

**Meningkatkan Ketrampilan Berbicara Mahasiswa dengan Menerapkan Teknik Kepala Bernomor pada Semester Dua Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pasir Pengaraian**  
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ABSTRAK

*Mahasiswa yang sekarang duduk di bangku Universitas seharusnya sudah mahir berbahasa Inggris. Namun kenyataan yang terjadi di lapangan, sebagian besar mereka tidak bisa berkomunikasi dengan bahasa Inggris tersebut. Padahal sejak Taman Kanak-Kanak sampai mereka di perguruan 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) Sejauhmanakah teknik Kepala Bernomor bisa meningkatkan ketrampilan berbicara mahasiswa semester dua Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pasir Pengaraian? dan (2) Faktor-faktor apasajakah yang mempengaruhi ketrampilan berbicara mahasiswa semester dua Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pasir Pengaraian?*

*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, 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 keterampilan 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 keterampilan berbicara mahasiswa semester dua Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pasir Pengaraian. Adapun faktor yang mempengaruhi keterampilan berbicara mahasiswa adalah kontribusi teman satu grup, dan tersedianya waktu dan kesempatan yang lebih banyak untuk menggunakan bahasa Inggris.*

*Key Words: Speaking and NHT*

## **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 up to Secondary School. 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. Contrary, 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.

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best group in the class. This teaching technique could promote student learning and academic achievement, increased student retention, enhanced student satisfaction with their learning experience, and helped students develop skills in oral communication.

This technique made all students involved in finding the answers. Since nobody knew who answered which questions, it made them prepared all answers by discussing in the group. The students' involvement was supported by Slavin. Furthermore Numbered Heads Together could increase students learning. When carrying the research, almost all students came in every meeting except in meeting three in cycle 1 (2 students did not come because of rain) because they were motivated to work in group, share and give knowledge to find out the answers. It also helped the students to be brave to speak English, because they could practice before talking. When discussing in the groups, they also got peer correction about the pronunciation.

### 3. Conclusions

After completing and analyzing the data collected through test, observation checklist, field notes, and interview, the researcher concluded 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 English Department of teachers training and education faculty of PasirPengaraian University.
2. From the findings discussed in previous chapter, there are some factors influencing students' speaking skill, they are; Group mates' contribution and More time and chance to practice.

There must be something wrong with this. It probably comes from the teaching methods. A new and inexperienced teacher teaches his students the same ways with what he got from his former teachers. 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 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 method to encompass eclectic ways of teaching.

Cooperative learning is one of innovative teaching techniques that use 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."

In PasirPengaraian University, especially in English Department, 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 English students of PasirPengaraian University about their English was quite poor. Most of them couldn't speak English well. Only few of them participated in the class. 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 method to explore her students' speaking skill. That's why she implemented cooperative learning technique in her English class.

There are many cooperative learning methods 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 method were discussed in the following paragraph.

Here are the reasons of choosing this method. It gives a chance and time for students to practice English, because they encourage discussing the lesson or task by using English in their group. The Numbered Heads Together can reduce their embrace and scare to speak English. This method can 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 afraid of making mistakes since they have discussed and practiced in their group.

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 2<sup>nd</sup> semester students' speaking skill through numbered heads together technique at English Department of Teachers training and education faculty of PasirPengaraian University"*.

In conclusion, using numbered heads together at semester two of English Department of teachers training and education faculty of PasirPengaraian University Pekanbaru had been success in improving the students' speaking skill.

The factors influencing the students' speaking skill through numbered heads together.

a. Group mates' contribution

Students' speaking skill could improve because of some factors. First factor was group mates' contribution. Students' speaking indicators – accent, grammar, vocabulary, fluency, and comprehension – got improvement when they got involved actively in their groups.

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.

## 2. Discussions

From the two cycles in this action research, the researcher concluded that the students' speaking skill could improve by using Numbered Heads Together (NHT).

Based on the findings of this research, it was stated that numbered heads together technique could better improve the second semester students' speaking skill at English Department of teachers training and education faculty of PasirPengaraian University in academic year of 2010/2011. The improvement could be seen from cycle 1 to cycle 2 where all speaking indicators—accent, grammar, vocabulary, fluency and comprehension - were increased. Besides, numbered heads together could build up students' participation and motivation in speaking English.

Besides, it was found that this technique gave mutual participation among students. They took and gave contribution in their groups when they put their heads together. They also seemed more solid in their groups since they wanted to be the

Pasir Pengaraian University?, and 2) what factors influencing students' speaking skill at English Department of teachers training and education faculty of Pasir Pengaraian University?

By looking at the data analysis gained during two cycles, it can be said that numbered heads together could improve the students' speaking skill. It was supported by the results of the students' speaking test at the end of each cycle. Students' speaking skill improved significantly from base score, cycle I, and cycle II. The data indicated that NHT was able to improve students' speaking skill. In the pre-test the average score was 47.6 and at the end of cycle I the average score was 57.8. The result was still low from the expected result. However, at the end of cycle II, the average score was 67.5, it improved significantly.

