

Numbered Heads Together (NHT) in Improving Student's Speaking Ability of The Eleventh Grade Students of SMK Negeri 2 Rantau Utara Academic Ear 2019/2020

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ABSTRACT

Numbered Heads Together (NHT) is a variant of cooperative learning model. This research aims to determine to the improved student learning outcomes in speaking English by using Numbered Heads Together (NHT) method. This research used of cluster sample technique. The design of this research is Experimental class which divided to Experimental class and Controlled class. The populations of the research are the Eleventh-grade students of SMK Negeri 2 Rantau Utara academic year 2019/2020 which consist to eleven classes. The researcher used of pre-test and post-test. The average of the data by using Numbered Heads Together (NHT) in improving student's speaking ability is 70.8, while the average of the result of the data without using Numbered Heads Together (NHT) is 62.20. From the result of z test the results obtained 6.04, with z table value 2.33. From the result of z test, H_a accepted if the result of z test located in the shading area. Therefore, the result obtained after the z test is $6.04 > 2.33$ or H_a located in shading area. So, there is an effect of the Numbered Heads Together (NHT) in improving student's speaking ability of the eleventh grade of SMK Negeri 2 Rantau Utara academic year 2019/2020.

Keywords : *Speaking, Numbered Heads Together (NHT).*

INTRODUCTION

Speaking has a very important role of the four basic language skills. Speaking an oral communication activity carried out by someone to convey the idea he/she has, or even to express something he/she is feeling. According to Widdowson (in Manussanun&Suksan,2012:167), speaking is the active production skill and uses of oral production. It means that someone communicates orally with others. According to Byrne (in Muklas,2017:58) speaking is an oral communication, it is two way process between speaker and listener and involved productive and receptive skills of understanding.

According to Brown, et al (in Sukmawati,2013:39) state that speaking is an oral interaction where participants need to negotiate meaning of ideas, feeling and information. Someone speak to tell their expression, their feeling, their ideas, and the information each other with the oral production.

Based on the statement above that speaking is an oral communication, in speaking process there is speakers and listener. It means that speaking use as a communication tool which used by someone to convey something orally and of course understandable by listener.

Speaking is an oral skill and has a crucial role in the communication world.

According to Brindley (in Rahmawati,2017:4) defines speaking as an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently.

According to Henry (2015:15) Speaking is the ability to say sounds, articulations or words to express, declare and convey thoughts, ideas and feelings. Speaking is a communication that uses verbal or aural/oral communication. Speaking is the main of communication tool used by a person to convey what she means.

Speaking is one part of basic education needed to make a communication well. Someone with a good speaking ability can have a good result too for his or her communication. Thereafter, this good speaking ability due to communication habits of her or his. In speaking activities, we use a language as our tool communication, after that we says that into oral or aural communication.

According to Rahmadani (2017:2) speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing the words; making speech. Speaking is verbal communication carried out by someone to convey the purpose and specific purpose. In this speaking activity, someone be able to use a language. Speaking is very important in communication activity.

According to Webster (in Afandi,2011:14) ability means power to performance fact, physical or mental, either before or after training. Ability is strength that is in each person, where it can have changing results after he or she gets treatment. When speaking, someone must have the ability to speak, and then held an assessment as evidence of whether or not there is an increase in someone's ability to speak. Based on the statement, someone must have the power to speech that is the power to says the words, it also demands a speaker to dare to speak in front of others or the listener.

