THE USE OF NUMBERED HEADS TOGETHER (NHT) TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILLS FOR THE FIRST GRADE OF SMA PERINTIS 2 BANDAR LAMPUNG

Ayu Prameswari, Hery Yufrizal, Sudirman
University of Lampung
pramesswarii@gmail.com

Abstrak. Penelitian ini bertujuan untuk mengetahui (i) apakah ada perbedaan yang signifikan pada kemampuan berbicara siswa dan (ii) aspek apakah yang paling meningkat dan yang paling rendah peningkatannya setelah teknik *NHT* diterapkan. Subyek penelitian ini adalah 21 siswa tingkat pertama SMA Perintis 2 Bandar Lampung tahun akademik 2018/2019. Tes kemampuan berbicara berupa monolog telah dilakukan untuk mengumpulkan data. Penelitian ini adalah penelitian kuantitatif karena data yang dikumpulkan berupa angka yang selanjutnya dianalisa dengan menggunakan *T-Test.* Hasil penelitian menunjukan bahwa adanya peningkatan yang signifikan secara statistik dalam kemampuan berbicara siswa setelah penerapan teknik *NHT* dengan nilai rata-rata siswa 36.6 menjadi 63.6. Selain itu, pemahaman adalah aspek berbicara yang paling meningkat, sementara aspek kosa kata adalah yang paling rendah peningkatannya. Secara singkat, hal ini menunjukan bahwa penerapan teknik *NHT* dapat membantu siswa menigkatkan kemampuan berbicara mereka.

Abstract. This research was aimed to find out (i) whether there is a significant difference of students' speaking skill and (ii) what aspect improve the most and the least after being taught by using NHT technique. The subjects of this research were 21 students of the first year of SMA Perintis 2 Bandar Lampung in academic year 2018/2019. Speaking tests in form of monologue were done to collect the data. This research was a quantitative research since the data collected was in numeral form and were analyzed by using T-Test. The results of this study showed that there is a significant difference of the students' speaking skill after being taught by using NHT technique with the students' mean score 36.6 to 63.6. In addition, comprehension is the speaking skill that improved the most, while vocabulary is the speaking skill which improved the least. In brief, this indicates that NHT technique can help students to improve their speaking skill.

Keywords: *speaking, Numbered Heads Together (NHT) technique, improvement.*

INTRODUCTION

In reference to basic competence of curriculum 2013 (k13), students of senior high school (SMA) should be able to master basic English learning skills such as listening, speaking, reading and writing. Speaking ability, as one of the language skills, is speech or utterance with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions involving *1) comprehension 2) grammar 3) vocabulary 4) pronounciation 5) fluency* (Gert and Hans 2008: 207). The use of English for speaking is a complex process since the speaker should also thoroughly master several important elements, such as comprehension refers to speakers' understanding, grammar concerned with language's ordinance (or rules), vocabulary dealing with classes of words (such as: 1) open category and 2) close category), pronunciation referring to sound systems, and fluency denoting the quality or condition of being fluent. In fact, speaking ability is language skills which deserve much attention every bit as much as other language skills are concerned. In line with the previous idea, the students are expected to master this ability since by mastering it, will enable the students to comunicate each other and also to find necessary information from other speakers.

As Brown (2001:207) said that there are some features of target language that make speaking skills difficult. They cover, for example, clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English, and interaction. In addition, lack of knowledge of vocabulary, grammar, pronunciation, comprehension, and fluency, significantly influence students in using or mastering foreign language for communication.

This research was focused on speaking skills since in the learning of English speaking skill, the students often find problems the most in it rather than other aspects. The problem frequently found, among other things, is that their knowledge of native language does not support to frequently use foreign language. Another reason is due to lack of speaking practice in their daily conversation. In other words, they do not have opportunity to speak English, both in classroom or outside classroom.

To solve the problems mentioned earlier, pre-observation was conducted in SMA Perintis 2 Bandar Lampung. During this activity, it was found that the students had serious problem in their speaking practice. The result of the observation showed that in the teaching-learning process, most of students were not able to speak English well. Therefore, when the teacher asked them to speak, they tended to make serious mistakes in terms of grammar, pronunciation, fluency, etc. In addition, when the teacher asked them to practice or perform speaking activity in front of the class, they were confused. As a result, there were only some students who were trying to be active in speaking during the English lesson.

