

# CHAPTER I

## INTRODUCTION

This study is intended to investigate the teacher implement of cooperative learning model Number Heads Together (NHT) in teaching speaking. It is important to investigate it because it can influence students to master and develop their English and to find out students' learning speaking by using Numbered Heads Together. Overall, this chapter discusses about Background of the Study, Research Question, Research Purposes, Limitation of the Study, The Significances of the Research, Rationale and Previous Study.

### A. Background of The Study

Nowadays, the most important language is English, because it becomes the most frequent International language used. Learning English is an activity undertaken by more people around the world. English has several macro skills of language that should be mastered. There are four skills in English teaching that the students should master it. The four skills are listening, speaking, writing, and reading. In this case, the researcher focus is on speaking skills. It is because speaking is one tool of communication. Speaking is one of the language components that have to be taught to the student in learning a foreign language. Liu (2018) cited in (Suriani, 2019) revealed that many students were shy, quiet, and difficult to express their ideas, and rarely respond to the teacher questions. In that case they become the passive students in the classroom. In addition, Brown & Abeywickrama (2010), stated that speaking is an interactive process involves producing, receiving, and processing information in expressing opinions, feelings, or ideas to other people by using words to inform, persuade and entertain others. Cameron (2001), stated when speaking is an ability to express the meaning for others and to make them understand what we are saying.

Speaking is an ability used by someone in daily communication, whether at school or outside. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney & Burk 1998, p. 13). EFL students should be able to let themselves realize what they are talking about. Speaking is the active use of language to convey meanings so that people can understand them (Cameron, 2001). The goal of teaching speaking skills is that students as the speaker should understand what they are saying and listener should catch the message during speaking activities (Brown, 2010) cited in

(Rahmi & Syahputra, 2016) it means that speaking is a form of communication to talk by using students' voice to say something and speaking is a conversation so that the listener are able to answer the question from the speaker.

Based on the explaining above, it can be concluded that speaking is form of communication to talk something by using speaker's voice and it is a conversation in order that the listener is able to answer the question from the speaker.

The main problem is that most of junior high school students are not able to communicate well, whether reading, writing, listening, and especially speaking well. One of the factor is that some teachers have not maximized the use of learning media properly and appropriately so that learning feels difficult, uninteresting, and even boring. Therefore, teachers must know the best way to make the variances to be a precious thing in the classroom. They can use students' differences to learn together and support each other. The teachers must create a different learning process. They need something different to make students interested and motivated. The teachers must create a variety of games and attractive methods that can motivate and develop their English language.

Based on the researchers' interview with English teachers at MTs Al-Mu'awanah, Majalaya, Bandung, there are many students who face problems with speaking, especially at the second-grade. These are some problems that they commonly face. The first problem is that the students considered speaking is difficult, they are afraid of speaking English especially grammar, pronunciation, and the students have lack of confidence in speaking and lack of vocabulary. The second is that the students afraid of making a mistake of being laughed by his or her friends. According to Hughes (2011), states that one of the problems in learning speaking are the learners afraid to express their ideas, language, how to use grammar, vocabulary and pronunciation in their communication with the people.

In order to solve this problem, the researcher prefers to apply the use of media that attracts students and is accordance with the character of the learning material, namely the teaching of spoken descriptive text using the teaching media of the cue card. Appropriate teaching media can help students to learn and understand certain materials of learning interest, so that learning objectives will be optimally achieved. Media is uses to motivate students in learning (Hamalik, 1998). Gerlach et al. (1980) also added that media is a material / tool that helps students master knowledge, skills, and attitudes.

The researcher uses picture as media because it is interesting and simple to use in learning, and it is so familiar and their various pictures found everywhere and in our lives. Harmer points out that there are several types of pictures of teaching as media, they are Motion picture and Still picture. A motion picture includes movies, comics, film cartoons, etc. While still picture, it includes flashcards, wall pictures, and cue cards. The researcher chooses cue cards as media to teaching speaking. According to Harmer (2001), cue cards are word and picture cards that are used to encourage students to respond to a question in pairs or group work. Cue Cards are also clearly visible, which can help the students to describe the object of speaking easily and to reduce preparation time (Harmer, 2001).

