“IMPROVING STUDENTS’ SPEAKING SKILL USING NUMBERED HEADS TOGETHER”
(A Classroom Action Research at the Eighth Grade of SMP N 16 Surakarta in Academic Year 2010/2011)

A THESIS

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of the Requirements for Achieving the Undergraduate Degree of Education in English

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ABSTRACT


This thesis is aimed to find out whether the use of Numbered Heads Together can improve the speaking skill and to describe the class situation of the speaking class when Numbered Heads Together is implemented in the eighth grade of SMP N 16 Surakarta in the academic year 2010/2011.

The method used in this research is a classroom action research at the Senior High School conducted by the researcher. The research is conducted in two cycles from April 30<sup>th</sup> until May 28<sup>th</sup> 2011 to the eighth grade students of SMP N 16 Surakarta. The research data are collected by using techniques of observation, interview, photographs, audio recording, and tests (pre-test and post-test). The data are analyzed using descriptive statistic technique and qualitative data analysis.

The research findings prove that Numbered Heads Together can improve the students’ speaking skill and the situation of the speaking class when Numbered Heads Together is implemented in the teaching learning process. The improvement of the students’ speaking skill includes accuracy (grammar, vocabulary, pronunciation) and fluency. Besides, the improvement of the students’ speaking skill can be seen from the improvement of the mean score of the pre-test and the second post-test, which is from 4.5 to 7.24.

Meanwhile, the class situation when Numbered Heads Together was applied in the teaching learning process is as follows: 1) The students became more active in speaking class; 2) The students were more serious when working together with their friends to discuss the answers; 3) The students were more motivated when Numbered Heads Together technique was applied in teaching learning process; 4) The students focused on the explanation of the teacher; 5) All of the students got opportunities to practice in speaking class.

Hopefully, the teacher can use Numbered Heads Together in the teaching English, especially in the speaking class in order to make the students more active in joining the lesson. But the teacher should control the class to avoid the students’ noisy so that they focus on the lesson. Therefore, the class situation can be in control and students’ speaking skill can improve.
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MOTTO

a. Dream, believe, and make it happen!!!

b. Where there is a will, there is a way.
DEDICATION

This thesis is dedicated to:

• Her beloved “Mom”.
• Her younger brothers.
• Her big family who gives support and prayer.
ACKNOWLEDGMENT

Praise to Allah SWT, the Most Merciful for His blessing so that the writer can finish her thesis as one of the requirements for achieving the Undergraduate Degree of Education in English

The writer realizes that her study would impossibly be finished without contribution, help, and support from other people. Therefore, in this occasion she would like to express her deep gratitude and appreciation to:

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Last, nothing is perfect in the world. The writer realizes that this thesis is far from being perfect. However, the writer hopes that this thesis can provide contribution to the improvement of teaching English. Therefore, all suggestions and criticism improving the work will be most welcome.

Surakarta, Oktober 2011

Titien Anggraini
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CHAPTER I
INTRODUCTION

A. Background of the Study

To communicate in English is very important for everybody all over the world especially in anticipating and facing globalization era. That is why, more and more people try to master English, both written and spoken. Therefore, we must improve our speaking.

Speaking is the most important skill because it is one of the abilities to carry out conversation. According to Nunan (1998: 26) speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with others. Teaching speaking skill is focused on making students active and creative. The great part of time in process of learning speaking is dominated by students.

Based on Kurikulum Tingkat Satuan Pendidikan (KTSP), the teaching speaking of the eighth grade students of junior high school covers some points, namely: competence standard, basic competence, and indicators. Ideally, based on the competence standard and basic competence of speaking in semester two for eighth grade, the students should be able to express the meaning in transactional conversations and simple monologues especially in the form of recount and narrative.

In a more detailed explanation, the competence standard is stated as follows:
Standar Kompetensi:

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar:

10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

Students had some problems in speaking. When conducting a pre-research in SMP N 16 Surakarta, the researcher found the problems faced by the students’ speaking skill. The result of the interview with the English teacher told that the students got some difficulties in speaking. The reason for this fact is the lack of teaching technique used to teach speaking. In addition, when teaching the teacher only asked the students to act the dialogue. As a result, the teacher could not develop students’ speaking skill. It was strengthened by the students’ statement. They said that speaking was the most difficult skill. It was because speaking was only taught as a repetition of drills or memorization of dialogues in which one person asked a question and the other gave an answer.

Moreover, based on the result of observing the teaching learning process in the classroom, the researcher found that the students got some difficulties in speaking skill. They were as follows: (1) The students did not express their idea in well organized way; (2) The students had little vocabulary; (3) The students were not able to pronounce words correctly; (4) The students had problem in producing grammatically correct sentences; (5) The students spoke with a lot of pauses.

Other indicators were related to the classroom situation as follows; (1) The students were passive in the speaking class; (2) The students did non academic activities rather than focussing to the lesson; (3) The students did not have motivation in teaching learning process; (4) The students tend to make noise when asked to do some exercises by the teacher; (5) Not all of the students got chances to practice speaking in the class.

Besides, the teacher did not use proper activity in teaching learning process, he did not use suitable technique to teach the students so they felt bored,
the students had problem with their confidence because the class situation was not effective for teaching learning process. The place was very noisy because it was near the high way, the class was very hot, and sometimes when the teacher would start the lesson the class was very dirty. In addition most of students were passive, they had low motivation in speaking class, and lack of media made the students felt bored in teaching learning process.

To know more about their speaking skill, the writer conducted a pre-test. The researcher asked the students to retell a narrative story provided by the teacher for about 15 minutes. Then, they one by one came forward to retell the story. There were 4 aspects in scoring: accuracy (pronunciation, grammar, vocabulary), and fluency. The mean score of pre-test from all aspects is 4.5 from the scale 1-10. It can be concluded that students’ speaking skill was low in accuracy (pronunciation, grammar, vocabulary) and fluency.

Therefore, the students had problems in speaking. First, dealing with the fluency, it can be seen in their performance that they made pauses. During the pre-test, if students forgot the words/sentences in telling the story, they read their note. They could not get other words to replace the words they forgot. It implies that they also lacked of vocabularies so that they did not know what to say. They also hesitated to speak in front of the class. They were afraid of making mistakes.

The second problem deals with the students’ mispronunciation. During the pretest, students made much incorrect pronunciation. They pronounced /dʒ/ in “managed” as /g/, /ʃ/ and /l/ in “child” as /s/ and /i/, and many others. It seems that they tended to pronounce the words just like the letters. Third, the students’ low speaking skill was indicated by their grammatical inaccuracies. When they were asked to tell their experiences, they made mistake in using proper verbs. They sometimes did not use verbs in past form to tell something happening in the part. They did not master well the use of tense. They also felt it difficult to combine words into sentences. They usually combined word by word based on its translation from Indonesia into English where they actually used sentence patterns of Indonesian.
There are various techniques that can be used by the teachers to help the students in speaking class. One of the techniques that can be used in teaching English is Numbered Heads Together (NHT). Kessler (1992: 17) states that Numbered Heads Together is a simple four-step cooperative learning structure as follows: students number off within groups. The implementation of NHT model is well organized so students have motivation in learning which can influence the development in outcome of study especially in expressing ideas. This study aims to know the process and result of development ability in expressing ideas.

The researcher was interested in the Numbered Heads Together activity because the use of Numbered Heads Together in the classroom can guide the students’ activities in an interesting way. Besides, Numbered Heads Together is an effective way to encourage students to did not only think their thinking, ask questions, and takes notes but also make communicative with the others and build individual accountability.

Therefore, through Numbered Heads Together in teaching learning process students can be interested, motivated, and become more active and participative in learning process and can influence their competent in speaking skill, as follows: accuracy (pronunciation, grammar, vocabulary) and fluency.

Based on the background above, the researcher was interested to conduct an action research entitled “Improving Students’ Speaking Skill Using Numbered Heads Together (A Classroom Action Research at the Eighth Grade of SMP N 16 Surakarta in the Academic Year 2010/2011)”

B. Problem Statements

In this study, the writer only focuses on certain problems. The problems can be formulated as follows:

1. Does the use of Numbered Heads Together improve the speaking skill of the eighth graders of SMP N 16 Surakarta in the academic year 2010/2011?
2. How is the classroom situation of the speaking class when Numbered Heads Together is implemented in the eighth grade of SMP N 16 Surakarta in the academic year 2010/2011?

B. Objectives of the Study

The objectives of this study are as follows:

1. To find out whether or not the use of Numbered Heads Together improves the speaking skill of the eighth graders of SMP N 16 Surakarta in the academic year 2010/2011.

2. To describe the classroom situation of the speaking class when Numbered Heads Together is implemented in the eighth grade of SMP N 16 Surakarta in the academic year 2010/2011.

D. The Benefits of the Study

The result of the study is expected to be able to give some benefits for the teacher, the students, the school, and the researcher, as follows:

1. For the teacher
   The teacher can get information about Numbered Heads Together strategy especially in speaking class. In addition, the teacher is also motivated to do the innovation of learning in finding the active, creative, and fun strategy as effort to minimize the students’ weakness and maximize the students’ speaking skill in secondary school.

2. For the students
   Students are expected to enrich their insight and get better learning by Numbered Heads Together in which they will be able to improve their speaking skill and they will be motivated in an enjoyable classroom environment.
3. For the school
   Through this research, it is expected that the school can improve the quality of the teaching learning process, especially in the English subject.

4. For the researcher
   The researcher is expected that the use of Numbered Heads Together increase the researcher’s knowledge to implement in teaching learning process.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review on Speaking Skill

1. The Meaning of Speaking

Language is a vehicle for communication. To build a good communication, people must have a good speaking skill. To know about the notion of speaking itself, the following are the definition of speaking stated by some experts. According to Underwood (1996: 59) speaking is a creative process where speakers are usually in the position of formulating what they are saying as a result of the behavior of their listeners or as a result of added thoughts of their own. Nunan (1998: 26) declares that speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation.

Widdowson (1996: 58) also defines speaking into two definitions. The first, speaking is simply the physical embodiment of abstract system in the usage sense involve the manifestation of the phonological system or the grammatical system of language or both. Second, speaking is active or productive and makes use of oral medium.

O’Malley (1990: 66-67) defines speaking as an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills, some of which require controlled processing while others could be processes automatically.

From the definitions above, it can be inferred that speaking is creative process that often fragmentary utterances in a range of pronunciation which involves the manifestation of the phonological system, the grammatical system of the language and fluency.
2. Speaking as a Skill

Some experts propose the skill in speaking. According to Widdowson (1996: 59), the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as ‘listening’. Meanwhile, productive aspect of speaking referred to as ‘saying’. It can be said that speaking has a productive part when one participant in an interaction assumes the active role of speaker. In addition, Sajavara (1980) in Brumfit (1992: 37) reveals that production and reception are creative process made by participants.

In line with Widdowson, Byrne (1997: 8) also states that oral communication involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

According to O’Malley (1990: 66-67) speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skill, some of which require controlled processing while others could be processed automatically.

Widdowson and Burkart state that speaking is the productive skill in the oral mode. (www.lingualinks/speakingskills.htm taken on February 18th, 2011). Like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

Someone says that skill is the ability that comes from one's knowledge, practice, aptitude, and etcetera, to do something well. (http://dictionary.reference.com/browse/skill).

From the ideas above, speaking skill is the productive skill that involves both receptive and productive participation in the oral mode that comes from one’s knowledge, practices, and aptitude to do something well.

3. The Aspects of Speaking Skill

Byrne (1997: 5) states that to reach the goal of teaching speaking, learners must be able to use language both with accuracy which depends on

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the mastery of language system, and with fluency which derives from experience of trying the language out of oneself.

The above idea is also supported by Willis (1996: 50). He gives explanations about accuracy and fluency as follows:

a. Fluency

To improve speaking fluency, learners need opportunities to process language for communicative purposes as receivers and producers.

b. Accuracy

Whenever learners are involved in communication, they are concerned with accuracy in that they are making the best use of their language system to meet the communicative demands placed upon it.

Nunan (1998: 63) states that the way of analyzing learning activities is into those, which focus the learner on developing accuracy, and those, which focus on the development of fluency. Accordingly, teaching speaking focuses on fluency and accuracy.

1) Speaking Accuracy

Byrne (1997: 5) states that speaking skill covers practice stage and production stage. Practice stage closely relates to speaking accurately while production stage closely relates to speaking fluently. Practice stage covers some elements of the language focuses like sounds, vocabulary, spelling, grammatical items, or functions. Brown (1994: 254) defines that the word “accurate” means clear, articulate, grammatically and phonologically correct.

