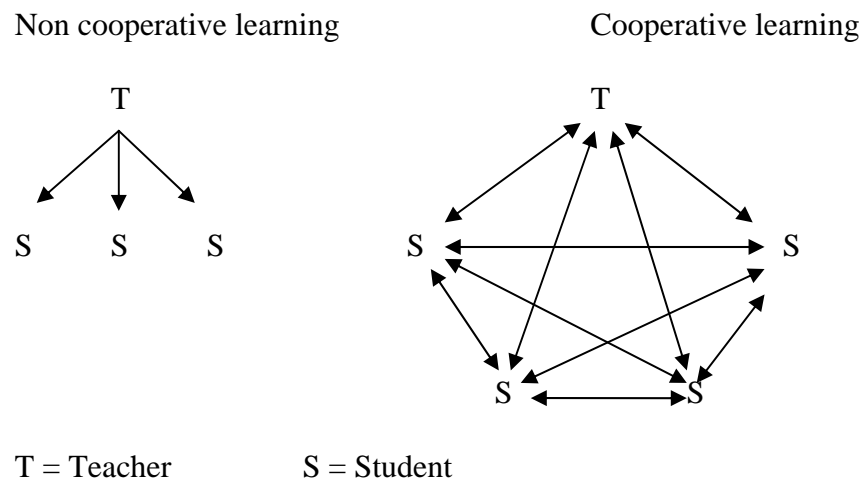
students study individually. The lesson has probably focused on the study of English grammar and vocabulary. They already know quite a lot about what the rules of English grammar are, and how sentences are formed in English. This knowledge provides an important foundation for students to use in learning to speak and understand English. But the study of grammar itself will not enable them to speak English fluently.

A new and inexperienced teacher teaches his students the same ways with what he got from his former teachers. He teaches the students in order to finish the curricula. He is the center and the subject of the class, while the students are the object of the learning. The teacher is the only one who is active in the class, while the students are passive. He doesn't explore students' English ability. It is not a communicative class. The teacher has to run and manage the class and motivate the students to be communicative ones. That's why teachers have to use and apply a communicative technique to encompass eclectic ways of teaching.

A good teacher teaches her students communicatively. She changes her teaching method from uncommunicative to communicative one. She applies student-centered learning where the students are the subject of learning and motivate them to be active in the class. She can teach English contextually, or make them to compete in the class in positive ways. There are many communicative teaching techniques she can apply into her class. One of them is cooperative learning.

Cooperative learning is one of innovative teaching techniques that uses the students as the subject of learning. It gives a lot of opportunities for students to explore their ability to communicate and share their knowledge and opinion. This technique focuses on groups and students interactions. In cooperative learning, the students study and work together in small groups to accomplish their tasks. Jacobs said,” However, cooperative learning is more than just putting students into groups and giving them something to do. Cooperative learning principles and techniques are tools that teachers use to encourage mutual helpfulness and the active participation of all group members.”

**Figure 1: The difference of non cooperative and cooperative learning**



The chart above tells that cooperative learning can increase interactions in teaching and learning process. It increases interaction between students and lecturer and among students in class. It supports how

cooperative learning involves all participants in classroom. In other words, cooperative learning can increase the interaction between teacher and students and between students and students.

In University of Muhammadiyah Pekanbaru, especially in accounting department, English is only available for 2 semester; English 1 for semester 1, and English 2 for semester 2. The students only study English for 2 semesters from 8 available semesters. They study English in integrated form, means that they study it in a little portion of reading, writing, speaking and listening.

The description of the accounting students of Muhammadiyah University about their English was quite poor. Most of them couldn't speak English well. Only few of them participated in the class. When the researcher asked them some questions, they answered in Indonesia. When they wanted to ask question, they also used Indonesia. When they delivered or gave ideas or comment, they still used their native language. When some of them tried to speak in English, it took time. What they said sometimes couldn't be understood. They didn't speak fluently. When they were asked to write, their sentences were not supported with correct spelling of words. The grammar was miserable. Their sentences were messy and poor dictions.

The situations above caused students' low speaking skill. The facts showed that three from twenty four students or 12.5% had good speaking skill, five students or 20.8% had fair speaking skill, and sixteen students or

66.7% had poor speaking skill. It made the researcher wanted to improve their speaking skill. She intended to try a communicative technique to explore her students' speaking skill. That's why she implemented cooperative learning technique in her English class.

There are many cooperative learning techniques can be used in learning second language. For example: jigsaw, small group discussion, student team achievement division, think-pair-share, round table, numbered heads together. In this study, the researcher used one of them – Numbered Heads Together. Numbered Heads Together was implemented in her class in order to improve her students' speaking skill. The reasons why she chose Numbered Heads Together technique were discussed in the following paragraph.

Based on the researcher's experience, only certain students were active speaking English. The other students used their native language almost all the time in class. In order to make them used English in the class, the researcher used this technique. It gave a chance and time for students to practice English, because they were encouraged discussing the lesson or task by using English in their group. Numbered Heads Together could reduce their scare to speak English. This technique could motivate them to speak English by interacting from a small group with few students they know well. By starting speaking in small group, they can minimize their being afraid of making mistakes since they have discussed and practiced in their group.