Slavin (1995) introduced a learning strategy language classroom which involves students to work together in small groups with different intellectual abilities. Cooperative learning refers to educational approaches in which teachers divide students into small groups, which then work together to help one another acquire academic subjects (R. Slavin, 2011). This kind of learning is called cooperative learning. Cooperative learning means working together in achieve common goals. According to McCafferty et al. (2006), cooperative learning teaching seemed to be much simpler because the new methods and management tools are in place and the students supported each other in a group. Cooperative learning places students on the identical team increases interpersonal contact, includes shared goals, and promotes sharing, helping, and praising. Studies indicate that cooperative learning increases interpersonal attraction. Cooperative learning is also assessed as an appropriate learning strategy to be conducted because it can make the whole class take part in the activities by giving chances to share and give information for every student Senel (2008). In cooperative learning strategies, students often remain together in the same groups for a period of time so that they can learn how to work better together (Shafaei, 2008).

There are some techniques that teachers can use to teach students to speak English. One of the techniques is using NHT, in this type the students can study in groups, work together to bring ideas that are owned by students and dare to say opinion in front of the class to be increase student motivation to learn and active in the learning process. NHT is cooperative learning, which makes each student responsible for learning the material. R. E. ; Slavin (2008) states that Numbered Heads Together is a cooperative learning strategy that hold each student accountable for learning the material. The purpose of this method is able to process the information, communication for students. Spencer Kagan developed this technique in 1992. NHT strategy consists of small groups (4 members) with a heterogeneous number of students (1 to 4). The

number given to students is intended to enable students to focus on their job because the teacher is asked to respond based on their number.

Speaking activities in the junior high school curriculum are based on the type of text taught in the classroom. One of them is a descriptive text meant to describe a particular person, place or thing. Description consists of describing parts, qualities, characteristics. Descriptive text is a text which is written to describe a particular thing, place, or person. This text usually consists of two main parts called identification and description. Anderson & Anderson (2003), says that descriptive text is text that aims to describes particular person, place, or things.

Based on previous research they show that there are effective results in giving the NHT method to improve student's speaking ability. However, this research is different from previous research. The previous research focuses on the improvement of student's speaking with NHT method using quantitative research, while this research did not only focus on the improvement, but this research centers on teaching speaking accuracy in term of grammar and vocabulary by using NHT technique supported by picture. Also, this research uses qualitative method case study. For this reason, this research will conduct a study entitled, "The Use of Number Heads Together Technique Supported By Picture In Teaching Speaking Descriptive Text."

## **B. Research Questions**

This research is formulated into the following questions:

1. How did teachers implement Numbered Heads Together technique supported by picture in teaching speaking descriptive text?
2. What are students' responses on the use of Numbered Heads Together technique supported by picture in teaching speaking descriptive text?

## **C. Research Purposes**

The aims of this study are in the following:

1. To find out teachers implement Numbered Heads Together technique supported by picture in teaching speaking descriptive text.
2. To find out students' responses after using Numbered Heads Together technique supported by picture in teaching speaking descriptive text.

#### **D. Limitation of The Study**

Based on the identification of problem, the researcher limits the study on two matters. First, the teacher implementation of Numbered Heads Together technique. Second, concerns about students' responses after being treated by Numbered Heads Together technique supported by picture in teaching speaking descriptive text. Only applied to level of second grade of students.

#### **E. The Significances of the Research**

The significances of the research are as follows:

##### 1. Theoretically

It will be expected in this research contributes the current theory about the strategy in teaching English and the result of the research can be used by the teachers in teaching speaking.

##### 2. Practically

###### a. For students

The advantages of learning speaking by numbered heads together technique help students to be actively engaged in purposeful learning speaking English and built their confidence. Therefore, they will learn English more interesting and easier.

###### b. For teachers

Besides that, the advantages of teaching speaking by numbered heads together techniques help a teacher to make learning activity more attractive and meaningful. As a result, it will help the teacher in increasing the quality of teaching in facilitating the student in learning English.

###### c. The researcher

This research can give the researcher new experience in conducting a teaching and learning speaking skill. The researcher will find the answer on how the effectiveness of teaching speaking skill by using numbered heads together technique. Also, the researcher can give a contribution for the teachers to solve the problems in teaching English.

#### **F. Rationale**

Speaking is one of productive aspects in a communicative competence. The students should be able to make themselves understood which what they are talking about.