Richard (2001:14) also defines the activities that focusing on accuracy as follows;

a. Reflects classroom use of language
b. Focus on the formulation of correct examples of language
c. Practice language out of context
d. Practice small sample of language
e. Do not require meaningful communication
f. Choice of language is controlled
From the explanations above, it can be inferred that speaking accuracy is the use of language using correct grammar, vocabulary, and pronunciation.

2) Speaking Fluency

Hieke in Richard (1992: 75) argues the concept of fluency. He states that speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication though this goal is often not met due to processing and production demands.

Brown (1994: 254) defines that "fluent" means flowing naturally. Meanwhile, according to Byrne (1997:5) fluency derives from experience of trying the language out for oneself. In addition, according to Fillmore in Brumfit (1992: 53) speaking fluency is the ability to fill time with talk, to talk without significant pauses for an extended period.

Richard (2001: 5) also defines fluency as a natural language use occurring when speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. He also says that fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding and work to avoid communication breakdowns.

Richard (2001: 5) states some activities that focus on fluency as follows:

a. Reflect use of language
b. Focus on achieving communication
c. Require meaningful use of language
d. Require the use of communication strategies
e. Produce language that may not be predictable
f. Seek to language use to context
From the explanation above, it can be inferred that speaking fluency refers to the use of language that is comprehensible, easy to follow without significant pauses for an extended period.

4. Micro and Macro Skills of Speaking

Referring to Brown (1994: 257), there are some micro skills of speaking, as follows:

a. Microskills of Speaking
   1) Produce chunks of language of different lengths.
   2) Orally produce differences among the English phonemes and allophone variations.
   3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and into national contours.
   4) Produce reduced forms of words and phrases.
   5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
   6) Produce fluent speech at different rates of delivery.
   7) Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
   8) Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
   9) Produce speech in natural constituents—in appropriate phrases, pause groups, breath groups, and sentence constituents.
10) Express a particular meaning in different grammatical forms.
11) Use cohesive devises in spoken discourse.
b. Macroskills of Speaking

Brown (1994: 258) says that there are some macro skills of speaking, as follows:

1) Appropriately accomplish communicative functions according to situations, participants, and goals.
2) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
3) Convey links and connections between events and communicate such relations as many idea, supporting idea, new information, given information, generalization, and exemplification.
4) Use facial features, kinesics, “body language,” and other nonverbal cues along with verbal language in order to convey meanings.
5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

5. The Kinds of Speaking

Blumental (1963: 49) states that there are two kinds of speaking. The first is impromptu speaking and the second one is extemporaneous speaking.

a. Impromptu Speaking

It is speaking which is done on the spur of the moment with no opportunity for preparation. Whatever the occasion, teacher will want to meet it with confidence and some degree of sophistication. It is valuable experience, since teacher realizes that none is any better prepared that himself. He will fell very little of the tension that sometimes precedes formal speaking situation. Impromptu speaking is also natural and enjoyable. It will help him gain pause in speaking, furthermore, it will help him to plan and phrase his ideas as he speaks, a valuable skill in all speaking situation.

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b. Extemporaneous Speaking

It is speaking which is to be known beforehand about the subject on which the learner may be called to speak. It is one which the teacher selects or gives a topic which he investigates thoroughly. Usually he thinks carefully about his subject, takes notes, and organizes his material. The speech is to be planned but to be memorized, so the speaking will seem spontaneously and natural.

From the ideas above, it can be summarized up that there are two kinds of speaking. Impromptu speaking is speaking in which occur with no opportunity for preparation or spontaneously. Meanwhile, extemporaneous speaking is a speaking in which the speaker planned what his saying, so the speaking will seem spontaneously and natural.

B. Teaching Speaking

1. Teaching Speaking

Speaking is one of important aspects in learning English. Through speaking people can express their thoughts and ideas. There are many techniques that can used to teach speaking such as: Think Pairs Share, Three Steps Interview, Round Robin, Numbered Heads Together, and etcetera. In teaching speaking the teacher helps the students to produce utterances using correct grammar, appropriate vocabulary, acceptable pronunciation, and fluency. So, teaching speaking is expected to make the students ready to communicate in real life. Much to be regretted, the teacher asked the students to repeat a number of sentences and memorization of dialogues. Therefore, the goal of teaching speaking cannot be reached.

In teaching speaking the teacher helps the students to produce utterances using correct grammar, appropriate vocabulary, acceptable pronunciation, and fluency. So, teaching speaking is expected to make the students ready to communicate in real life.
According to Byrne (1997: 1), in order to develop speaking skill, the teacher has to cope with a number of obstacles, such as:

a. The size of the class (often thirty or more learners);

b. The arrangement of the classroom (which rarely favours communication)

c. The number of hours available for teaching the language (which cannot and should not all be spent on oral work);

d. The syllabus and particularly examinations which may discourage the teacher from giving adequate attention to the spoken language.

Byrne (1997:2) suggests some stages of the learning process. They are as follows:

a. *Presentation* (when teacher introduces something new to be learned)

b. *Practice* (when teacher allows learners to work under his/her direction)

c. *Production* (when teacher gives learners opportunities to work on their own)

From the explanation above it can be inferred that teaching speaking is not easy. To develop speaking skill the teacher has to concern with some factors that are important in teaching speaking, such as; the size of the class, the arrangement of the classroom, the number of hours available for teaching the language, and the syllabus & particularly examinations are necessary. Besides, the teacher can use Presentation, Practice, and Production stages in the teaching learning process to motivate students and make students more communicative especially in speaking class.

2. **Teaching Speaking at SMP**

Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)* of the eighth grade students of SMP in the academic year of 2010/2011, the teaching speaking covers some points which consist of standard competence, basic competence, and indicators. Each of them is explained as follows: 

*commit to user*
The standard competence of the second grade students of SMP is “siswa mampu mengungkapkan makna dalam teks fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar”. Therefore, the students can communicate using spoken language in transactional conversations and simple monologues especially in the form of recount, and narrative.

In the syllabus of the second grade students of SMP in academic year of 2010/2011, there are two basic competences that the students have to master; (1) Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar. (2) Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

Then, there are some examples of indicators to show the students’ competence in the teaching learning speaking. First, the students are able to express the meaning in transactional conversations, such as announcement, invitation, and memo. Second, the students are able to question and answer in an oral form as an information in announcement, invitation, and memo. Third, the students are able to do a simple monologue in the form of recount and narrative. In doing a monologue, the students must pay close attention to the micro skills in speaking, such as grammar, pronunciation, vocabulary (accuracy) and fluency. Therefore, the students should produce spoken English with correct grammar, pronunciation, vocabulary and speak fluently.
3. **The Principles of Teaching Speaking**

Brown (1994: 268-270) says that there are principles, which teachers must know before deciding technique in teaching speaking, as follows:

a. Technique should cover the spectrum of learner needs, from language-based focus on accuracy to massage-based focus on interaction, meaning, and fluency.

Teachers can use many kinds of attractive language teaching techniques like a jigsaw group technique, play a game, or discuss solutions to the environmental crises. However, they should make sure that their tasks include techniques designed to help students perceive and use the building blocks of language. At the same time, they should not make their students bored by giving the repetitious drills, but teachers should make any drilling as meaningful as possible, so students will be interested in the activity.

b. Technique should be intrinsically motivating.

Teacher should try at all times to appeal to students’ ultimate goals and interest, to their need for knowledge, for status, for achieving competence, autonomy, and for “being all that they can be”.

c. Technique should encourage the use of authentic language in meaningful contexts. Teachers should provide authentic contexts and meaningful interaction in the classroom creatively.

d. Provide appropriate feedback and correction.

In most EFL situation, students are totally dependent on teacher’s feedback and correction, because the feedback and correction, which are given by teachers, will be useful for students’ development in learning language.

e. Capitalize on the natural link between speaking and listening.

Teachers should integrate these two skills because they can reinforce each other. Skills in producing language are often initiated through comprehension.

*commit to user*
f. Give students opportunities to initiate oral communication.
   Teachers should provide the conditions, which support students to initiate oral communication, for example: teachers ask questions, give directions, and provide information. This technique is expected to be able to lead the students to increase the oral communicative competence that includes the ability to initiate conversation, to nominate topics, to ask questions, to control conversation, and to change the subject.

g. Encourage the development of speaking strategies
   The concept of strategic competence is one that few beginning language students are aware of. Students can be aware of the oral communicative purposes by practicing such strategies.

4. Speaking Activities Problems
   According to Ur (1996: 121), some problems faced by the students in speaking class, as follows:
   a. Inhibition
      Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. The learners are often inhibited about trying to say things in a foreign language in the classroom, or simply shy of the attention that their speech attracts.
   b. Nothing to say
      Even if they are not inhibited, the learners often complain that they cannot have anything to say. They are unmotivated to express themselves beyond the guilty feeling that they should be speaking.
   c. Low or uneven participation
      Only one participant can talk at a time if he or she is to be heard, and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
d. Mother tongue use

In many classes, the learners share the same mother tongue, they may tend to use it because it feels unusual to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking using their mother tongue. If they are talking in small groups, it can be quite difficult to keep them using the target language because particularly they have the less disciplined or motivated to speak in the target language.

Brown (1994: 256-257) defines that characteristics of spoken language can make speaking difficult in that the learner is now the producer, those are:

a. Clustering
Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy
The speaker has opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced form
Contractions, elisions, reduced vowels, etc. all form special problem in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted bookish quality of speaking that in turn stigmatizes them.

d. Performance variables
One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. You can actually teach learners how to pause and hesitate. For example, in English our “thinking time” is not silent, but rather we insert certain “fillers”: uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.
e. Colloquial language
Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing this form.

f. Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching speaking English is to help learners to achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation
This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction
Learning to produce waves of language in vacuum—without interlocutors—would rob speaking skill of its richest component: the creativity of conversational negotiation.

5. Strategies in Teaching Speaking
Ur (1996: 121) states that there are some strategies to solve some students’ problems in speaking activity in speaking class, as follows:

a. Use group work
Using group work will increase the sheer amount of learners to 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 class.

b. Base the activity on easy language
The level of language should be easily produced by learners so that they can speak fluently with the minimum of hesitation. It is good to teach or review the essential vocabulary.

c. Make a careful choice of topic and task to stimulate interest
The choice of topic is useful to make students more motivated in teaching learning process so that they can be enjoyable in the classroom.
d. Give some instructions or training in discussion skill

The teacher should include some instructions about participations when introducing it. For example, the teacher tells learners to make sure that everyone in the groups contributes to the discussion; the teacher appoints a chairperson to each group who will regulate participations.

e. Keep students speaking in the target language

The best way to keep students speaking the target language is simply reminding them and modeling the language use. It means that the teacher not only giving warning but also using the target language as much as possible in teaching learning process.

6. Characteristics of Successful Teaching Speaking

Nunan (1995: 39) states about the success of teaching speaking. He states that success is measured in terms of the ability to carry out a conversation in the (target) language. It means that the success of teaching can be seen from the ability of students to carry out a conversation in the target language, in this case, speaking English. Students’ speaking skill is not just producing sounds but also using relevant, comprehensible, and acceptable utterances. The relevant, comprehensible, and acceptable utterances can be produced if students pay close attention to the grammar, vocabulary, pronunciation, and fluency.

According to Ur (1996: 120), the characteristics of successful teaching speaking activity in the classroom are explained, as follows:

a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learners’ talk. This may seem obvious, but often most time is taken up with little talk or pauses.

b. Participation is even

A minority of talkative participants does not dominate classroom discussion. All participants get a chance to speak, and contributions are evenly distributed.
c. Motivation is high
Learners are eager to speak: because they are interested in the topic and have something new say about it, or because they want to contribute to achieving a task objective.

d. Language is an acceptable level
Learners express themselves in utterances that are relevant, easily comprehensible to each other, and an acceptable level of language accuracy.

7. Scoring Rubric of Speaking

Referring to Ur (1996: 135), the scale of oral testing criteria is as follows:

Table 2.1: The Scoring Rubric of the Speaking Test.

<table>
<thead>
<tr>
<th>SCORE</th>
<th>ACCURACY</th>
<th>FLUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRAMMAR</td>
<td>PRONUNCIATION</td>
</tr>
<tr>
<td>5</td>
<td>Uses correct grammatical sentences or expressions.</td>
<td>Produce words with correct and clear pronunciation.</td>
</tr>
<tr>
<td>4</td>
<td>Uses correct grammatical sentences or expressions, but, mostly use simple structure.</td>
<td>Produce words with mostly correct pronunciation but sometimes there is any error.</td>
</tr>
<tr>
<td>3</td>
<td>Uses predominant simple structure, but sometimes makes incorrect grammatical sentences or expressions.</td>
<td>Produces words with some errors pronunciation.</td>
</tr>
<tr>
<td>2</td>
<td>Uses simple structures and makes errors frequently.</td>
<td>Produce words with frequent errors pronunciation.</td>
</tr>
<tr>
<td>1</td>
<td>No correct grammatical sentences or expressions even simple structure.</td>
<td>Produce words with too many errors pronunciation and unintelligible.</td>
</tr>
</tbody>
</table>
C. Review On Numbered Heads Together

1. Cooperative Learning

   1) The Definition of Cooperative Learning

   Cooperative Language Learning (CLL) is part of a more general instructional approach also known as Collaborative Learning (CL). Richard (2001: 192) defines that Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It has been defined as follows: Olsen and Kagan (1992: 8) state about cooperative learning as below:

   Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and which each learner is held accountable for his or her own learning and is motivated to increase the learning of other.

