



E-ISSN 2528-746X

Teaching Speaking Skill By Using Numbered Head Together

Yunita Sari*¹, Usman Kasim¹, and Chairina¹

¹Universitas yiah Kuala, Banda Aceh

*Corresponding author: yunita.sariy399@mail.com

Abstract

This research was conducted at SMPN 3 Gunung Meriah, Aceh Singkil. It was intended to find out whether the use of Numbered Head Together improved students' speaking ability in learning speaking or not. The researcher used random sampling by drawing lottery number. The sample of this research was the students of grade VIII-1. The data was collected by researcher using pre-test, treatment and post-test. The materials used in the speaking tests were pictures. The speaking aspects were pronunciation, grammar, vocabulary, fluency and comprehension. In analyzing the data, the researcher used statistical formula. The mean score of pre-test was 45 and post-test was 70. The data showed that the improvement of the mean was 25. The critical value of 0.05 significant level and 19 degree of freedom was 2.093. The result of t-test (3.930) was higher than t-table (2.093). So, this mean that the implementation of teaching speaking skill by using Numbered Head Together give significant difference in students speaking scores between pre-test and post-test of students VIII-1 of SMPN 3 Gunung Meriah.

Key Words : *Speaking, Speaking Aspects, Numbered Head Together*

1. INTRODUCTION

English is one of the compulsory subjects for Indonesian students of junior and senior high schools. In Indonesia, teaching English is based on a curriculum designed by the central government through the provision of curriculum policies. To develop teaching English, the Indonesian curriculum has through revisions for several times in response to ELT methodologies around the world (Sahiruddin, 2013). Currently, many schools are implementing the 2013 curriculum but in fact there are several schools which still apply the school-based curriculum. The aim of the 2013 curriculum in English learning is to improve the students' skill in English communication. This means that students have to be able to communicate and conduct the interact each other or to teacher by using English either in oral or written.

Based on the study conducted by Phonna (2016) said that there were two kinds of problems faced by students in speaking English; those are internal and external problems. The internal problems coming from the students are: 1) Low

motivation in learning English; 2) The difficulty to choose the appropriate words in oral activity; 3) The difficulty to pronounce English words correctly; 4) The difficulty to arrange words in structure; 5) The difficulty to use an appropriate sentences grammar in oral communication; 6) The passive learning tendency in classroom activities; and 7) The low confidence in speaking English.

In fact, some of research findings have shown that the result of English language learning in speaking is still far from being satisfy and may face the similar problems in speaking. Phonna (2016) said that there were two kinds of problems faced by students in speaking English; those are internal and external problems. The internal problems coming from the students are: a) Low motivation in learning English; b) The difficulty to choose the appropriate words in oral activity; c) The difficulty to pronounce English words correctly; d) The difficulty to arrange words in structure; e) The difficulty to use appropriate sentences grammar in oral communication; f) The passive learning tendency in classroom activities; and g) The low confidence in speaking English.

One of the models in Cooperative learning that developed by Spancer Kagan is Cooperative Learning model of Numbered Head Together (NHT). This learning model focuses on specific structure that is designed to influence students' interaction pattern and have purpose to increase academic achievement, which the students are divided into groups and every students in group has the different numbers, the the teacher gives task and each group works on it by discussing, the teacher calls one of the students and the students report their group work that would be respond by other groups members. Several researchers had done few previous studies by using NHT. The previous study of NHT was conducted by Verawaty (2016), she concluded that the NHT technique through teaching English speaking gave the positive impact because the students could have opportunity to practice the speaking in front of their friends, this allow them to improve their participation in learning. Next, a study conducted by Nur'ayni (2013) showed that NHT was the most suitable technique to develop speaking skill in teaching speaking. The teachers may apply this technique in the teaching-learning process because this technique allows student to be more active and serious in learning, working together with their group, and build a good relationship to each other. A study conducted by Abdulloh (2012) explained that the use of the NHT technique in teaching speaking had a significant improvement for the student's speaking ability.

The implementation of the match technique could be an important factor to determine the success in teaching and learning. Various methods, techniques, and instruments applied by the teacher will create the more interesting process and also stimulate students to learn English. By applying the appropriate method or technique in speaking class will trigger the students to speak English as well as possible. The use of methods or techniques allows students to be more active in learning. The teacher has responsibility to create the interesting English class to increase student's confidence and courage. This certainly can improve their ability to speak English. Based on the above, the problem in this research "Is there any significant difference in student speaking scores between pre-test and post-test after they are taught by using Numbered Head Together?".