The description of the problems above leads this research to consider that Numbered Heads Together (NHT) can be used to improve the students' speaking skills. With

regard to this outstanding work of Kagan, Hassard (2000: 23) says, "The NHT approach cooperative learning can be used by students to complete a small group activity, answer a question, or complete a hands-on task. It can be powerful way to encourage student inquiry and problem solving". It means that by learning speaking English using NHT technique, the students hopefully will improve their speaking skills easier since they have their friends to help them in solving or answering the question in group.

Therefore, based on the explanations above, this study is aimed at trying to solve the problems illustrated above, NHT was principally applied in order to improve the students' speaking skills and also to find out which aspects increase the most and the least.

METHODS

This research is a quantitative research with one group pre-test post-test design. The participants of this study were the first-grade students of SMA Perintis 2 Bandar Lampung in academic year 2018/2019 which consisted of 21 students. Furthermore, this research was started from administering a pre-test, treatments, and a post-test. The instruments used for collecting the data were speaking test including pre-test and post-test and voice recording.

In order to prove the test has good validity, two types of validity were analyzed; content and construct validity. This test has content validity because the test was adapted from the English teacher's and student's book so that the test was suitable with the material taught to the students. It was based on the course objectives in syllabus of the K-13 curriculum of the first-grade students at SMA Perintis 2 Bandar Lampung. The type of the text was recount text. In addition, five aspects of speaking were measured by the researcher since the focus of this study was on speaking. So, it can be said that the test had met the construct validity and content validity.

Reliability of a test can be defined as the extent to which a test produces consistent result when it is administered under similar conditions (Hatch and Farhady, 1982: 243). The concept of reliability stems from the ideas that no measurement was perfect even we go to the same scale there would always be differences. Furthermore, in order to ensure the reliability of scores and to avoid the subjectivity of the research, the researcher used inter-rater reliability. The first rater was the researcher and the second rater was an English teacher in the school. The result of reliability score of the pre-test was 0.975 (very high reliability) and the post-test was 0.966 (very high reliability).

In analyzing the quantitative data in form of scores, the researcher used a T-Test to find out if there was a significant improvement on students' speaking skills and to find out which aspect increases the most and the least after being taught by using NHT technique.

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher gathered the result of the pre-test and the post-test as follows:

Table 1. Distribution of Students' Score of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	36.6667	21	14.49598	3.16128
	Posttest	63.6190	21	9.43650	2.05921

From Table 1, it can be seen that the students' mean score improves from pre-test to post-test with score 36.6667 to 63.6190. Furthermore, the improvement of the mean score of the pre-test and post-test is 26.9523.

Besides, it can be seen that the implementation of NHT technique can improve the students' speaking skills in every aspect of speaking. The improvement of each aspect is presented in the following Table 2.

Table 2. The Improvement of Students' Speaking Aspects

Speaking Aspects	Pre-test	Post-test	Gain
Comprehension	1.6	2.9	1.3
Vocabulary	1.6	2.0	0.4
Pronunciation	1.3	1.8	0.5
Grammar	1.4	2.6	1.2
Fluency	1.2	2.1	0.9

Furthermore, after the treatment was conducted, this study also analyzed the improvement of each aspect of speaking. It can be seen from the comparison between the students' speaking aspects score in pre-test and post-test that each aspect of speaking improved. In addition, comprehension is the highest gain, followed by grammar, fluency, pronunciation, and the last is vocabulary which experienced the lowest improvement. To make sure that the improvement is significant, the researcher did a hypothesis testing as follows.

Table 3. Hypothesis Testing

Post-test – Pre-test	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
	26.95238	8.26121	1.80274	23.19192	30.71284	14.951	20	.000

Evidently, the hypothesis of this research shows that there is an improvement on students' speaking skills after being taught by using NHT technique. The data analysis from *SPSS,* shows that there are significant differences between the students' speaking achievement before and after the implementation of NHT technique. The results indicate that the p level is lower than the alpha level (0.000<0.05). In addition, students' speaking achievement improved significantly after the implementation of NHT technique. This fact can be seen from table 3 that t-value is higher than the t-table (14.951>2.086).