   The second definition comes from Thomas and Allan C. Omstein (2000:323). He defines Cooperative Learning as an instructional approach gaining in popularity, whereby students work together in small groups instead of competing for recognition or grades.

   Thomas adds that in cooperative learning, students divide the work among themselves, help one another (especially the slow member), praise and criticize one another’s efforts and contributions, and receive a group performance score. The idea is to create interdependence ‘in such a way that each individual’s actions benefit the group and the group’s actions benefit the individual’.

   Dotson defines cooperative learning as a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal. (http:// www.kagan’s free articles.com taken on February 12th, 2011). Artz & Newman (1990) define cooperative learning as small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.
From some definitions above it can be concluded that cooperative learning is a teaching strategy whereby students work together pairs and small groups of learners that use a variety of learning activities to improve their understanding of a subject in teaching learning process.

2) The Characteristics of Cooperative Learning

Cooperative learning is characterized by cooperative task, goal, and reward structures. Students working in cooperative learning situations are encouraged and/or required to work together on a common task, and they must coordinate their efforts to complete the task. According Arend (1997), most cooperative learning lesson can be characterized by the following features:

1) Students work in term to master learning goals
2) Teams are made up of high, average, and low-achieving students
3) Whenever possible, teams include a racial, cultural and gender mix
4) Reward systems are oriented to the group as well as the individual.

Meanwhile, Orlich et al (1998: 275) state that the characteristics of cooperative learning include:

1) Uses small groups of three or four students (micro groups)
2) Focuses on a task to be accomplished
3) Requires group cooperation and interaction
4) Mandates individual responsibility to learn
5) Support division of labor.

3) The Elements of Cooperative Learning

Olsen and Kagan in Richard (2001: 196) propose the following key elements of successful group-based learning in cooperative learning.

1) Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all. It is created by the structure of cooperative learning tasks and by building a spirit of mutual support within group. For example, a group may
produce a single produce such as an essay or the scores for members of a group may be averaged.

2) Group formation is an important factor in creating positive interdependence. The factors involved in setting up groups include:
   Deciding on the size of the group
   Assigning students to groups
   Students’ roles in groups

3) Individual accountability involves both group and individual performance, for example, by assigning each student a grade on his own portion of a team project or by calling on a student at random.

4) Social skills determine the ways of students interact with each other teammates. Usually, some explicit instructions in social skills are needed to ensure successful interaction.

5) Structuring and Structures refer to the ways of organizing students’ interaction and different ways of the students are to interact, such as Three-Step Interview or Round Robin.

4) The Roles of the Teacher and the Learners in Cooperative Learning

   According to Kessler (1992: 164-171), the elements of the teacher’s roles as follows:

   1) The Teacher as Inquirer

   In order to plan for the learners, the CL teacher needs to know the learners. The teacher must ask the following questions: What is the age of the learner? What is the language proficiency level? What are previous learning experiences, interests, abilities, and needs? Other considerations often overlooked are the culturally absorbed ways of learning and displaying knowledge (Rivers, 1987). Finally, they believe that teacher-directed and dominated classroom structures need to be replaced by an approach that organizes the classroom into a language-rich environment, so that the learners can interact with and
learn from one another as well as from the teacher and the world around them (Clarke et al, 1990).

2) The Teacher as Creator

According to Johnson et al (1984), the teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning, and structuring tasks, establishing the physical arrangement of the classroom, assigning the students to groups, roles, selecting materials, and time.

3) The Teacher as Observer

Cooperative small-group learning provides the teacher with the opportunity to observe, reflect, and intervene in supportive ways. Observing groups at work gives the teacher the basis to reflect on his/her own teaching and learning practices.

4) The Teacher as Facilitator

In this case, Cohen (1986) gives statement about it. He explains that the facilitator is to give feedback, to redirect the group with questions, to encourage the group to solve its own problems, to extend activity, to encourage students’ thinking, to manage conflict, to observe the students, and supplying resources.

5) The Teacher as Change Agent

It means that changes that affect the way of the teacher and students will affect the social climate for learning ultimately.

Richards (2001: 199) states that the primary role of the learners is as a member of groups who must work collaboratively on tasks with other group members. The students have to learn teamwork skills. The students are taught to plan, monitor, and evaluate their own learning. Thus, cooperative learning requires the students’ active involvement and participation.
5) The Advantages of Cooperative Learning

According Richards (2001: 193), the advantages of cooperative learning are:
1) To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities
2) To provide teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings
3) To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks
4) To provide opportunities for learners to develop successful learning and communication strategies
5) To enhance the learners’ motivation and reduce the learners’ hesitation and to create a positive affective classroom climate.

Furthermore, Kessler (1992: 7) states that cooperative learning offers three major benefits:
1) CL provides a richness of alternatives to structure interactions between students. These are important for language development and developing familiarity with new academic content materials.
2) CL addresses content area learning and language development needs within the same organizational framework.
3) The variety of ways to structure students’ practice with lesson materials increases opportunities for individualized instruction, such as peer-provided clarifications.

6) The Activities of Cooperative Learning

Olsen and Kagan in Kessler (1992: 88) describe the following examples of cooperative learning activities:
1) Three-Step Interview: Each member of a team chooses another member to be a partner. During the first step, each student interviews his or her partner by asking clarifying questions. During the second
step, the partner reverses the role. For the final step, each member shares his or her partner's responses with the team.

2) **Roundtable**: There is one piece of paper and one pen for each team. (1) One student makes a contribution and (2) he or she passes the paper and the pen to the student of his or her left. (3) Each student makes the contribution in turn. If done totally, the structure is called Round Robin.

3) **Think-Pair-Share**: This activity involves a three step cooperative structure. During the first step, each student thinks silently about a question posed by the instructor. Two students pair up during the second step. Then, they exchange their thoughts to each other. In the third step, the pairs share their responses with other pairs, other teams, or the entire groups.

4) **Solve-Pair-Share**: (1) A teacher poses a problem (2) Students work out the solutions individually. (3) Students explain how to solve the problem in Interview or Round Robin structures.

5) **Numbered Heads Together**: (1) Students number off in teams. (2) A teacher asks a question (usually high-consensus). (3) Heads Together – students literally put their heads together and make sure everyone knows and can explain the answer. (4) The teacher calls a number and the students with that number raise their hands, as in traditional classroom. Then, the teacher asks those students to explain the answer.

2. **Numbered Heads Together**

1) The Definition of Numbered Heads Together

Numbered Heads Together is one of the informal cooperative learning strategies proposed by Kagan. Dije in Internet TESL journal (2009: 1) states that cooperative learning method provides several strategies in teaching, which may be applied too in other subjects (not only English, but can be applied in mathematic, geography, and
etcetera). The strategies are: The Round Table, the Round Robin, The Jigsaw, Find-the-Fib, Outside/Inside the Circle, Numbered Heads Together (NHT), Think-Pair-Share, and the other strategies. All of those strategies allow the students to cooperate with their classmates rather than work individually. They may form into groups or in pairs. All students will get involved, enjoy the study, mobile the class, and enable them “to learn individually in grouping way”.

According to Kagan Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. (http://www.kaganonline.com on February 12th, 2011) In line with Yahya & Huie in internet TESL Journal (2002: 4) state that Numbered Heads Together is one of cooperative learning strategy or structure that is used for the purposes of intergroup cooperation and individual accountability. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students “put their heads together” to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

Kagan adds that this cooperative learning strategy promotes discussion and both individual and group accountability. This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material. Terenzini & Pascarella in Dije (1994) state that group learning methods encourage students to take greater responsibility for their own learning and to learn from one another, as well as from the instructor.
Numbered Heads Together is a flexible strategy that can be used at a variety of levels. The teacher may start with factual information questions, and as students become more familiar with the strategy, ask questions that require analysis or synthesis of information. Students' task is to come to consensus on whether they agree or disagree, giving an explanation of their reasoning. After the students respond, have the other groups agree or disagree with the answer by showing a thumb up or thumbs down, and then explain their reasoning. If the answer needs clarifying, ask another student to expand on the answer and try to share what they have learnt and know the others.

According to Kessler (1992: 17) declares that numbered heads together is a simple four-step cooperative learning structure as follows: students number off within groups. If students are in groups of four, every student will be either 1, 2, 3, or 4. The teacher asks a high-consensus question, such as, “What is the capital of the United States?” Students put their heads together to make sure everyone on the team knows the answer. The teacher calls a number from one to four. Only students with that number can raise their hands if they know the answer.

The above idea is also supported by Stone (2000: 72) states that Numbered Heads Together is a simple four-step structure which strengths are in building mastering and in reviewing previously learned information. In steps one, the students on each team number off from 1 to 4. In step two, on a team of only 3, team member #3 answers when number 3 and 4 are called. On a team of 5, team members #4 and #5 both answer when number 4 is called. The teacher then asks a high consensus question. Rather than asking a simple knowledge or comprehension question, ask a question with multiple responses. In step three, the students put their head together, discuss the correct answers and make sure that everyone knows the answer. In step four, the teacher calls a number and those students raise their hands to respond.
Based on the definitions above it can be concluded that Numbered Heads Together is one of strategies of cooperative learning method that hold accountability of each students, where students are placed in group and each student is given a number. In the first steps numbering the students, second the teacher pose a questions or problem on the class, the third students head together and the last the student ready to answer.

2) The Benefits of Numbered Heads Together

Kagan in Kessler (1992: 17) define that Numbered Heads Together meets the criteria of being a structure because it is a content-free way of organizing social interaction in the classroom. It is a cooperative learning (CL) structure because student-student interaction is necessary to ensure that everyone in the group knows the answer. High achievers share answers because they know their number might not be called; lower achievers listen carefully because they know their number might be called, so positive interdependence is built in. A CL structure engages positive interdependence, individual and group accountability, motivates individuals to increase other’s learning. It can be used in almost any subject matter, at a wide range of grade levels, and at various places in a lesson. Structures allow teachers to focus on the interactional framework rather than on the sequencing of presentation of curriculum material. In addition, Lie (2008: 59) defines that NHT give the students chance to share the ideas and consider the best answer.

3) Steps of Conducting Numbered Heads Together

Numbered heads together is a strategy 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. Instead of directing questions to the whole class, teachers use the following four-step structure (www.kaganonline.com):
1) Step 1: Numbering

Students number off. Each student on the team takes a different number from 1 to the team size. Teacher divides students into four or five member teams and has them number off. Each student on a team has a number that randomly selected by the teacher. Number system is done in twice. First, the teacher groups the students that consisting of four students. One student is taken from the high ability group, two students come out from middle ability, and the last one is taken from the low one. Second, the students are numbered one by one based on their attendance list. Other variation of numbering is also done by limiting the numbers from 1 until 4 only for each group.

2) Step 2: Questioning

Teacher asks a question. The teacher distributes the text/material that will be discussed to the students. Before start the lesson the teacher asks some guiding questions to the students. Teacher introduces the text after the students guess the topic and the title of the text first. Teacher asks the students a question or sets a problem to solve. It must be stressed that everyone in the group must be able to participate and answer the question.

3) Step 3: Head together

Students put their heads together, answer the question, and make sure each team member understands and can explain the answer. In here, the students work together in order to solve the problem and also ensure that everyone in the group can answer the question.

4) Step 4: Answering

Teacher calls a number at random. The students with that number raise their hands to be called upon. The teacher now asks for answer by calling a number. The students with the number called then take to answer. If there are not enough students ready to respond the teacher may judge that a little more time is needed.
D. Rationale

Speaking is the most important language skill, because it is one of the abilities to carry out conversation. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with others. Teaching speaking skill is focused on making students active and creative. The great part of time in process of learning speaking is dominated by students.

The utilizing of English for speaking is not simple because speaker should also master several important elements of English such as: pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the students’ speaking skill, give attention to the elements of speaking and make the English lesson more exciting.