The level of students' ability also increased from the pre-test until at the end of cycle II. The level of excellent increased from 0 in pre-test, 0 in cycle 1 become 3 students in cycle 2. It means that the students' ability increased well. The level of good from 3, 6, become 13 students at the end of cycle II. The level of fair also increased from the pre-test until the end of cycle II. There were 5, 16, and 8 students at the end of cycle II. The level of poor decreased from 16, 2, and no student at the end of cycle II.

Furthermore, there were also significant improvements in each indicator of speaking skill. The percentage of accent indicator increased from the pre-test until the end of cycle II. There were 44.8, 50, and 64.6. While in grammar, the scores also increased till the end of cycle II. There were 40.2, 47.9 and 54.1. Furthermore, the score of vocabulary indicator showed a significant improvement. There were 54.9, 69.4 and 76.3. Students' fluency increased from 43.6, 55.4, and 68.5 in second cycle. And students' comprehension showed a significant increasing from the beginning until the end of cycle II. There were 54.5, 66.4 and 73.74.

## B. Review of Related Theories

### 1. Speaking Skill

#### a). *Nature of Speaking*

Speaking is one of important elements in studying English. English students have to be able to speak English. To get more detail about the concept of speaking, the researcher tries to discuss it by quoting some definitions of speaking from some experts.

Collie and Slater (2005:8) express their idea about speaking, "Speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term."

In learning a second or foreign language, speaking is the most important aspect, and the success can be measured through students' or learners' ability in carrying out a conversation and interacting orally in that language. (Nunan, 2000:39)

Kathleen M. Bailey in Nunan (2003:49) explains that people supposedly learned to speak by practicing grammatical structures and then later using them in conversation. In addition, Baker and Westrup (2003:15) comment, "Speaking practice can assist students in learn in vocabulary and grammar."

In conclusion, speaking is one of important elements in studying English. In speaking there are some components derived from definitions above, they are; fluency, grammar, vocabulary, accent, and pronunciation.

#### b). *Teaching Speaking*

In teaching speaking, there are many ways of teaching a lecturer can use in class. According to Kathleen M. Bailey in Nunan (2003:49) who says that teaching speaking involved providing students with the components of the language in hopes that they would eventually put them all together and speak. Penny Ur (2000:103) also delivers her idea as follows.

In teaching speaking skill, the emphasis will usually be firmly on fluency. What we are interested in here and what is emphasized is the development of learners' facility in receiving and conveying messages, with a corresponding lowering of emphasis on accuracy.

There are five principles for teaching speaking, they are: 1. Be aware of the differences between second language and foreign language learning contexts, 2. Give students practice with both fluency and accuracy, 3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, 4. Plan speaking tasks that involve negotiation for meaning, 5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. (Kathleen M. Bailey in Nunan, 2003:54-56)

From the five principles described above, the researcher was more focus on the principle number 3 in teaching speaking. The researcher improved her students' speaking skill through cooperative learning or group work. By working in group, it can increase the amount of time that the students get to speak in English during class hours. Ur (2000:121) also supports this idea that the researcher quoted as follow.

The use of group work increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

In conclusion, teaching speaking can be conducted by giving the students chance and time to speak in language they studied as much as possible and exploring their skill to speak by practicing in small group that can help them to reduce their afraid to speak in front of class.

#### *c). Speaking Assessment*

In assessing students speaking skill, there are six categories of speaking performance assessment (Brown, 2004:141-142). They are:

Step 4. Answering: The teacher calls a number and students from each group with that number raise their hands and provide answers to the whole class.

Based on the explanations above, the researcher derived three indicators from them. They are numbering the students, asking questions, having students put their heads together, and answering the questions.

In conclusion, numbered heads together technique was proved in increasing students learning and study result in different subjects. Based on the research, the researcher intended to use numbered heads together in increasing students' speaking skill.

## **B. Research Method**

This research was a class action research since it fulfilled the criteria mentioned by some experts above that this research was done to find out the solution to real problem of the researcher about students' speaking skill. Besides, this research was also done with a collaborator.

The collaborator was Mrs. Elda Martha Suri, M.Pd. an English lecturer in Pasir Pengaraian University Pekanbaru.

In conducting this researcher, there were some instruments used to get the data. The data were collected by using test, observation, field note, and interview to describe the situation during the research and the result of the research.

In conducting this research, the researcher used 2 cycles. Since it was a classroom action research, each cycle consisted of 4 steps, they were; plan, action, observation, and reflection.