THEORETICAL FRAMEWORK

Basically, Numbered Heads Together (NHT) is a variant of cooperative learning model. According to Pupuh and Sobry (in Istarani,2012:31) Discussion method is one of educational ways that seek to solve the problem faced, two or more people each one submitted his argument to strengthen opinion. Another opinion says that discussion method is how to present lesson, where the students faced to the problem which can be a statement or question which is problematic to be discussed and solved together. Discussion technique is one of teaching and learning technique which is done by a teacher in the class. In this discussion the process of teaching and learning occur, where the interaction both of two or more individuals involved, exchange of experience, information, solve the problem, can happen all active, no one passive as the listener only. Syaiful & Aswan zain (in Istarani,2012:31) :

Hence, the discussion method is a collection of students consist of two or more people. As described above, Numbered Head Together (NHT) is a variant of group discussion. Numbered Head Together (NHT) also involves two or more students, and then used to be a group. According to Richard and Renandya (in Merina Yuli,2014:14), as follows :

Numbered Heads Together (NHT) 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.

Based the statement above, the purpose of Numbered Head Together (NHT) is to give the opportunity for the students to share ideas and consider the most appropriate answer. That

way, student has a chance to tell their opinion in front of their group discussion. Numbered Heads Together (NHT) can build students confident in speaking in front of the people. Thus, when students have a good confidence, then students will not hesitate and fear to speak. This was also stated by Miftahul Huda (2014:114) :

Among the instructional influences of this model are effectiveness of group management, knowledge construction, and discipline in collaborative research. Meanwhile, the accompanying influences include : independence as a learner, respect for the rights of others, social research as a way of life, and the warmth of interpersonal interpretation.

Therefore, based on the previous statements this cooperative learning model is suitable for all subjects, and it also can be applied to all levels of elementary school until senior high school.

The syntax or steps implementation of Numbered Head Together (NHT) almost the same as group discussion, as follows:

- First step, the teacher prepares the students and divides it into several groups. Each group consists of five or more students and each student would have the number.
- Second step, teacher provide task or question to the students. All groups will answer that question and giving their opinion.
- Third step, each group begins to discuss to find the most appropriate answers and ensure all group members know the answer.
- Fourth step, teacher calls of the number randomly, and students with called numbers present the answers from the result of their group discussion.

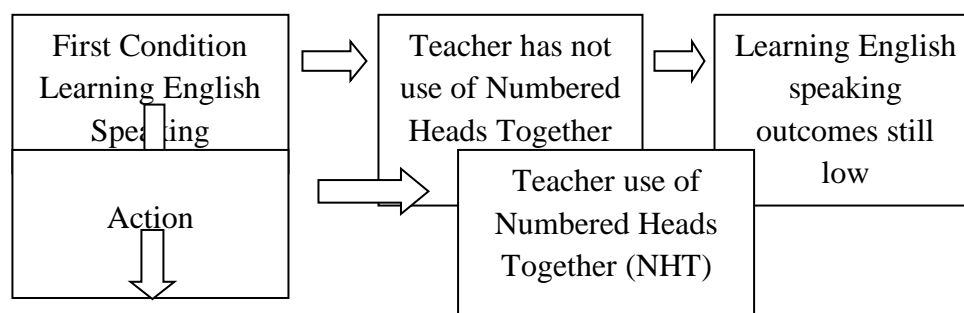
After the steps above, the students from other groups may provide questions to students who have presented the result of the group discussion, and students from other groups may respond to the presentation given by the student. After the student finished presenting the result then the teacher re-call another number randomly, so on.

The conceptual framework is related to theories or concepts that support in the research. The conceptual framework can be said as research guidelines to explain systematically the theory or concept used in the research.

Based on the conceptual framework of the researcher, there is the difference between first and last condition or before and after the application of the Numbered Heads Together (NHT) in learning English speaking. For the first condition, the learning English speaking outcome is still low without the application of Numbered Heads Together (NHT). Therefore, teacher use Numbered Heads Together (NHT) as a treatment in teaching English speaking, and the last result is learning English speaking outcome are increases.

Hence, the Numbered Heads Together (NHT) method is used to improve students' speaking ability. The students will not feel tired anymore. Every student has an opportunity to express their opinion. With this method of learning English in class will be more fun, and students become motivated to speak English.