The speaking skill of the students of SMP N 16 Surakarta is still low. It is shown from the problem indicators, as follows: (1) The students did not express their idea in well organized way; (2) The students had little vocabulary; (3) The students were not able to pronounce words correctly; (4) The students had problem in producing grammatically correct sentences; (5) The students spoke with a lot of pauses.

Other indicators are related to classroom situation as follows; (1) The students were passive in the speaking class; (2) The students did non academic activities rather than focussing to the lesson; (3) The students did not have motivation in teaching learning process; (4) The students talked with their friends when the teacher was giving explanation; (5) Not all of the students got chances to practice speaking in the class.

Further, the fact shows that many students of the eighth grade of SMP N 16 Surakarta were not enthusiastic and not couraged enough to involve in the speaking learning process because the technique of teaching learning used so far was not interesting and challenging. The teacher used monotonous technique of teaching. Speaking was only taught as a repetition of drills or memorization of
dialogues in which one person asked a question and the others gave an answer. Another factor is that class situation was not comfortable because it was very hot, very noisy because it is near high way, and sometimes when the teacher would start the lesson the class was very dirty. In addition, most of students were passive. They had low motivation in speaking class, and lack of media made the students feel bored in teaching learning process.

To overcome the problem, the researcher proposes Numbered Heads Together strategy to improve speaking skill. Numbered Heads Together is one of strategies in cooperative learning. This strategy is expected to make the students active and participative in speaking class because in Numbered Heads Together the students must be prepared to answer the question or solve the problem such as in conveying agreement and disagreement, giving opinion, and etc. Moreover, it helps students to personalize their learning and appreciate the ideas and thinking of others. Therefore, students can practice speaking in real life communication and interact with their friends in the classroom in order to improve their speaking skill. Thus, by using Numbered Heads Together students are able to rehearse their response, builds individual accountability in a group, develop their ideas and produce solutions.

In conclusion, the researcher assumes that Numbered Heads Together can increase students’ speaking skill and motivation in learning English in order to makes students more active, creative and cooperative in teaching learning process especially in speaking class.

E. Hypothesis

Based on the theories above, the hypothesis in this study is that the students’ speaking skill can be improved by using Numbered Heads Together in the teaching learning process.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the context of the research, and the research method used in the research. In the first subheading, the context of the research contains the time and place of the research and also the subject of the research. The second subheading contains the definition, the characteristics, the benefits, the types and the model of action research. In the last subheading, the method of the research, the researcher presents the technique of collecting data and how to analyze it.

A. The Setting of the Research

1. The Time and Place of the Research

The research was conducted from April 18th until May 28th, 2011 at the eighth grade of SMP N 16 Surakarta in Academic year 2010/2011. It is one of junior high schools in Surakarta. It is located at Jl. Kolonel Sutarto 188 Surakarta. The west of SMP N 16 is SMK Kristen Surakarta and the east is Wisma Tri Sakti Surakarta. Based on the observation when PPL, this school has 15 classes and some facilities such as: a mosque, a library, 2 canteens, a teachers’ room, a computer room, etc. Each grade consists of 5 classes. Within each class there are tables and chairs as many as amount of the students, and a whiteboard. Generally, the condition of the class supported the teaching and learning process.

2. The Subject of the Research

The subject of the research is the students of VIII E class of SMP N 16 Surakarta. The class consists of 20 girls and 15 boys. Based on the data of BP (Bimbingan Penyuluhan) the students of SMP N 16 come from middle-lower class. Their parents predominantly work as entrepreneur, farmer, driver, laborer, and etc. Most of the students come from the surroundings areas of SMP N 16 Surakarta.
B. Method of the Research

1. The Definition of Action Research

In this research the researcher uses Classroom Action Research as the method of the research in order to improve students’ speaking skill by using Numbered Heads Together.

According to R. B. Burns (1999: 30) action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action research within it, involving the collaborative and co-operative of researchers, practitioners and laymen. According to Mills (2000: 5) propose action research as systematic inquiry done by the teachers or other individuals in the teaching or learning environment to gather information about and subsequently improve him ways their particular school operates, and how well the students learn.

Mills (2006: 6) who writes as follows:

“Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/ learning environment, to gather information about the ways that their particular schools operate how they teach and how well their students learn.”

According to Ferrance E. (2000. 1) Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions by Watts in Ferrance E. (1985. p. 118):

a. Teachers and principals work best on problems they have identified for themselves.

b. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.

c. Teachers and principals help each other by working collaboratively

d. Working with colleagues helps teachers and principals in their professional development.
Wallace (1998: 4) defines action research as a way of reflecting on teacher’s teaching that is done systematically by collecting data on their everyday practice and analyzing it in order to come to some decisions about what their future practice should be.

Kemmis in Hopkins (1993: 44) defines action research as follows:

“…a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes cooperation with ‘outsiders’. In education, action research has been employed in school-based curriculum development, professional development, school improvement programs, and systems planning and policy development.”

From the definitions above, it can be concluded that action research is a research which is in at aimed at finding a solution for a problem found in teaching and learning.

2. The Model of Action Research

The model of action research in this classroom action research is developed by Kemmis and McTaggart in Burn (1988) say that action research occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

a. Planning

Develop a plan of critically informed action to improve what is already happening. The researcher has to make lesson plans based on data collection.
b. Action

Act to implement the plan. The researcher should collect the result of performance, while implement the research.

c. Observation

Observe the effects of the critically informed action in the context in which it occurs. In this step to observe the effect of the critically informed the action in the context in which it occurs. Therefore, the researcher should keep field note after teach included all activities in the class.

d. Reflection

Reflect on this effect as the basis for further planning, subsequence critically informed action and so on through a succession of stages. A researcher makes evaluation towards implementation of research in class and finds weaknesses found in implementation. The weaknesses are a basic to conduct next step.

A Kemmis and McTaggart’s concept of action research model can be illustrated as follows:

---

*Figure 3.1: the illustration of action research stages*
From the definitions above it can be concluded that action research is the application of fact finding to practical problem solving to improving the quality of action research within it that occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation, and reflection. In this study the researcher uses action research to improve students speaking skill by using Numbered Head Together in teaching learning process.

3. **Characteristics of Action Research**

The following are the characteristics of action research suggested by Burns (1999: 30).

a. Action research is contextual, a small-scale and localized. It identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioner, and researchers.

d. Changes in practice are based on other collection of information or a data which provides the impetus for change.

Kemmis and Mc Taggart in Nunan (1992: 17) state that there are three characteristics of action research. Firstly, the action research is carried out by practitioners rather than outside researchers, secondly, the kind of the action research is collaborative, and thirdly, the action research is aimed at changing conditions.

Somekh in Burns (1999: 33-34) suggests that in broad terms action research can be seen as a research methodology which includes the following characteristics:

a. The research is focused on a social situation;

b. In the situation participants collaborated with each other and with outsiders to decide upon a research focus and collect and analyze data;
c. The process of data collection and analysis leads to the construction of theories and knowledge;
d. The theories and knowledge are tested by feeding them back into changes in practice;
e. To evaluate these changes, further data is collected and analyzed, leading to refinement of the theories and knowledge which are in their turn tested in practice, and so on and so forth…;

3. The Procedures of Action Research

These four steps above can be expanded into six steps which include in the procedures of action research. They are identifying the problems, planning the action, implementing the action, observing the action, reflecting the action, and revising the plan. Each step will be explained as follows:
a. Identifying the problems

The researcher identified the problems before planning the action. She conducted the pre-research at SMP NEGERI 16 Surakarta. The researcher found that speaking was the most difficult skill to the eighth grade students of SMP NEGERI 16 Surakarta. The problems were identified by using three techniques:

1) Interview the teacher and the students
   The aim of interviews was to know the problems faced by the teacher and the students. The teacher told that the students’ speaking skill was the lowest than the other skills. The reason of this fact was the lack of time and method used in teaching speaking. The teacher used majority of the time to teach reading and writing. The students rarely got opportunities to practice speaking. They were not accustomed to speak English. It was in line with what the students said that they rarely got opportunities to practice speaking in the class.

2) Observation during the teaching learning process
   Observation was done in the classroom during the teaching learning process. It was to know the students’ behavior during the teaching
learning process, to know how far the students’ speaking skill was, the teacher’s techniques in the teaching learning process, and to know the class situation during the teaching learning process. When the researcher observed the teaching learning process during the pre-test, she found that some students did not pay attention to the explanation of the teacher, they talked with their friend during the teaching learning process. Besides, most students made many mistakes in grammar, vocabulary, and pronunciation. In addition, they often kept reading their note while speaking in front of the class.

3) Pre-test
The researcher conducted the pre-test to know the students’ speaking skill. The pre-test was done before the implementation of the research. The researcher and the teacher did the pre-test. Then, the result of the assessment done by the researcher was combined with the one done by the teacher.

b. Planning the action
The researcher planned everything related to the action as follows:
1) The researcher prepared the materials from “English in Focus” book for eighth grade of Junior high school and combined them with the narrative texts taken from Talenth Supra (exercise book) and Format (exercise book).
2) The researcher made lesson plan, and designed the steps in doing the action. In this research, the researcher made 2 lesson plans for 2 cycles. She carried out the research based on the lesson plan.
3) The researcher prepared sheets to note all activities happening in the teaching learning process and a camera to take photos of the teaching learning process in the class.
4) The researcher prepared the teaching aids she needed, for example copying the worksheets of narrative and the material used in teaching learning process.

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5) The researcher prepared post test. In post-test 1, the students were asked to retell a narrative by using their own words. In post-test 2, they were asked to retell a narrative in sequence. Both were done to know whether students’ speaking skill improved or not. Thus it could be identified how effective the technique was.

6) The researcher prepared an audio recorder to record the students’ speech in the pre-test and post-test.

c. Implementing the action
   The teacher taught the students based on the plans. The teacher applied Numbered Heads Together method in the teaching learning speaking. Generally, she gave a story and discussed some words and grammatical patterns in the story. She also drilled the pronunciation of some words in the story. She used some questions and list of guiding question students to guide retell the story organisedly.

d. Observing the action
   The researcher, as the observer, observed all of the activities in the teaching learning process. She kept notes all of the activities in the classroom. The results of the observations were presented in the form of field notes.

e. Reflecting the action
   The researcher made an analysis toward what the teacher had done in the teaching learning process. Here, the researcher found some strengths and weaknesses of the teaching learning process. The weaknesses of the teaching learning process were used to revise the plan in the next cycle.

f. Revising the plan
   The researcher revised the plan based on the weaknesses in the previous cycle to get better result of the action.

   There is a standard to stop the cycle. The cycle is stopped when 75% of the students have improve their skill and reached score three in each aspect of speaking. To asses the students’ speaking skill, the researcher has some criteria of assessment of speaking skill. The criteria consist of accuracy and fluency.
The grade of accuracy and fluency are taken from some criteria of assessment of speaking test as follows:

**Table 3.1 The Scoring Rubric of the Speaking Test.**

<table>
<thead>
<tr>
<th>SCORE</th>
<th>ACCURACY</th>
<th>FLUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRAMMAR</td>
<td>PRONUNCIATION</td>
</tr>
<tr>
<td>5</td>
<td>Uses correct grammatical sentences or expressions</td>
<td>Produce words with correct and clear pronunciation.</td>
</tr>
<tr>
<td>4</td>
<td>Uses correct grammatical sentences or expressions, but, mostly use simple structure.</td>
<td>Produce words with mostly correct pronunciation but sometimes there is any error.</td>
</tr>
<tr>
<td>3</td>
<td>Uses predominant simple structure, but sometimes makes incorrect grammatical sentences or expressions.</td>
<td>Produces words with some errors pronunciation.</td>
</tr>
<tr>
<td>2</td>
<td>Uses simple structures and makes errors frequently.</td>
<td>Produce words with frequent errors pronunciation.</td>
</tr>
<tr>
<td>1</td>
<td>No correct grammatical sentences or expressions even simple structure.</td>
<td>Produce words with too many errors pronunciation and tangible.</td>
</tr>
</tbody>
</table>
D. The Techniques of Collecting Data

The techniques of collecting data are presented in the following section:

1. Qualitative Data

Wallace (1998: 38) states that qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore ‘subjective’. The qualitative data of the research are collected by using some techniques of collecting data including:

a. Observation

According to Burns (1999: 80), observation is a kind of activities in action research that enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. In other words, observation is closely watching and noting classroom events, happenings or interactions either as participant in the classroom (participant observation) or as an observer of another teacher’s classroom (non-participant observation).