2. LITERATURE REVIEW

2.1 Numbered Head Together

According to Luzet (2013), numbered heads together is a learning technique which collaborate the learners responsibility to task results. Numbered Heads Together is cooperative learning which has focus on affecting interaction in academic achievement to increase the student's mindset. This technique helps the students to face problem by discussing best ideas related to their problem. Since this technique requires a group discussion, each group is allowed to express and share their ideas to another group by conducting small group discussion.

Richards and Rodgers (2001) said that there are four fundamental elements in NHT. Those are: positive interdependency, group formation, individual accountability, and social skills. These are explaining below:

Positive Interdependency.

The positive independency occurs when each group member believes that by giving hand to every member causes the good impact for all members. Thus, need to trust and give every possible helps for each other because group score are calculated based on each member performance.

Group Formation.

The group formation is the most important factors amongst other element in NHT to shape a solid independency in a group. Richards and Rodgers (2001) stated that there are several factors involved in-group formation. Those are:

- a. Group sizes. Generally, each group consists of four to six students.
- b. Group formation. This stage considers several factors including task difficulty level, ages of group members and limited time to form a group
- c. The compositions of group member. Each joined members in group are chosen by teacher or based on group selection. The group members may randomly select. They are also recommended to shape a heterogeneous background including gender, ethnic and achievement,
- d. The student's role is considered as important aspects. Each group has to pick one man either to be a leader or decision maker.

Individual Accountability.

Individual accountability is all about individual performance. For example, the teacher may call any student in a group randomly to share their group's ideas or to answer questions.

Social Skills.

Social skill constructs the student interaction to share their ideas to another group member as a solid teammate.

According to Trianto (2009), the goal of NHT technique is to involve as many students as possible where all students are expected to give a contribution through the learning process. Kagan (2009) said that there are four basic steps in teaching speaking using NHT. Those are numbering, asking the questions, heading together, and answering. This following table below explains how steps in NHT are applied in teaching procedures to teach speaking by using the NHT technique. First: *Numbering*. The teacher divides the students into groups consists of 4- 5 students where each group member has a card given by teachers. Second: *Asking the Question*. Teacher asks the question to the students. The question may vary, specific or in interrogative form based on the purpose of the teaching learning process. Third: *Thinking Together*. Students elaborate their opinion toward the answer of

the question. The teacher has to ensure that each group member comprehend the related answer. And last, fourth: *Answering*. Teacher calls certain number, the student with called number has to raise their hand. This technique promotes discussion both individual and group. The advantage of this technique is used to review and integrate the subject matter. This strategy also helps the students with special needs to get educated by the group he joined in. Right after the instructions are explained, the students have to discuss and provide the chance for every member to share their ideas towards a small discussion.

This learning method encourages the students to take bigger responsibility through the learning process. Here are the advantages of NHT: First, positive interdependency. The students are allowed to learn from each other. They must work together to ensure that they comprehend the learning materials clearly. They must ensure that each group member comprehend the materials and able to answer back the questions. Second, individual accountability. Each student has their own responsibility to share their ideas. Each student is also required to share their ideas to his/her partner or to whole group member. Besides, every student is expected to be able to response the given question. Equal participation, each student within the groups has an equal opportunity to share their ideas. To avoid the domination, the teacher has to ensure that all students are having the similar opportunity in sharing their ideas. Next, simultaneous interaction. By applying high degrees on interaction, all students are triggered to pay their attention towards the given material. Last, multilevel. This technique is suitable for any degree and student's level in education. But it is important to consider the correlation between student's ability and learning materials.

Besides the advantages, this technique also has some disadvantages. They are; First, the smart and extroverted students may dominate the discussion. This might be harmful for the low intelligence or student with passive attitude to give contribution in his group. Then, the discussion process may do not running well because some students just copy the smart student. Finally, if the groups are homogenous, the NHT will be unfair for passive student. The called number may have different chance to be called. This means that the student may switch the number card to avoid the call.