The conceptual framework on the research will be explained on the following:



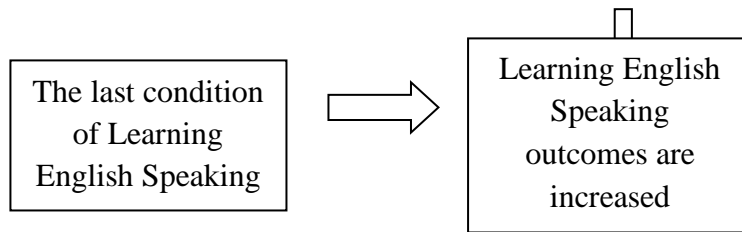


Diagram 1 Conceptual Framework of Learning English Speaking

METHOD OF RESEARCH

This research is quantitative method. For sample determination, the researcher using *cluster sample technique*. The researcher use of the cluster sample because in one class has fulfilled or represented each students' character. After that, researcher writing the sequential numbers on a piece of paper as many as the students in the class. And then, the paper is rolled up and then randomized. Thereafter, the students will take the number. These numbers determine the head number of each student. Henceforth, researcher divided students into four groups with a total of eight students in each group. Which is XI^{BKP} as many as 31 students as *experimental class* and XI^{TBSM} as many as 34 students as *control class*.

The design of this research is *Experimental Design*. According to Arikunto (2010:123) "Experimental Design is types of experiments that are considered good because it meets the requirements. Design of this research consists to experimental class and control class.

RESULT AND DISCUSSION

RESULT

Result of pre-test and post-test of the controlled class of XI TBSM.

No	Pre test	Post test
1	60	60
2	50	55
3	70	75
4	40	40
5	70	70
6	70	75
7	65	60
8	65	75
9	55	65
10	70	70
11	70	70

12	70	70
13	75	75
14	50	55
15	75	75
16	65	65
17	65	60
18	70	70
19	50	60
20	60	60
21	65	65
22	70	75
23	45	40
24	60	60
25	70	70
26	60	65
27	40	40
28	40	40
29	50	40
30	75	85
31	65	60
32	40	50
33	65	65
34	55	55
Σ	2065	2115

Result of pre-test and post-test of the experimental classes of XI BKP¹.

No	Pre-test	Post-test
1	55	70
2	60	75
3	60	75
4	50	70
5	70	75
6	40	60
7	60	75
8	40	60
9	55	75
10	60	70
11	75	80
12	50	65

13	75	85
14	70	75
15	65	75
16	40	50
17	65	75
18	40	55
19	60	75
20	65	75
21	80	90
22	65	70
23	50	65
24	50	65
25	40	65
26	55	65
27	55	70
28	75	85
29	50	75
30	50	65
31	50	65

Result of Validity test

On the validity test, the researcher used of Pearson's Formula or product moment, with the number of respondents of the Experimental class ($N = 31$), if significances $\alpha = 0,05$ is obtained $r_{table} = 0.355$ the result of the data obtained "valid". While the number of respondents of the Controlled class ($N = 34$), if significances $\alpha = 0.05$ is obtained $r_{table} = 0.339$ the result of the data obtained "valid", with the validity criteria IF $r_{xy} \text{ count} \geq r_{table}$ 0.05 the data obtained is "valid", IF $r_{xy} \text{ count} \leq r_{table}$ 0.05 the data obtained is "invalid". The data obtained by 5 assessment criteria with the validity test results of each assessment criteria stated "valid", with the result of the $r_{xy} \text{ count} \geq r_{table}$ 0.05.

Result of Reliability test

Reliability test used of Rulon's formula, with the reliability criteria is obtained IF $r_{xy} \text{ count} \geq r_{table}$ is "reliable", while IF $r_{xy} \text{ count} \leq r_{table}$ is "unreliable". The data obtained the number of the students ($N = 31$) and significance α 0.05 is 0.355 while $r_{xy} \text{ count}$ 1.105, the data obtained is reliable 1%.