The researcher observed the classroom situation to identify problems faced by the students especially in speaking skill. The researcher also observed the school condition in general. The purpose of observation was to know the situation of the teaching learning process when the method was applied.

b. Interview

The writer conducted interview from pre-research, in the process of action and at the end of the research. The writer made interview to the teacher and the students. In the pre-research, the researcher made interview in order to know what problems both the teacher and the students faced especially in speaking. The interview was done in the middle of the research implementation and by the end of the research. It was aimed to know students’ improvement and how far the action of the research influenced the students.
c. Audio recording and Photograph

Audio recording was also used when conducting the pre-test and post-test, as well as when interviewing the teacher and students. It was used to provide more accurate data. It is in line with what Burns (1999: 101) says, that photographs enhance classroom analysis and provide visual stimuli that can be integrated into reporting and presenting the research to others the photograph is also taken during the implementation of the research to provide the data that are more accurate.

d. Field notes

According to Burns (1999: 87), notes or field notes are descriptions and accounts of events in the research context that are written in relatively factual and objective style. Moreover field notes are descriptions and accounts of observed events or all activities in the classroom.

2. Quantitative Data

Wallace (1998: 38) states that quantitative data are broadly used to describe what can be counted or measured and can therefore be considered ‘objective’. The quantitative data of the research was obtained from the pre-test and post-test. In this research, the writer tested speaking skill of the students by asking the students to tell a story as the pre-test. The post-test was also done by retelling the story. Pre-test was conducted to know students’ speaking skill before the research implementation. Meanwhile, post-test was used to know the result of implementing Numbered Heads Together to improve speaking skill of the students. Post-tests were done by the end of each cycle.
E. The Techniques of Analyzing Data

1. Qualitative Data Analysis

According to Burns (1999: 157), there are some strategies to analyze the qualitative data of action research, as follows:

a. Assembling the data

The first step is to assemble the data that we have collected over the period of the research: field notes, journal entries, questionnaires and so on. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

In this research, the researcher collected the data through interview, field note and so on. Besides, the researcher re-read her field notes, replayed and listened to the recordings of the students’ and their teacher’s speech when they were interviewed.

b. Coding the data

Coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. With closed or ranked questions, in a questionnaire for example, responses or behaviors may be assigned to a code relatively easily. The code is written in the edge of field notes. There are various kinds of codes that can be used to categorize the incidents; activity codes, event codes, strategy codes, and relationship and social structure codes.

The researcher started by coding every incident in the data into many categories. She then grouped the data she had collected through interview, field note and so on. It was done to make easier for analysis the result of the data.

c. Comparing the data

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. The main aim at
this stage is to describe and display the data rather than to interpret or explain them. In this research, the researcher came at comparing the data from the data she had collected through field note, interview, and so on. The result of the comparison was used to check whether there was improvement on students’ speaking skill before and after the implementation of the research.

d. Building interpretations

This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged. In this research the researcher made a conclusion, after the implementation of the researcher known the result of the data, the differences between before and after the research, and the increase of the students.

e. Reporting the outcomes

The final stage involves presenting an account of the research for others. There are various ways to report the research. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data. After conducting the research, the researcher reported and shared the result of her research implementation to her consultants.

2. Quantitative Data Analysis

In analyzing quantitative data, the researcher used descriptive statistic technique. It is done by describing the tests results. The results of pre-test and post-test were analyzed to show the achievement data. This analysis was to find out if the use of Numbered Heads Together improved students’ speaking skill.

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The mean of the pre-test and post-test can be calculated with the formulas as follows:

\[
\bar{X} = \frac{\sum x}{N} \quad \bar{Y} = \frac{\sum y}{N}
\]

In which:
- \(\Sigma x\): the sum of pre-test scores
- \(\Sigma y\): the sum of post-test scores
- \(\bar{X}\): the mean of pre-test scores
- \(\bar{Y}\): the mean of post-test scores
- \(N\): the number of subjects

The result of the tests (pre-test and post-test) was analyzed. Then, the students’ pre-test and post-test scores were presented in the form of mean scores. Both of them were compared to check if there is improvement on students’ speaking skill before and after the implementation of the research. It is done to identify whether the use of Number Heads Together to improve the students’ speaking skill is successful.

The improvement of students’ mean score can be shown in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>Post test 1</th>
<th>Post test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.5</td>
<td>5.61</td>
<td>7.24</td>
</tr>
</tbody>
</table>

The findings of the research will be presented in more detail in the next chapter.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

The objectives of the research are to find out the improvement of the students’ speaking skill using Numbered Heads Together and to describe the class situation when Numbered Heads Together is applied in the teaching learning speaking. In this chapter, the result of research is presented consisting of the process of the research, the research implementation, and discussion. Each part is described as follows:

A. Introduction

The objectives of this research are to find out whether or not the use of Numbered Heads Together improves students’ speaking skill and also to describe the class situations of the speaking class when of Numbered Heads Together is implemented in the eighth Grade of SMP N 16 Surakarta. As elaborated in chapter I, the speaking skill of the eighth grade students of SMP N 16 Surakarta was low. The problems faced by the students were lack of grammar, vocabulary, fluency and pronunciation. The students’ lack of grammar accuracy was indicated by their inappropriate use of verb and their inaccuracy in combining words into sentences. The lack of fluency was indicated by their frequent pauses in telling a story. They kept silent when they forgot the words. They also hesitated and were afraid to speak in English. They also used inaccurate pronunciation. They tended to pronounce the words just like the letters. In fact, not all letters in English symbolize the same sounds.

Considering the problems, the researcher proposed Numbered Heads Together as a technique to solve the problems faced by the students in speaking English. One of the reasons of choosing Numbered Heads Together as the technique to overcome the problems is that Numbered Heads Together can make the students active and participative in speaking class because in Numbered Heads Together the students must be prepared to answer the question or solve the problem. Numbered Heads Together is an effective way to encourage students to
not only think their thinking and ask questions, but also make communication with the others, build individual accountability, develop their ideas and produce solutions.

After conducting the action, the researcher expected to achieve some targets of improvement in students’ speaking skill. Firstly, the researcher wanted to encourage students to speak up freely in English. Secondly, the researcher wanted to create an interesting condition to comfort students in teaching and learning process. Thirdly, the researcher expected to develop students’ motivation to be more active and to participate in all learning activities. Finally, the researcher aimed to improve students’ speaking skill.

B. The Process of the Research

This research was implemented to improve speaking skill of the eighth grade students of SMP N 16 Surakarta using Numbered Heads Together through classroom action research. It consisted of two cycles. The first cycle was carried out in three meetings while the second cycle was carried out in two meetings. Each meeting in the each cycle took 80 minutes. For the first cycle, the researcher used questions, narrative text, jumbled paragraph and list of words (in synonym practice) to guide students to tell the story. For the second cycle, the researcher used guiding questions to get students tell the story, questions, narrative text, jumbled paragraph and list of words (in synonym practice and found the meanings). Each cycle consisted of a series of steps: identifying the problem, planning the action, implementing the action, observing and monitoring the action, reflecting the result of the observation, and revising the plan.

Before implementing the action in cycle one, the researcher had conducted a pre-test using retelling the narrative text to know the speaking skill of the students. The mean score of this pre-test was used to make a comparison with the post-test to know whether or not speaking skill of students improved. The post-test was conducted after implementing the action to measure students’ speaking skill improvement. In the post-test, the researcher used stories which had been
discussed in the implementation of action. The scoring rubrics of pre-test and post-test were Accuracy (pronunciation, grammar, vocabulary), and fluency.

1. Pre-Research

The pre-research was held before conducting the research. It was conducted in order to identify problems faced by the students in learning English during teaching and learning process, the students’ behavior during the teaching and learning process, and to identify the teacher’s technique in teaching speaking. The pre-research consisted of interviewing the teacher, interviewing the students, observing the teaching learning process, and giving the pre-test to the students.

When interviewing the teacher, the teacher said that the students’ speaking skill was still low. The teacher used most of the time to teach reading and writing. It means that the students rarely got opportunities to practice speaking. They were not accustomed to speaking English. It was in line with the students’ saying that they rarely got speaking activity. Most of the time was for reading and writing.

Based on the result of the first observation during the teaching learning process, the teacher taught speaking just based on the handbook, so the teacher could not develop the students’ speaking skill. Practicing speaking was taught as a repetition of drills or memorization of dialogues. Besides, the activity took 40 minutes only. It made the students less active and less cooperative during the teaching learning process. Not all of the students got opportunities to practice dialogues in front of the class. The remaining time was for explaining the other materials such as reading and writing. Therefore, it can be concluded that the time of the teaching of speaking was very limited, the students were less active and less cooperative during the teaching learning process, and not all of the students got opportunities to practice speaking.

In this pre-research, the researcher and teacher Y also conducted a pre-test. The speaking pre-test was held in the VIIIE class which consisted of 35 students. It was held on May 28th, 2011. The type of the test was individual test. Each student had to retell a narrative text in front of the class.
On the second observation during the pre-test, the researcher found how the students got some difficulties in speaking skill. In the aspect of accuracy, they got some difficulties when they produced some utterances, as follows:

a. They often made errors in using grammatical items, for example: *but do not want to acknowledge, Sumatra west region, and so on.*

b. They pronounced words just as they are spelled. During the pretest, students mispronounced many words. For example, they pronounced /g/ in “managed” as /g/, /c/ and /i/ in “child” as /c/ and /i/, and many others.

c. Their vocabulary mastery was still poor. It could be seen from the diction they used. For example, one student said “Sumatra west region” for “west Sumatra”, “Passed away galaxy” for “Passed away”, and so on.

In the aspect of fluency, the students still spoke with a lot of pauses when doing monologue in front of the class. Most of them brought written texts and often kept reading.

Based on the interview with some students done by the researcher, there were some obstacles faced by the students. Most of students gave similar answers, when the researcher asked about the difficulties of speaking skill, such as follows:

- **T**: What do you think about speaking English? It is easy for you or difficult?
- **Risky**: Agak susah karena pengucapannya.
- **T**: Karena pengucapannya. selain itu?
- **Risky**: Vocabulary.
- **T**: Bagaimana kemampuan speaking kamu, sudah cukup atau belum?
- **Risky**: Belum.
- **T**: Kenapa kok belum?
- **Risky**: Ya...susah.
- **T**: Apanya yang susah?
- **Risky**: Kurang vocab sama kurang lancar ngomongnya.
- **T**: Bagaimana perasaan kamu ketika kamu bicara di depan kelas?
- **Risky**: Agak gugup.
- **T**: Kenapa kamu gugup?
Risky: Yaaa... takut salah pengucapannya.
T: Dari kesulitan speaking apa aja menurut kamu?
Risky: Kesulitanya pronun-nya, vocabularynya yaaa itu aja.
T: What do you think about speaking English? (Bagaimana pendapatmu tentang berbicara bahasa Inggris?)
Dea: Agak susah karena gak tau cara ngomongnya dan pengucapannya.
T: Selain itu apa?
Dea: Vocabulary.
T: Bagaimana kemampuan speaking kamu, sudah cukup atau belum?
Dea: Belum.
T: Kenapa kok belum?
Dea: Yaaa... karena kalau mau ngomong itu susah.
T: Apanya yang susah?
Dea: Gak tahu bahasa Inggrisnya itu.
T: Bagaimana perasaan kamu ketika kamu berbicara didepan kelas?
Dea: nervous.
T: Kenapa kamu nervous?
Dea: Yaaa, takut kalau salah ngomong.
T: Kesulitan speaking apa aja menurut kamu?
Dea: Kesulitanya pengucapannya, vocabularynya... yaaa itu aja.
T: What do you think about speaking English? It is easy for you or difficult?
Surya: susah.. kalau mau ngomong gak tau bahasa Inggrisnya.
T: Selain itu apa?
Surya: pengucapannya sulit.
T: Bagaimana kemampuan speaking kamu, sudah cukup atau belum?
Surya: Belum.
T: Kenapa kok belum?
Surya: Karena gak tau artinya.
T: Bagaimana perasaan kamu ketika kamu berbicara didepan kelas?
Surya: takut kalau salah ngomong.
T : Menurut kamu kesulitan speaking apa aja?
Surya : Kesulitanya eee…pengucapannya.

The next question was about the teaching technique used by teacher Y (the English teacher of Class VIIIE) in the teaching speaking. The researcher would like to know the weaknesses of his method or technique in the teaching speaking and the responses of the students about his technique.

Mr. Y : Untuk pembelajaran speaking, teknik yang kami gunakan yaa langsung, face to face dalam arti antara anak yang satu dengan anak yang lainnya, apa itu… latihan berbicara walaupun sudah ada teksnya. Naah nanti kalau ada pronunciation yang kurang benar ini membenarkan.
T : Ada gak waktu yang disediakan guru buat speaking?
Surya : Ada tapi jarang.
T : Seringnya apa?
Surya : Reading dan writing.
T : Bagaimana guru mengajar speaking di kelas?
Surya : Disuruh dipraktekkan dialog dengan teman sebangku di depan kelas.
T : Selain itu apa?
Surya : Disuruh menirukan kalimat yang diucapkan guru.
T : Ada gak waktu yang disediakan guru buat speaking?
Arif : jarang.
T : Seringnya apa?
Arif : Writing dan reading.
T : Bagaimana guru mengajar speaking di kelas?
Arif : Disuruh baca dialog ke depan kelas.
T : Selain itu apa?
Arif : menirukan kata-kata guru.