Discussion

The results of this study showed that the students' speaking skills **i**mproved after being taught by using NHT technique at the first-grade of SMA Perintis 2 Bandar Lampung. This is proved by the improvement of students' post-test after being taught by using NHT Technique. The mean score of students' pre-test is 36.6 and this score improves 27 points in the post-test. The mean score of the post-test is 63.6. this result is in line with the previous studies that was conducted by Dwi (2012), Dewi (2015), and Ladycal (2016) that NHT can help students to improve their speaking skill.

Furthermore, students' improvement in speaking skills occurred in five aspects of speaking in terms of comprehension, vocabulary, pronunciation, grammar, and fluency. The highest improvement of speaking aspects in this research is comprehension aspect with 1.6 points improvement. After being taught by using NHT technique, the students are able to answer the questions from their teacher, ask the questions and share their idea with their friends which is related to the questions. It can be concluded that the students comprehended what other said, and their capability to comprehend the questions improves. Moreover, from the improvement of grammar aspect, the students are able to make sentences well and to use appropriate tenses based on the context. This aspect has improved 1.2 points. The next improvement comes from

fluency which improves 0.9 points. It can be seen that the students are able to tell their story with the proper intonation, speed and with no filler. While in the pronunciation aspect, which increases 0.5 points, where the students are able to pronounce the words better, and reducing the problems in listening; necessitate concentrated and occasionally lead to misunderstanding. The last improvement comes from vocabulary which increases 0.4 points, it can be seen that now the students are better in choosing the appropriate diction which is used to retell their story.

As explained before, the improvements of the students' speaking skills happened because the NHT technique offers community learning, where the students were involved in the group speaking activities. It is in line with Slavin's statement (1995: 132) that NHT is basically a variant of group discussion – the twist is having only one student represent the group but not informing the group in advance whom its representative will be. That twist insures to involvement of all the students. The similar statement from Arends (2007: 322) is also quoted here who says that NHT is an approach developed by Spencer Kagan to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. This technique promotes students learning. Whereby, they work together in their groups to share and get knowledge and answer cooperatively. After that, they work and think individually to answer teacher's questions. Since they have discussed the question together in their groups, the students can answer the questions confidently even for the lower achievers.

CONCLUSION

After conducting the treatment and analyzing the data, it can be concluded that there is a significant difference of students' speaking skills after being taught by using NHT technique. It can be seen from the improvement of the mean score from pre-test to post-test. The mean score of the pre-test is 36.67 and the mean score of post-test is 63.62, the mean score of the post-test is higher than the pre-test. In addition, the aspects of speaking that improves the most and the least after being taught by using NHT technique in terms of macro skills at the first grade of SMA Perintis 2 Bandar Lampung are comprehension and vocabulary.

This study also has some implications. It is proved that the NHT group can help students' speaking skill by sharing and learning together with their groupmates. Therefore, English teachers are expected to apply this method accordingly to help students speak English well.

However, this study also has some recommendations for the further researchers. This study applied NHT Technique to improve the students' speaking skills in terms of macro skills. Therefore, the future researchers can apply this technique to find new insight, such as in terms of micro skills. Furthermore, in this research, the researcher implemented NHT Technique to the first-grade students of senior high school. Further

researchers can apply this technique in different levels, for example in the second and third grades of senior high school, or even in junior high school.

REFERENCES

Arends, R. I. (2007). *Learning to teach: Belajar untuk mengajar (Ed. 7 Jilid 1).* Yogyakarta: Pustaka Belajar.

Brown, H. (2001). *Teaching by principles: An interactive approach to language pedagogy (2nd edition).* New York: Longman, Inc.

Harris, D. (1974). *English as second language*. New York: Mc. Graw Mill.

Hassard, J. (2000). *Science as inquiry. New Jersey: scot, Foresman and Company.*

Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Massachusetts: Newbury House Publisher.

Kagan, S. (1992). *Cooperative Learning*. Kagan Publishing.

Rivers, W. M., & Temperley, M. S. (1978). *A practical guide to the teaching of English*. New York: Cambridge Language Teaching Library.

Slavin, R. E. (1995). *Cooperative learning theory, research, and practice.* Boston: Allyn & Bacon.