2.3 Teaching Speaking

In teaching speaking, learners have to practice by conduct a daily communication to his/her partner. The teacher and learners are suggested to use English more often rather than Indonesian during the teaching and learning where the teacher has a role to trigger his/her learners to be active in expressing their opinions and ideas in the class. Brown (2004) stated that this process gives big impact on student's fluency because they have to communicate, utter the ideas and opinion by using a target language in daily learning process.

According to Syakur (2000), there are five main components in speaking skill which has to be concerned in teaching speaking. Those are comprehension, grammar, vocabulary, pronunciation and fluency. This theory means that the good speaking skill requires these five components which have to be applied in speaking activity.

3. METHODS

The method of this research is experimental research. The researcher used a design called one group pre-test and post-test design that is suggesting by Hatch

(1982). The researcher wants to find out whether there is a significant difference in students' speaking score in pretest and posttest after they are taught by using Numbered Head Together or not. The scheme of the illustration of the experimental research is:

Table 2.1. One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
X1	T	X2

Explanation:

X1: Pre Test X2: Post-Test T: Treatment in experimental class

The population in this research were 48 of eight grade students of SMP Negeri 3 Gunung Meriah. While the sample was 20 students in VIII-1. Instruments that were used in this research were test (oral test). During the oral test, the students practiced their speaking in front of their friends by stating the comparison of the number, nature of people, objects, and animals which appeared around them. The researcher showed a number of the pictures to stimulate the students to speak. After that, the researcher called the students to convey what they know based on the picture. The students practiced their speaking for 2-3 minutes. The form of the test was direct speaking and the teacher gave scores for the vocabulary, grammar, pronunciation, fluency, and comprehension.

Data collection techniques that research used are; 1) Pre-test. The pre-test has a goal to know the student's speaking skill right before the experiment conducted. 2) Treatment. The treatment was conducted after pre-test and before post-test. The researcher applied Numbered Head Together technique to improve student's speaking ability. 3) Post-test. Post-test was aimed to measure the result of student's speaking skill right after the treatment conducted by implementing the NHT. Moreover, The researchers used some statistical formula. And the formula such as normality by Bungin formula and the Paired Sample T- Test to check the acceptance or the rejection of the hypotheses.

4. RESULT AND DISCUSSION

4.1 Results

Results can be shown in the table containing the data of the student achievement at eighth grade of SMP Negeri 3 Gunung Meriah using Numbered Head Together (NHT).

Table 4.1 Frequency Distribution of Student's Pre-Test Score

Score	Frequency (fi)	Percentage
30-35	5	25%
36-41	3	15%
42-47	2	10%
48-53	5	25%
54-59	3	15%
60-65	2	10%

Jumlah	20	100%
---------------	-----------	-------------

Table 4.2 Frequency Distribution of Student's Post-Test Score

Score	Frequency (fi)	Percentage
35-45	2	10%
46-56	1	5%
57-67	7	35%
68-78	2	10%
79-89	4	20%
90-100	4	20%
Jumlah	20	100%

4.3 Student's Pre-Test and Post-Test Score

No.	RespondentsName	Number Head Together (NHT)	
		Pre-test	Post-test
1	Agi	35	70
2	Agn	45	55
3	Aj	30	35
4	An	40	60
5	By	50	85
6	Dr	50	60
7	Fr	55	80
8	Gc	60	65
9	Ml	55	95
10	Nd	35	60
11	Ndi	40	60
12	Ns	30	60
13	Nv	55	95
14	Oc	30	35
15	Rh	45	85
16	Rn	50	65
17	Rv	40	70
18	Sc	50	80
19	St	50	90