In addition, the students were afraid of making mistakes and nervous when performing in front of the class. It could be proved from their statements. They
admitted that they were afraid of making mistakes and nervous when speaking in front of the class. After the researcher had combined the students’ speaking scores with teacher Y, it was found that the students’ speaking skill was still low. The mean score was 4.5 from the maximum score of 10. The result in detail could be described as follows:

a. Aspect of Accuracy

In grammar, from 35 students, 23 students got score 2; and 12 students got score 3. Therefore, the mean score of grammar aspect was 2.32.

In pronunciation, from 35 students, 1 student got score 1; 25 students got score 2; and 10 students got score 3. Thus, the mean score of pronunciation aspect was 2.31.

In vocabulary, from 35 students, 29 students got score 2; and 6 students got score 3. The mean score of vocabulary aspect was 2.22. Finally, the mean score of accuracy in the pre-test was 2.3. (See Appendix Page 171)

b. Aspect of Fluency

The result of fluency test is as follows: from 35 students, 1 student got score 1; 26 students got score 2; 8 students got score 3. Score 1 was given to the students who “Speaks slowly, very nervous and look afraid”; Score 2 was given to the students who “little pause and kept reading notes completely”; and score 3 was given to those who “Speaks at length and sometimes kept reading“. Therefore, the mean score of fluency aspect was 2.2. (See Appendix Pages 171)

From the explanation above, it can be inferred that Class VIIIE needed more attention, especially in speaking class. The English teacher taught just as a repetition of drills or memorization of dialogues. Meanwhile, the teacher used most time for taught reading and writing. Therefore, the researcher applied a different technique in the teaching speaking. The researcher proposed using Numbered Heads Together in order to improve the students’ speaking skill.
2. The Research Implementation

After conducting the pre-research, the researcher continued to the research implementation. She implemented the action by teaching the students by using Numbered Heads Together.

The actions consisted of two cycles. Each meeting took 80 minutes. The cycles discussed the topic of narrative text based on the syllabi. The first cycle was conducted from April 30th, 2011 until May 9th, 2011. Meanwhile, the second cycle was conducted from May 21st, 2011 until May 28th, 2011. The timetable of the research will be presented in Table 4.1:

<table>
<thead>
<tr>
<th>Cycles</th>
<th>Meeting</th>
<th>Date</th>
<th>Time of the Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td>Meeting 1</td>
<td>Tuesday, April 30th 2011</td>
<td>08.20-09.55 am</td>
</tr>
<tr>
<td></td>
<td>Meeting 2</td>
<td>Tuesday, May 2nd 2011</td>
<td>09.15-10.35 am</td>
</tr>
<tr>
<td></td>
<td>Meeting 3</td>
<td>Tuesday, May 7th 2011</td>
<td>08.20-09.55 am</td>
</tr>
<tr>
<td></td>
<td>Post-test 1</td>
<td>Saturday, May 9th 2011</td>
<td>09.15-10.35 am</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>Meeting 1</td>
<td>Tuesday, May 21st 2011</td>
<td>08.20-09.55 am</td>
</tr>
<tr>
<td></td>
<td>Meeting 2</td>
<td>Thursday, May 23rd 2011</td>
<td>09.35-10.55 am</td>
</tr>
<tr>
<td></td>
<td>Post-test 2</td>
<td>Tuesday, May 28th 2010</td>
<td>08.20-09.55 am</td>
</tr>
</tbody>
</table>

Each cycle consisted of six steps. They were identifying the problems, planning the action, implementing the action, observing the action, reflecting the action, and revising the action. The detailed information about the implementation of the action is described as follows:

a. Cycle 1

1) Identifying the Problems

Before the researcher implemented the action, she had done the pre-research consisting of the observations, interviews and pre-test. From the result of the pre-research, she found some problems faced by the students in speaking skill.
a) The students’ speaking skill was still low. It was proved by some indicators as follows:

i. The students did not express their idea in well organized way.
ii. The students spoke with a lot of pauses.
iii. The students were not able to pronounce words correctly.
iv. The students had problem in producing grammatically correct sentences.
v. The students had little vocabulary.

b) The class situation of the teaching learning process was less conducive. It was proved by some indicators as follows:

i. The students were passive in the speaking class.
ii. The students did non academic activities rather than focussing to the lesson.
iii. The students did not have motivation in teaching learning process.
iv. The students talked to their friends when the teacher was giving explanation.
v. Not all of the students got chances to practice speaking in the class.

To solve those problems, the researcher designed the teaching speaking using Numbered Heads Together in the VIII class. The actions were aimed to improve the students’ speaking skill.

2) Planning the Action

The researcher implemented an action that was suitable and interesting to the students to solve their low speaking skill. She implemented Numbered Heads Together in teaching speaking. Considering the sources of speaking problems faced by the students, she believed that it was suitable to change the class condition and teaching learning process to be more conducive for a speaking class.

Before implementing the action, the researcher planned everything related to the action for Cycle 1, as follows:
i. The researcher prepared the materials from “English in Focus” book for the eighth grade of Junior high school and combined them with the narrative texts taken from Talentha Supra (exercise book) and Format (exercise book).

ii. The researcher made lesson plans, and designed the steps in doing the action. In this research, the researcher made 2 lesson plans for 2 cycles. She carried out the research based on the lesson plans.

iii. The researcher prepared observation sheets to note all activities happening in the teaching learning process and a camera to take photos of the teaching learning process in the class.

iv. The researcher prepared the teaching aids she needed, for example copying the worksheets of narrative and the material used in teaching learning process.

v. The researcher prepared post test. In post-test 1, the students were asked to retell a narrative by using their own words. In post-test 2, they were asked to retell a narrative in sequence. Both were done to know whether students’ speaking skill improved or not. Thus it could be identified how effective the technique was.

vi. The researcher prepared an audio recorder to record the students’ speech in the pre-test and post-test.

3) Implementing the Action

In implementing the action, the researcher used the lesson plans that had been prepared before. The action consisted of three meetings, each of which consisted of three sections: opening, main activity, and closing and it also included one meeting for post-test. Each meeting took 80 minutes. The first cycle was held on April 30th, May 2nd, May 7th, and May 9th, 2011. Each meeting is described as follows:

a) The First Meeting

(1) Opening

The teaching learning process was done on Saturday, April 30th, 2011. The lesson started at 08.20-09.55 a.m. The researcher
and the English teacher entered the class. The leader of the class led the students to stand up to greet the teacher. After the teacher replied the greeting, she checked the attendance of the students. All of students responded to the teacher. Before starting the lesson, the researcher conveyed the aim of the material that would be discussed. After that, the researcher distributed the worksheets to the students. Each student got it. After all of the students had gotten the worksheets at hand, the teacher started to deliver the materials.

(2) Main Activity

The researcher started the lesson by giving some guiding questions to the students. “Do you ever read story?” the students answered “yes”, “what is the story that you read?” students answered “Malin Kundang, Sangkuriang, Cinderella.”; “Who is the participant in the story?” The students were silent. They did not understand the question. And then the researcher spoke in Indonesia Language “siapa saja tokohnya?” and then, the students mentioned the character in a story. “So, what kinds of the story that you read?”, “Narrative…” the students answered correctly. After that, the researcher explained about narrative text (linguistic feature, social functions, and the generic structure) and simple past tense. The researcher explained those by giving guiding questions to the students. Only few students could answer the researcher’s question. After explaining the material, the teacher gave 10 minute to make a note of the material above. She concerned on students’ enriching the English vocabulary of narrative text and pronouncing the English words correctly. First, the researcher asked the students to read the narrative text. One student got one paragraph. If they made some mistakes in pronouncing the words, the teacher corrected them. The purpose of the session was in order that the students paid close attention to the pronunciation. Second, she
drilled the students on the words in the text. Last, she explained the use of simple past tenses.

(3) Closing

The teacher summed up the lesson and said goodbye.

b) The Second Meeting

(1) Opening

The teaching learning process was done on Monday, May 2nd, 2011. The lesson started at 09.15-10.35 a.m. The researcher and the English teacher entered the Class VIIIE. The researcher greeted the students. After the students replied the greeting, she checked the attendance. All of students responded their teacher.

(2) Main Activity

Before starting the lesson, the researcher reviewed the material in the previous meeting. It was to check the students’ memory and comprehension because the material was delivered the previous weekend. After that, she explained the activity that would be done in this meeting. She explained Numbered Heads Together (NHT) technique. All of students paid attention to the explanation of the teacher. She asked the students “do you understand?” the students answered “yes miss” but there was answer “no” and then, she explained once again. The students understood the explanation of the teacher. She started to make groups of students. She divided the members of the groups based on the score in pre-test. One students from the high score, one from the rather high score, one from the middle score, and one from the lowest score. Because the total of students was 35, there was 1 group that only consisted of three students. She asked the students to make a note for their group. She mentioned the member of each group and all of students made a note. She asked the students to sit down with their group. After that, the researcher distributed the worksheets to each group.
After all of the students had gotten the worksheets at hand, the teacher asked the students to identify the text structure of “buggy race” with their each group. Fifteen minutes later, she called the number of students to answer the questions. She called number 3 and all of numbers 3 raised their hand. Then, she chose one of the students to answer the questions. If she found the mistakes in pronunciation, she gave example of the right pronunciation to the students and drilled them. Drilling was only done classically. Some of them gave good response to the questions although they still made many mistakes in pronunciation and grammar but some of them still seemed unwilling to speak when it came to the individual response. Then, she asked the students to search for the example of past tense and match the word with their meaning in the text above.

Twenty minutes later, she started to discuss the answers. She called the number of students, they raised their hand and she chose one of the students to answer and so on until all questions were answered.

(3) Closing

The teacher asked the students if they still found any difficulties and it seemed that the students understood what they learnt that day, so the researcher summed up the lesson. She told the students to do more practice on speaking. Then she said goodbye and left the class.

c) The Third Meeting

(1) Opening

The teaching learning process was done on Saturday, May 7th, 2011. The lesson started at 08.20-09.55 a.m. The researcher and the English teacher entered Class VIII E. The researcher
greeted the students. After the students replied the greeting, she checked the attendance. All of students responded their teacher.

(2) **Main Activity**

Before starting the lesson, the researcher reviewed the material in the previous meeting. Then she asked them to sit with their groups like in the previous meeting. She checked their groups by calling their each number. After that, she distributed the worksheets to the students. Each group got it. After all of the students had gotten the worksheets at hand, the teacher chose the students to read the jumbled paragraph in turn. If she found the mistakes in pronunciation she gave example of the right one to the students and drilled them. After the students had finished reading the jumbled paragraph, she asked the students to rearrange the jumbled paragraph above. They were given ten minutes to discuss. While they were discussing, the researcher checked one group to another to make sure that the students did what she told correctly.

Ten minutes later, she asked the students to answer the question. It was done by Numbered Heads Together technique. There were still some students responded with hesitation and spoke slowly and some of the students did not speak up during the activity. Besides, there were some students who answered incorrectly. After that, she asked the students to identify the text structure. She pointed the students to answer. Then, she asked the students to answer the following question orally, match the synonym and find the verb in the text and changed verb 1 into verb 2. Fifteen minutes later, she started to discuss and checked the students’ answer. She called one by one the number of students’ randomly. All of activity was done by Numbered Heads Together technique. While the students answered the questions it seemed that they wrought-up because they were afraid of being elected to commit to user.
answer. Besides, they were still afraid of answering the question, but they could give the right answer.

After that, she discussed the story in the text above. All of students focused on the explanation of the teacher. Then, she asked to the students to retell Mantu’s little elephant story with their own words in front of the class. She gave them few minutes to prepare. She called them randomly to retell the story in front of the class. Three students would perform, but the bell rang out. Some of them only resumed the story, some other just memorized, and some other just paraphrased the words with the synonym from the previous exercise.

(3) Closing

Before closing the lesson, the researcher gave information that on the next meeting there would be a post-test with the same material as the material that was discussed in this meeting. They were to retell Mantu’s little elephant story with their own word in front of the class. She asked the students to prepare at home. Then she said goodbye and left the class.

d) The post-test

(1) Opening

The teaching learning process was done on Monday, May 9th, 2011. The lesson started at 09.15-10.35 a.m. The researcher and the English teacher entered Class VIIIE. The researcher greeted the students. After the students replied the greeting, she checked the attendance. All of students responded the teacher. The teacher reminded the students that that day they were going to do the post-test. They would retelling “Mantu’s little elephant” text by using their own words. The teacher reminded the students to use past tenses and pay attention to the pronunciation and diction.
(vocabulary) and suggested not to bring notes while speaking in front of the class.