## **C. Findings and Discussion**

### **1. The finding**

This research was conducted to answer the research questions; 1) to what extent can numbered heads together technique improve students' speaking skill at English Department of teachers training and education faculty of

- 1). Have students number off into cooperative learning group of 4 students each. Make sure students remember their numbers, as they will come into play later.
- 2). A demonstration, question or task is posed.
- 3). Students then put their heads together. Teams work together for a specified period of time to brainstorm, answer the question, or complete the task.
- 4). When the time has elapsed, the teacher tells the students to take a half minute to review their work so that each group member understands the groups' result. Let students know that numbers will be randomly called and that they will be expected to respond
- 5). Call a random number. The student in each group whose number is called stands and responds for the group, goes to a designated area on a board and records the team's findings, or holds up a drawing or chart of the group's work. ( Hassard, 2000:23)

Similarly, Arends (1998:322) describes 4 steps in implementing numbered head together technique in the class. The steps can be seen bellow.

- Step 1. Numbering: Teachers divide students into three – to five – member teams and have them number off so each student on the team has a different number between 1 and 5.
- Step2. Questioning: Teachers ask students a question. Question can vary. They can be very specific and in question form, “How many states in the Union?” or they can be directives, such as, “ Make sure everyone knows the capitals of the five states that border on the Pacific Ocean.”
- Step 3. Heads Together: Students put their heads together to figure out and make sure everyone knows the answer.

- 1). Imitative
- 2). Intensive
- 3). Responsive
- 4). Interactive
- 5). Extensive

In this research, the researcher used extensive category of speaking performance assessment to assess students' speaking skill that correlated to her research. To make it clear about extensive category of speaking performance assessment, Brown (2004:142) explains more about it as stated below.

It includes speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non verbal responses) or ruled out altogether.

When conducting this research, the researcher assessed students' speaking skill through oral presentation. The students performed their speaking skill by giving presentation about one of certain topics which had been studied before. In assessing students' performance, the researcher assessed their speaking skill by using the following descriptions taken from Hughes (1989:113-114).

Based on the explanation above, speaking assessment can be done through five categories and each category has scoring range from 1 (the lowest) up to 6 (the highest). The researcher assessed students' speaking skill through oral presentation. When the students performed the presentation, the researcher used the speaking scoring rubric to help her in assessing them.

## 2. The Numbered Heads Together (NHT)

Actually there are so many techniques of cooperative learning that can be used in teaching English, but here in this research the researcher only implied and focused on one technique; Numbered Heads Together. The Numbered Heads Together (NHT) is derived from the work of Spencer Kagan. Now the following explanation describes about it.

Numbered heads together is one of cooperative learning techniques that can increase students' English skills. Hassard (2000:23) says, "The numbered heads together approach cooperative learning can be used by students to complete a small group activity, answer a question, or complete a hands-on task. It can be powerful way to encourage student inquiry and problem solving".

The researcher also quotes the opinion about Numbered Heads Together from another expert - Heather Coffey. He says that:

Numbered heads together is a cooperative strategy that offers an alternative to the competitive approach of whole-class question-answer, in which the teacher asks a question and then calls on one of the students with a raised hand. In the numbered heads together approach, the teacher has students number off (e.g. 1-4), asks a question, and then tells the students to "put their heads together" to develop a complete answer to the question. When the teacher calls out a number, the students with that number raise their hands to respond. This structure facilitates positive interdependence, while promoting individual accountability. It also gives confidence to lower achievers because they know they will have the correct answer to give to the class. (<http://www.learnnc.org/lp/pages/4772>)

Another definition about Numbered Heads Together is quoted from Jacobs and hall (1994:2). They say that:

*Numbered heads together encourages successful group functioning because all members need to know and be ready to explain their group's answer (s) and because when students help their group mates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it.*

Slavin (1995:132) states his opinion about this technique. He states, "Numbered Heads Together is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its

representative will be. That twist insures total involvement of all the students."

The similar statement from Arends is also quoted here who says that numbered heads together is an approach developed by Spencer Kagan to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content (1998:322). This technique promotes students learning. They work together in their groups to share and get knowledge and answer cooperatively. After that, they work and think individually to answer teacher's questions. Since they have discussed the question together in their groups, the students can answer the questions confidently even for the lower achievers.

From the definitions above the researcher can conclude that Numbered Heads Together is a teaching technique used in groups. Students are divided into some groups and each member of the group has number.

#### *a). The Application of Numbered Heads Together*

Now the researcher discusses about the application of this technique. According to Jacobs and Hall (1994:2) there are four steps in conducting it.

- 1). Each student in a group of four gets a number: 1, 2, 3, or 4
- 2). The teacher or a student asks a question based on the text the class is reading
- 3). All members in the group put their heads together to come up with an answer or answers. They should also be ready to supply support for their answer(s) from the text and /or from other knowledge
- 4). The teacher calls a number from one to four. The person with that number answers for the group.

There is another quotation taken by the researcher about the work or process of implementing the number heads together. It helped the researcher during this research. Here is how it works.