9			
2	Ys	60	90
0			

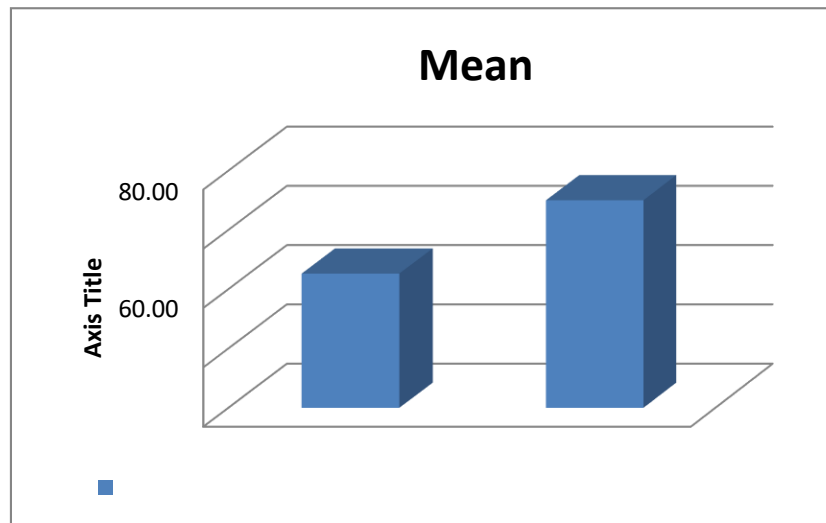


Figure 4.1 the Student's Pre-Test and Post-Test Comparison Mean

0.0	Pre-test	Post-test
0		
Series	45.25	70
1		

4.2 Discussion

In analyzing the hypothesis, the researcher used t-score formula. After getting t-score, the researcher checked the critical value to find out whether the hypothesis is accepted or rejected. The t-table at significant standard is 5% ($\alpha=0.05$) set in this research. The number of sample of this experimental was 20 students. The degree of freedom (df) was $N-1 = 20-1=19$, where the t-table is 2.093. the obtained t-score was 3.930. So, the t-score was higher than t-table (tscore = 3.930 > ttable = 2.093). It can be concluded that alternative hypothesis (H_a) is accepted (the use of Numbered Head Together technique helps the students in improving speaking ability), and null hypothesis (H_o) is rejected (the use of Numbered Head Together technique does not help the students in improving speaking ability). In other words, Numbered Head Together technique gives positive impact for student in improving their speaking skill.

5. CONCLUSION AND SUGGESTIONS

The conclusions in this study is that there are significant difference in students speaking score in pre-test and post-test after they are taught by using Numbered Head Together (NHT). This can be proven from The t-table at significant standard is 5% ($\alpha=0.05$) set in this research. The number of sample of this experimental was 20 students. The degree of freedom (df) was $N-1 = 20-1 =19$, where the t-table is 2.093. the obtained t-score was 3.930. So, the t-score was higher than t-table (tscore = 3.930 > ttable = 2.093). It can be concluded that alternative hypothesis (H_a) is accepted, and null hypothesis (H_o) is rejected.

As for the suggestion that the researcher, for the English Teachers, he teacher should show confidence, attractive, and be more creative during teaching and learning process. It is intended the students do not feel bored. For Other Researchers should conduct the similar study with the different grades another school. Since students interest and feel joy. The author believes that it is possible for the future researcher to design and create the most attractive method to teach by using NHT technique.

6. REFERENCES

- Abdulloh, K. (2012). *The Effect of NHT Technique on Students' Speaking Ability at The First Grade of SMP Negeri 3 Sumenep* (Thesis). The State of Islamic Collage (STAIN), Pamekasan.
- Brown, G. & Yule, G. (1983). *Discourse Analysis*. Cambridge University Press.
- Hatch, E & Farhady, H. (1982). *Research Design and Statistic for Applied Linguistics*. London: New Bury House Production, Inc.
- Kagan, S. (1992). *Cooperative Learning*. San Juan Kapistrano: Kagan Kooperative Learning.
- Lewis, M., & Hill, J. (1993). *Practical Techniques for Language Teaching*. London: Language Teaching Publications.
- Luzet, G. (2013). *Collarative Learning Pcket Book*. United State of America: Britis Library Cataloguing in Publication Data.
- Nur'ayni. (2013). *Article Of Improving Speaking Ability Using Numbered Heads Togeteher (NHT) Model*. Retrived from <http://www.englishjurnal.nur'ayni/nhtinspeakingskil.html>.
- Richard, J. C. & Rodgers, T. S. (1986/2001). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Sahiruddin. (2013). *The Implementation of the 2013 Curriculum and the Issues of English Language Teaching and Learning in Indonesia*. The Asian Conference in Language Learning 2013 Official Conference Proceedings. Brawijaya University.
- Syakur. (2000). *Language Testing and Evaluation*. Surakarta: Sebelas Maret University Press.
- Trianto, B. (2009). *Model Pembelajaran Inovatif-Progresif Konsep Strategi dan Implemtasinya dalam Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Gramedia Widiarsana Indonesia.
- Verawaty. (2016). *Improving Students' Speaking Skills with The Numbered Heads Together Technique*. Retrived from <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/5530>