Moreover, the class to which this technique was implemented consisted of students from different culture and background knowledge. Some of them were from different places like Java, Medan, Padang, and Malay. They also had different background knowledge, some of them came from senior high schools and some were from vocational high schools. Many of them also had a job while others are pure students.

That is why the researcher wanted to bring this technique into her class to find out how Numbered Heads Together could increase her students' speaking skill and what the difficulties were in using it. The title of her thesis is **“Improving students’ speaking skill through numbered heads together technique at semester II of the Accounting Department of Economic Faculty of Muhammadiyah University, Pekanbaru”**.

## **B. Identification of the Problem**

There are so many problems found in the previous part, and the researcher tried to identify them. In speaking class, students of Accounting Department of Economic Faculty of Muhammadiyah University got bad or low grades for speaking. The facts showed that three from twenty four students got 63, five students got 54, and sixteen students got 44. They couldn't communicate in English well. In the class, they were passive and seldom participate. They refused to speak English and said that English was difficult to understand. What they said sometimes couldn't be understood. In

writing class, they used their native language sentence pattern, so it was quite difficult to understand or catch the idea. The topic sentence was not supported by supporting sentences. And the sentences were not supported with correct spelling of words. Their sentences were messy and poor dictions. They were shown from their poor grammar.

All the problems were probably caused by the teaching techniques used were not communicative. In order to solve the problems the researcher used the communicative one, it was Cooperative Learning. In this occasion she chose one of the techniques to implement it into her class. The technique was Numbered Heads Together (NHT).

### **C. Limitation of the Problem**

There are some problems stated in identification of the problem above, but the researcher only focused on one problem to be solved, it was speaking problem. She intended to improve students' speaking skill by using one of cooperative learning techniques. So in this thesis, the researcher discussed and implemented Numbered Heads Together technique in class.

Beside students' speaking skill and the implementation of Numbered Heads Together technique, she also analyzed factors that influence students' speaking skill.

#### **D. Statement of the Problem**

To make clear what the problem of this research, the researcher stated the problem itself. The above facts show that the students got low score for speaking. When they spoke, they used their native language. Based on the facts, the problem of this research is that students' had poor speaking skill. To improve it the researcher implemented Numbered Heads Together technique.

#### **E. Research Questions**

To guide the researcher in doing this research, she needed to have questions of the research. Based on Statement of the Problem above, the researcher formed the research questions as follow:

1. To what extent can Numbered Heads Together technique improve students' speaking skill at semester two of Accounting Department of Economic Faculty of Muhammadiyah University in Pekanbaru?
2. What are the factors that influence students' speaking skill at semester two of Accounting Department of Economic Faculty of Muhammadiyah University in Pekanbaru?

## **F. Purpose of the Research**

1. To explain whether Numbered Heads Together technique can better improve students' speaking skill at semester two of Accounting Department of Economic Faculty of Muhammadiyah University in Pekanbaru
2. To explain what factors influence students' speaking skill at semester two of Accounting Department of Economic Faculty of Muhammadiyah University in Pekanbaru

## **G. Significance of the Research**

This part explains the significance of this research, for example:

1. For teacher and lecturer, it is useful to improve their way of teaching. It can motivate them to build communicative teaching technique in their classes and help students to be more interested in studying English.
2. For students, it makes them more active than before. It also can improve their mutual relationship among their friends and appreciate others.

## **H. Definition of the Key Terms**

In this part, the researcher tries to define some terms in order to avoid misunderstanding;

1. Speaking expresses ideas, feeling, etc without words (oxford learner's pocket dictionary, 1995, p.396)



2. Speaking skill is skill of asking open – ended questions, delivering positives, self – disclosing, active listening, and following up on free information (Alan Garner, 1997, p.195)
3. Numbered heads together is one of cooperative learning techniques dividing students into some small groups and giving the students numbers in their groups. Each group consists of 4 students. There will be students with number 1 until 4. After discussion teacher will call numbers then students with the number stand answering the questions.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

After completing and analyzing the data collected through test, observation checklist, field notes, and interview, the researcher can conclude the findings of this classroom action research as follows:

1. Teaching speaking by applying numbered heads together technique improves the second semester students' speaking skill at accounting department of economic faculty of Muhammadiyah University
2. From the findings discussed in previous chapter, there are some factors influencing students' speaking skill, as described below:

##### **a. Group mates' contribution**

The students improved their speaking skill and enriched their knowledge in put heads together activities. They shared and got contribution or even correction from their friends in their group.

##### **b. More time and chance to practice**

Every student wanted to give the best for his or her group. It motivated them to get involved actively in the group so that they practiced and used English in discussion.

## **B. Implications**

In previous chapter, it was clarified that numbered heads together technique could improve the students' speaking skill in indicators of accent, grammar, vocabulary, fluency, and comprehension. In addition, it was found that there were some factors influencing students' speaking skill; group mates' contribution and more time and chance to practice. It can be implied that numbered heads together technique is very useful strategy in teaching speaking.

## **C. Suggestions**

After concluding the findings, some suggestions can be described as follow.

1. As an English lecturer, the researcher should continue using numbered heads together technique in teaching
2. The lecturer as an English teacher should encourage the students to always use English in all class activities such as put heads together, and answering the questions.
3. The lecturer as an English teacher should control students' activities when they work in groups. Because in this activity, if the lecturer do not actively control them, they use their native language in discussion, so that their speaking skill is not improved.

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