(2) Main Activity

The teacher invited the students one by one to retell Mantu’s little elephant. Each student came forward until the time was over. The teacher gave assessment of the students' performance and the researcher sat down beside the students who were performing to record their sound. However, most of the students still brought notes and kept reading while performing in the front of the class. The researcher considered this stage as in the post-test 1.

(3) Closing

When the bell rang, the teacher and the researcher said goodbye and left the class.

(4) Observing the Action

Observing is an important aspect in a Classroom Action Research because it can help the researcher gain a better understanding of her research. The observation is done to describe whether or not Numbered Heads Together can improve the student’s speaking skill. It is done during the implementation of the action while the students are doing their activity.

The researcher observed all of the activities and wrote the result of the observations in the field notes while the teaching learning speaking using Numbered Heads Together was being carried out. Generally, the teaching learning process ran well. The teacher gave chances for the students to practice speaking. It means that the students got opportunities to practice speaking. All of the students got chances to speak up in the speaking class. When they were asked to carry out the Numbered Heads Together activity, they were active to speak with their own partner. They exchanged their ideas to their friends. Nevertheless, some of them were less active. They did not speak up during the speaking class.
Some of the students were able to do the activities even though they still made some mistakes. Moreover, the result of first speaking post-test was not good enough even though there was a few progress made. The test given was basically the same as the pre-test. Students were tested individually. Each student was asked to retell a narrative text. Through Numbered Heads Together, the students can practice speaking in real communication and interact with their friends in the classroom to improve their speaking skill. Simply, it can be said that the teacher taught speaking not just based on the book and not only as a repetition of drills and memorization or act of dialogues.

The result of first speaking post-test was good enough. Besides, Most of the students could do the Numbered Heads Together activity based on the procedures well though they still made some mistakes. From 35 students, the result of accuracy test was as follows:

1. In grammar, from 35 students, 34 students got score 3; and 1 student got score 4. Therefore, the mean score of grammar aspect was 3.01.
2. In pronunciation, from 35 students, 15 students got score 2; 15 students got score 3; and 5 students got score 4. Therefore, the mean score of pronunciation aspect was 2.85.
3. In vocabulary, from 35 students, 17 students got score 2; and 18 students got score 3. Therefore, the mean score of vocabulary aspect was 2.61.

Finally, the mean score of accuracy in post-test 1 was 2.82. Meanwhile, the result of fluency test was as follows: from 35 students, 15 students got score 2 because they kept reading notes completely and they spoke slowly although they spoke without some repetition and hesitation. 15 students got 3 because they often kept reading notes although they spoke at length without some repetition and hesitation. 5 students got score 4 because they were able to speak at length with occasional repetition and sometimes they still kept reading while speaking. Thus, the mean score of fluency in post-test 1 was 2.72. (S{ee Appendix Page 172)
However, the researcher was not satisfied with the result because there were some problems found in Cycle 1. The researcher still found the mistakes of the students. Most of students still made some mistakes in pronouncing the words, for example: “bravest, replied, live, climbed” but those words were intelligible. They still used little vocabulary. They spoke with a lot of pauses, were still less confident, nervous, and afraid of making mistakes. Half of them still brought notes and sometimes kept reading while speaking in front of the class. The mean score of fluency and pronunciation aspect were less than 3. Therefore, they still got low scores in fluency.

(5) Reflecting the Action

From the observation above, the researcher got the result as follows:

a. Some of the students still had problems with pronunciation and fluency. It could be seen from the mean score of pronunciation and fluency aspect. The mean scores of both aspects were less than 3. They still made some mistakes in pronouncing the words, for example: “bravest, replied, live, climbed” etcetera. They tended to pronounce the words just like the letters. In fact, not all letters in English symbolize the same sounds. They also faced problem in fluency. About half of them still brought notes and sometimes kept reading while speaking in front of the class.

b. Most of students still used little vocabulary. It could be seen from the mean score of vocabulary aspect. The mean scores of both aspects were less than 3. When they were retelling the story, they still just memorized the story and retold like the original story. Besides, they only summarized the story in the post test.

c. Half of them still spoke with a lot of pauses. It could be seen from the mean score of fluency aspect. The mean scores of both aspects were less than 3. Half of them still brought notes and sometimes kept reading while speaking in front of the class. When they forgot the
story, they kept silent and seemed to be afraid and nervous to see their notes.

d. The students were still anxious to speak up during the speaking class.
Some of the students were still less active during Numbered Heads Together activity.

(6) Revising the Action

To overcome the problems found in the first cycle, the researcher needed to conduct the second cycle. In teaching grammar, pronunciation, and vocabulary, and fluency, she planned that the teacher would review the material of narrative text, point some mistakes found in the first post-test, give the correction, and asked the students to drill the words of the text given and retell a narrative text. They believed that drilling could improve their pronunciation. The researcher gave more attention to the students to ensure that all of them were involved in the Numbered Heads Together and paid close attention to the explanations while the teaching learning process.

From the reflection above, it can be stated that Cycle 1 did not give a satisfactory result because the students’ activity in learning English decreased although the result of speaking test had shown an increasing achievement.

b. Cycle 2

1) Planning the Action

The action plan of the second cycle was made based on the problems identified in the first cycle. The problems included 1) half of the students still had problems in fluency and some of the students still had problems in pronunciation; 2) The students still used little vocabulary; 3) The students still spoke with little pauses. 4) The students still afraid to speak up. Before implementing the second cycle, the researcher prepared a lesson plan for the second cycle. The researcher and the teacher still used narrative text as a theme based on the syllabus.
2) **Implementing the Action**

The researcher used the lesson plan that had been prepared before. The second cycle was conducted in two meetings and one additional meeting for the second post-test.

a) **The First Meeting**

(1) *Opening*

The teaching learning process in Cycle 2 was done on Saturday, May 21\textsuperscript{th}, 2011. The lesson started at 08.20-09.55 a.m. The researcher and the English teacher entered the Class VIIIE. The researcher greeted the students. After the students had replied the greeting, she checked the attendance. All of students responded her teacher.

(2) *Main Activity*

The researcher asked the students to listen carefully to her and complete the missing words in the text while she was reading it aloud. The teacher just read it twice. When she said the difficult words, the students asked her to repeat it. The researcher asked volunteers to answer. After that, the students were asked to write their answers on the whiteboard. After all numbers had been answered, the teacher and the students discussed the answers together. She also asked the students to drill those words together. When there were mistakes in pronouncing those words, the teacher would correct them. Besides, they admitted that they were not known in process of writing for example: *invisible* they written *infsible*, *escape* : eskep, *left* : live. Then she pronounced the words followed by the students. The students were so enthusiastic in repeating the words.

After that, the researcher asked the students to find the meanings of lists of words and searched the words in past tense in the text above. Then, the students discussed the meaning of the words. Afterwards, the researcher asked the students to answer the
following questions and identify the text structure above. All activity was done by Numbered Heads Together in this meeting. However, they were not afraid of making a mistake. They looked confident and cooperative during Numbered Heads Together application.

(3) Closing

The teacher asked the students if they still found any difficulties and it seemed that the students understood what they learnt that day, so the researcher summed up the lesson. Then she said goodbye and left the class.

b) The Second Meeting

(1) Opening

The teaching learning process in Cycle 2 was done on Monday, May 23rd, 2011. The lesson started at 09.35-10.55 a.m. The researcher and the English teacher entered the Class VIIIE. The researcher greeted the students. After the students had replied the greeting, she checked the attendance. All of students responded her teacher.

(2) Main Activity

The researcher then started the lesson. She explained the chain story that students would do. She asked them to sit with their group. The researcher distributed the worksheet to the students. There were six activities in this meeting. First, she asked the students to rearrange the jumbled paragraph like in the previous meeting. She reminded them of the generic structure and linguistic features. The students answered voluntarily. After that, they discussed the answer with their groups. Fifteen minutes later, she called their number to answer. Second, she asked the students to do the next practice, finding synonym and the example sentences of past tense in the text above. Third, she asked them to answer the following questions orally and identify the text structure above.
The last, she asked them to retell the story with their own words in front of the class. All of the activity was done by Numbered Heads Together. Fifteen minutes before class ended, there were three students that were on the front of the class to retell the story. They seemed nervous, and afraid when speaking up in the front of the class.

(3) Closing

The teacher praised the students that they did a really good job that day. Then she asked them if there were any question and there were no question. Before she closed the class, she told the students to have more practice in speaking and that the next meeting was going to be the last post test.

c) The Post-Test

(1) Opening

The teaching learning process in the second cycle was done on Saturday, May 28th, 2011 the lesson started at 08.20-09.55 a.m. The researcher and the English teacher entered the Class VIIIE. The researcher greeted the students. After the students had replied the greeting, she checked the attendance. All of students responded her teacher.

(2) Main Activity

Before starting the test, the researcher reminded of the sequence of “The Sun and the Moon”. Then, she drilled them on the difficult words, such as: climb, surprisingly, rise and etcetera. Then, the teacher called the first name “Pinasthi”. The procedure and score criteria were the same as the first post-test. The stories for the second post-test were taken from the stories used in the cycle 2.
(3) Closing

The researcher said thanks to the teacher and the students because they had given her the opportunities to conduct the research. After that, she said goodbye and left the class.

3) Observing the Action

In this cycle, the teaching learning process was not quite different from the previous cycle. The texts that used were also better than the texts used in the first cycle. The students seemed to get ideas quicker to work on the assignment. Because the researcher used familiar and interesting narrative text, they were more motivated and they could enjoy the lesson.

When the technique of the teaching speaking using Numbered Heads Together was carried out, generally the teaching learning process ran well. It was better than the teaching learning process in the first cycle. All of the students tried to speak up when the technique was carried out although there were still some mistakes in grammar and pronunciation. Nevertheless, it could be solved when they spoke to share the result with their groups. Grouping the students in conducting Numbered Heads Together made the students under control since each member of the groups had responsibility to give their answer when the teacher called their number.

The result of speaking test was also better than the one of the previous cycle. However, not many students had improved their speaking skill. Many mistakes were still made. The results of the observation in Cycle 2 are presented as follows:

a. The students’ speaking skill improved

The improvement of mean score shows that students’ speaking skill improved. In the third meeting of second cycle, the second post-test was conducted. When they were speaking in front of the class, most of them could pronounce the words better. However, they still made mistakes in pronouncing the words but it was not
oftentimes like the previous cycle. The result of the second post-test was also better than the result of the first post-test in Cycle 1.

a) In grammar, from 35 students, 1 student got score 2; 9 students got score 3; and 25 students got score 4. Therefore, the mean score of grammar aspect was 3.67.

b) In pronunciation, from 35 students, 1 student got score 2; 16 students got score 3; and 18 students got score 4. Therefore, the mean score of pronunciation aspect was 3.58.

c) In vocabulary, from 35 students, 1 student got score 2; 8 students got score 3; and 26 students got score 4. Therefore, the mean score of vocabulary aspect was 3.59. Finally, the mean score of accuracy in post-test 2 was 3.61.

d) The result of fluency test was as follows: from 35 students, 1 student got score 2 because he often kept reading note and spoke very slowly. 15 students got score 3 because they spoke at length with some repetition although they sometimes still kept reading their notes. 19 students got score 4 because they spoke fluent with occasional kept reading. Thus, the mean score of fluency in post-test 2 was 3.55. (See Appendix Page 173)

Meanwhile, the result showed the improvement of students’ mean score. The mean score increased from 2.8 in post-test 1 to 3.2 in post-test 2. The scores of each aspect can be seen from the table below:

```
<table>
<thead>
<tr>
<th>Types of Test</th>
<th>Accuracy</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar</td>
<td>Pronunciation</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>3.01</td>
<td>2.85</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>3.67</td>
<td>3.58</td>
</tr>
</tbody>
</table>
```

(See Appendix Page 173)
b. The class situation was conducive when Numbered Heads Together was applied in the teaching learning process.

During the implementation of Numbered Heads Together in the teaching learning process, the researcher found the improvement of class situation, such as: First, the students were active in speaking class. They got chances to speak up or practice speaking because each of them had responsibility to share their answer with their own groups in the speaking class. Second, they were more cooperative during the teaching learning process. It means that they did not do non academic activities like making uproar by drubbing the desk and screaming rather than focussing to the lesson. Third, the students were more motivated in the lesson while Numbered Heads Together technique was being applied. Fourth, the students focused on the explanation of the teacher. The last, by Numbered Heads Together all of the students got opportunities to practice in speaking class. The researcher called their number randomly. If one student did not give the right answer, she called back the other number to give the answer.