Result of Normality test

Based on the result of the normality test, the researcher found the result s follows:

1. Researcher used of Liliefors test to test the student's ability. From the calculation the data of the student's ability outcomes in speaking at eleventh graders students of SMK Negeri 2 Rantau

Utara, the experimental class pre test obtained $L_0 = 0.686$, $L_{table} = 0.344$. While the controlled class pre test obtained $L_0 = 0.666$, $L_{table} = 0.329$. Because, $L_0 \geq L_{table}$ the groups of samples conclude to normal distribution.

2. Then, the calculation the data of the student's ability outcomes in speaking at eleventh graders students of SMK Negeri 2 Rantau Utara, the experimental class post test outcomes obtained $L_0 = 0.697$, $L_{table} = 0.344$. While the controlled class post test obtained $L_0 = 0.971$, $L_{table} = 0.329$. The groups of the data conclude to normal distribution.

Result of Homogeneity test

From the calculating data, accepted H_0 if Chi square count \leq chi square table with the significance level $\alpha = 0.05$ count chi square table = 3.841, the experimental class pre test of chi square count is -128.754 and the controlled class pre test of chi square count is -163.5. While, the experimental class post test of chi square count is -146.142, and the controlled class post test of chi square count is -158.175. Because chi square count $<$ chi square table, the data is homogeny, and H_a is received.

Result of Hypothesis test

The researcher used of z test to test the hypothesis test of the research. As for the results obtained from the hypothesis test is z price 6.04 with the significant level 1%. With a test decision: H_0 rejected if the results are in the shading area, and H_a accepted if the results are in the shading area. Conclusion z test, the price of z test is 6.04 with the significant level 1%. Therefore, H_a is accepted and the result is there is an effect of the Numbered Heads Together (NHT) in improving student's speaking ability.

CONCLUSION

Based on the result of the research, the researcher found the conclusion of this research as follows:

1. Numbered Heads Together (NHT) method helps the students more confident, and active in speaking.
2. Numbered Heads Together (NHT) method can be new atmosphere in learning English speaking.
3. Numbered Heads Together (NHT) method helps the teacher in teaching English speaking in class.
4. The student's speaking outcomes are increased by applied Numbered Heads Together (NHT) method.
5. According to student's English speaking outcomes, the Numbered Heads Together (NHT) method can be applied in improving students' speaking ability at SMK Negeri 2 Rantau Utara academic year 2019/2020.
6. The average of the data by using Numbered Heads Together (NHT) method in improving student's speaking ability = 70.8. While, the average of the result of the data without using Numbered Heads Together (NHT) method in improving student's speaking ability = 62.20. The result of the data analyzing using by chi square is chi square count $e.c = -58.926$, with the chi square table = 3.841. And the result of the data $-146.142 < 3.841$ is H_a accepted, it is mean that there is an effect of the Numbered Heads Together (NHT) method in improving student's speaking ability at SMK Negeri 2 Rantau Utara academic year 2019/2020.

7. The result of the z test to hypothesis test is 6.04, with the z table score 2.33, and the significance level is 1%. The result obtained is $Z_{\text{count}} > Z_{\text{table}}$ or $6.04 > 2.33$, concluded that H_a accepted.

SUGGESTION

Success in the teaching and learning process does not only depend on the teacher and the students, but also on the teaching methods used in the classroom. The convenience of students in accepting the material being taught can help the success of the learning and teaching process that occurs in the classroom. In addition, facilities to support the learning and teaching process are also very necessary. From the result of the research, the researcher has the suggestions as follows:

1. The teacher should control the students in class.
2. The facilities to support in speaking must be further improved.
3. The students must be practice their English speaking as often as possible,
4. The students must be more active in responding the lesson.
5. The teacher must be more creative in using of Numbered Heads Together (NHT) method so that the learning and teaching process in the classroom becomes more interesting, and students become more active in speaking.
6. As a researcher, this thesis is not perfect. Therefore, criticism and suggestions are very necessary, the teacher must be more creative in applying the Numbered Heads Together (NHT) method.

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