4) Reflecting the Action

The action in the second cycle made great improvement. The teaching and learning process ran better than the one in the first cycle. The results of the second cycle were reflected as follows:

a. Most of the students could pronounce the words better, but they still made mistakes in pronouncing the words but it is intelligible.
b. Less than half of the students spoke fluently while the others sometimes still kept reading.
c. Most of the students used good range of vocabulary.
d. The students enjoyed stories and were enthusiastic in every single activity.
e. They did not hesitate to speak and the class became more attractive.

Therefore, it can be concluded that teaching speaking through Numbered Heads Together can improve students’ speaking skill of eighth
grade SMP N 16 Surakarta. The improvement could be seen in students’ participation in learning process and in the increase of students’ mean score.

5) Revising the Action

Because of the limited time, the researcher decided to end the research. In fact, the result of implementing the action in Cycle 2 showed good improvement of students’ speaking skill. The weaknesses in the first cycle could be solved during the implementation of the action in Cycle 2.

3. The Result Findings

After analyzing the research results which were gathered in several sources of data consisting the field notes, transcripts interview, audio recording, mean scores of the pre-test and post-test, photographs, the researcher concluded several findings including the improvement of the students’ speaking skill and the improvement of the class situation. The research findings can be seen in the table 4.3 below:

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>Before AR</th>
<th>The End of Cycle 1</th>
<th>The End of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Improvement of the Students’ Speaking Skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Grammar</td>
<td>Most of the students made grammatical errors.</td>
<td>Most of the students only resumed the story, and made grammatical errors but it was clear what they were trying to express.</td>
<td>Almost all of the students retell the story with their own words with little paraphrase.</td>
</tr>
<tr>
<td>b. Pronunciation</td>
<td>Most of the students produced words or utterances with phonological errors frequently.</td>
<td>Some of the students sometimes still made mispronunciation.</td>
<td>Most of the students could pronounce words better, but they still made mistakes in pronouncing the words but it is intelligible.</td>
</tr>
<tr>
<td>c. Vocabulary</td>
<td>The other students used their own words but they used an adequate vocabulary and read them.</td>
<td>Most of the students used a little vocabulary.</td>
<td>Most of the students used good range of vocabulary.</td>
</tr>
</tbody>
</table>
### 2. Fluency

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy: 2.3</td>
<td>Accuracy: 2.82</td>
<td>Accuracy: 3.61</td>
</tr>
<tr>
<td>Fluency: 2.2</td>
<td>Fluency: 2.72</td>
<td>Fluency: 3.55</td>
</tr>
</tbody>
</table>

The total of mean scores was 4.5 from the maximum score of 10. The total of mean score was 5.61 from the maximum score of 10.

### B. The Improvement of the Class Situation

<table>
<thead>
<tr>
<th>The students were passive in the speaking class.</th>
<th>Most of the students were more active in speaking class because they had responsibility to speak during the speaking class. Nevertheless, some of them gave less participation and paid less attention during the speaking class.</th>
<th>Most of the students spoke fluently, but the others sometimes still kept reading while they forgot the story during speaking in front of the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students did non-academic activities rather than focussing to the lesson.</td>
<td>All of the students discuss with their own group but half of them still played with other friends.</td>
<td>The mean scores of the 2nd post-test: Accuracy: 3.61 Fluency: 3.55 The total of mean score was 7.24 from the maximum score of 10.</td>
</tr>
<tr>
<td>The students did not have motivation in teaching learning process.</td>
<td>All of the students were motivated when work together with their friends, but there were still quite.</td>
<td>All of the students were more serious when work together with their friends’ to discuss the answers.</td>
</tr>
<tr>
<td>The students talked with their friends when the teacher was giving explanation.</td>
<td>The students were more focused with the explanation the teacher.</td>
<td>All of the students were more motivated when work together with their friends’ to discuss the answers.</td>
</tr>
<tr>
<td>Not all of the students got chances to practice speaking in the class.</td>
<td>Most of the students were got opportunities to practice in speaking class, but they still nervous, and afraid of making mistakes while speaking in front of the class.</td>
<td>All of the students were focused with the explanation the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All of the students were got opportunities to practice in speaking class, with less nervous, and less afraid of making mistakes.</td>
</tr>
</tbody>
</table>
Based on the table above, the research findings can be summarized as follows:

1) Numbered Heads Together can improve the students’ speaking skill. It can be seen from the improvement of the students’ speaking skill as follows:
   a) The students’ speaking difficulty in using grammar decreased
   b) The students’ speaking difficulty in pronouncing words increased
   c) The students’ vocabulary increased
   d) The students’ fluency improved
   e) The students’ speaking scores improved.

2) The implementation of Numbered Heads Together in the teaching learning process. It can be seen from the improvement of the class situation, as follows:
   a) The students were more active in speaking class.
   b) The students were more serious when working together with their friends’ to discuss the answers.
   c) The students were more motivated while Numbered Heads Together was applied in the teaching learning process.
   d) The students focused on the explanation of the teacher.
   e) All of the students got opportunities to practice in speaking class.

C. Discussion

The researcher decided to stop the cycle since the result of the second cycle had shown a good improvement of the students’ speaking skill. It can be seen from the research findings above. Each of them is explained as follows:

1. Numbered Heads Together can improve the students’ speaking skill.

   According to Byrne (1997: 5) to reach the goal of teaching speaking, learners must be able to use the language both with accuracy which depends on mastery of the language systems and with fluency which derives from experience of trying the language out for oneself. In the teaching learning process, the researcher taught speaking consisting of accuracy (pronunciation, grammar, vocabulary) and fluency. First, the
researcher gave the fill-in-the-blank task of narrative text. She asked the students to listen to what she was reading and complete the missing words while listening to it. She also gave modeling of how to pronounce those words one by one and asked the students to drill those words together. The aim of those activities above was to enrich the students’ vocabulary and improve their pronunciation. Second, she explained the procedure of Numbered Heads Together technique. She divided the students into nine groups, one group consists of four students. She divided them according to their score of pre-test. The members’ categories are: (1) one student from the highest score; (2) the second from the upper score; (3) the third from the middle score; and (4) the last from the lowest score. Through Numbered Heads Together technique, they were given adequate opportunities to practice speaking. While implementing Numbered Heads Together, they shared their thinking and answered questions. During communicating and interacting with their group, the students could correct each other dealing with pronunciation and exchange vocabulary of narrative text.

Then, she asked the students to find the meaning of words and find the example of past tense in the text above. The aim of those activities above was to enrich the students’ vocabulary and understanding in grammar especially in past tense. After that, she asked the students to read the text and gave correction when they mispronounced those words. Then, she asked the students to repeat what she said. After doing those activities, she asked the students to identify the text structure and answer of the following questions orally. The aim of those activities above was to check the comprehension and their fluency.

After that, she gave jumbled paragraphs and asked the students to discuss the text with their group. She drilled them to follow what she said classically and individually. Then, she asked the students to match the synonym and find the examples of sentences of past tense in the text. Afterward, she asked the students to answer the following questions orally and identified the text structure of text. It was to check their fluency and
their comprehension about the structure of narrative text, because the final target of these activities was to make the students retell the narrative text. All of those activities were done by Numbered Heads Together technique. Last, she asked the students to retell the story with their own words in front of the class. Thus, the students’ speaking difficulties in grammar, pronunciation, vocabulary and fluency decreased. Automatically, the student’ speaking scores improved. The improvement can be seen in table 4.4 below:

Table 4.4: The mean scores table

<table>
<thead>
<tr>
<th>The total of mean score in the pre-test</th>
<th>The total of mean score in post test 1</th>
<th>The total of mean score in post test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>5.61</td>
<td>7.24</td>
</tr>
</tbody>
</table>

2. The class situation when Numbered Heads Together was applied in the teaching learning process. The class situations would be explained as follows:
   a. The students became more active in speaking class because they worked together with their friends to share their ideas and find the answer. All of them used those chances to speak up during the speaking class because each of them had responsibility to share their answer with their own groups in the speaking class. It is one of the benefits of Numbered Heads Together.
   b. The students were more serious when work together with their friends’ to discuss the answers. All of them discussed with their own group. They were more serious because they were not playing with their friends, but doing the exercise.
   c. The students were more motivated when Numbered Heads Together technique was applied in teaching learning process. All of them were more enthusiastic when discussing the answer with their own group because each of them competed with the other groups to found the best answer.
d. The students focused on the explanation of the teacher. All of the students did not talk with their friends and did not do anything that could make noise because when the researcher was giving explanation, all of the students gave attention and made no noise during the teaching learning process.

e. All of the students got opportunities to practice in speaking class. Through Numbered Heads Together, they could share their ideas to other members of their own group. Besides, all of them used those chances to speak up during the speaking class, because each of them had responsibility to share their result of discussion with the other groups in the speaking class. Therefore, all of them got opportunities to practice speaking because the researcher called their number randomly. If one student did not give the right answer, she called back other number to give the answer.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter deals with the conclusion, implication, and suggestion for the English teacher, students, school, and other researchers.

A. Conclusion

The title of the research is improving students’ speaking skill by using Numbered Heads Together. In this research, the researcher wanted to improve the students’ speaking skill of the eighth grade of SMP N 16 Surakarta. The findings of the research answer the problems statements in the previous chapter. The problem statements are whether the use of Numbered Heads Together improves the speaking skill, and the situation of the speaking class when Numbered Heads Together is implemented in the eighth grade of SMP N 16 Surakarta in the academic year 2010/2011.

The findings of the research answer the problem statements above. First, Numbered Heads Together improve the students’ speaking skill of the eighth grade of SMP N 16 Surakarta in the academic year 2010/2011. The improvement of the students’ speaking skill includes: 1) the students’ speaking difficulty in using grammar decreased, 2) the students’ speaking difficulty in pronouncing words decreased, 3) the students’ vocabulary mastery increased, and 4) the students’ fluency improved. Besides, the improvement of the students’ speaking skill can be seen from the difference of mean score of the speaking tests before and after action research. Before the action research, the students’ speaking score was low. The students' mean score in the pre-test was 4.5 from the maximum score of 10. Moreover, most of the students could not use the grammar, pronunciation, and vocabulary correctly and they kept reading while speaking in front of the class. After action research, the achievement of speaking increased. The students' mean scores were 5.61 in post test 1 and 7.24 in post-test 2 from the maximum score of 10. Simply, it can be concluded that Numbered Heads...
Together improve the students’ speaking skill of the eighth graders of SMP N 16 Surakarta in the academic year 2010/2011.

Second, The researcher concludes that the class situations became more conducive after the action research had been conducted. In detail, the improvement is as follows:

a. The students became more active in speaking class because they worked together with their friends to share their ideas and find the answer.
b. The students were more serious when working together with their friends to discuss the answers.
c. The students were more motivated when Numbered Heads Together technique was applied in teaching learning process.
d. The students focused on the explanation of the teacher.
e. All of the students got opportunities to practice in speaking class.

**B. Implication**

In teaching speaking, it is necessary for a teacher to choose appropriate techniques to attract and to facilitate students to speak up. The method used by the teacher should be appropriate with the level of the students. The use of Numbered Heads Together is an attractive way to develop speaking. Practically, Numbered Heads Together can motivate students to speak English and build individual accountability. Through Numbered Heads Together, the class situation can be more fun so that the students are more active. Based on the conclusion of the study and supported by all the data of the research, there is improvement of students’ speaking skill through Numbered Heads Together. The researcher can imply that Numbered Heads Together is an effective technique to teach speaking to the eighth grade students of Junior High School.

*commit to user*
C. **Suggestion**

The researcher would like to propose some suggestions for the English teacher, school, students, and to other researchers. The suggestions are described as follows:

1. **For the English teacher**
   a. The teacher can use Numbered Heads Together in the teaching English, especially in the speaking class in order to make the students more active in joining the lesson. Therefore, the students’ speaking skill can improve.
   b. The teacher teaches speaking not only as a repetition of drills or memorization of dialogues from the handbook but also using other techniques, such as using Numbered Heads Together.

2. **For the students**
   Numbered Heads Together is expected that the students should be more active, not nervous, and not afraid of making mistakes during teaching learning process, especially in the speaking class.

3. **For the school**
   It is expected that school can implement NHT technique in teaching learning process especially in speaking class in order to improve the quality of their teaching and students’ achievement.

4. **For other researchers**
   The result of the research is expected to be able to encourage other researchers to conduct research dealing with Numbered Heads Together technique in the other skills, such as reading and writing.
APPENDICES