Huebner (1960) said language is essentially speech, and speech is basically communication by sounds, and speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

Cameron (2001) says that speaking is the active use of language to convey meanings in order to the people can understand them. Nunan (1991) cited in Fabianto & Hartono (2015), defines that speaking same as oral interaction, which are conventional ways of giving information, expressing our ideas, thoughts, or feelings in the mind. Also said that Tarigan (1990) cited in Wannebo & Hanapi, n.d. (2015), speaking is the capability in pronouncing sound or word to express or convey though, idea, feeling, opinion and wish.

Brown (1983) cited in Idrissova et al. (2015) says that speaking is producing, receiving and processing information an interactive process of constructing meaning. According to Chaney & Burk (1998) says that speaking is the process of building and sharing meaning using verbal and non-verbal symbols, in variety of context.

Lie (2008) a learning strategy language at a classroom involves students to work together in small groups with different intellectual abilities. This kind of learning is called cooperative learning. Cooperative learning is more than just placing students in groups and giving them something to do, but these strategies are methods that teachers use to encourage mutual helpfulness and the active participation of all members group. Cooperative learning has several different types of grouping techniques, such as Jigsaw strategy, snowball throwing strategy and Numbered Heads Together strategy. Numbered Heads Together is a cooperative learning, strategy that holds each student accountable for learning the material. Students are grouped and a number (from the maximum number in each group) will be assigned to each individual. The teacher poses a question and students “put their heads together” to figure out the answer. This technique means that any student learns the response to the teacher's questions and issues by helping students work together as a group. Because no one knows which number will be called, all members of the team must be prepared (Spencer Kagan & Kagan, 1992).

In this research, the researcher using Numbered Heads Together model because the concept of this strategy promotes individual and group accountability. The group consists of 4 – 5 students. They support each other in a group and provide opportunities for practice,

rehearsal, and discussion of content material. This strategy is beneficial for reviewing and integrating subject matter. Students work together to find the information or answer from the questions and ensure that each member knows the answer well. It is because no one knows the number will be called so each member must prepare. NHT was developed first by Kagan 1992 to involve more students in learning material which consist in a lesson and to know their knowledge about the material given. It is developed from cooperative learning strategy which comes from constructivism theory. NHT is one of component in cooperative learning that use number as media which can increase students' interest in learning speaking. This strategy also makes students cooperate better and sharing information and ideas.

Spencer Kagan (2009) the NHT technique can solve several learning problems; it forces each group to take responsibility for each of its members' learning, it ensures that one student in the community does not do all the work while the others sit passively by, prevents a few students from providing all the answers to the teacher's questions, and ensures that all students are given equal opportunities to be called upon. According to Lai in Yeh (2004) numbered heads together technique is helpful in foresting the four language skills and increase their vocabulary.

According to McCafferty et al. (2006) numbered heads together encourages all students to think about the question and to help their peers to understand the process behind their group's answer. Meanwhile, *Forum* (1993) "Numbered Heads Together encourages successful group functioning because all members need to know their group's answer(s) and because when students help their group mates, their help themselves and the whole group".

Based on Trianto (2009) cited in Rahmi & Syahputra (2015) there are 4 procedures from NHT. They are: 1. Numbering, 2. Asking the Question, 3. Heads Together, 4. Answering. The procedure for the Numbered Heads Together technique comprises the following steps: In the beginning of teaching and learning process the students are divided into a group that consisted of 3-6 students in a group. Then, each students is given a number from 1-6 as his/her identity and put on their head. After giving number, teacher gives the questions to be answered by the group. The last phase, a student would be pointed randomly by teacher to answer the questions. He/she should bravely represented his/her group to answer and the other group must also hurry to answer the questions.

Descriptive text is a text which is written to describe a particular thing, place, or person. This text usually consists of two main parts called identification and description. Gerot and Wignell (1995), as cited in Masitoh & Suprijadi (2015), descriptive text defines as a text aims to describe a person, animals, place, and thing.

### **G. Previous Research**

There are several research regarding NHT that can improve speaking skills.

First, Dewi & Krismayani (2015), this research focused on improving speaking through Numbered Heads Together using Classroom Action Research (CAR) design. The instrument used pre-test, post-test, and questionnaire. There are two cycle in this research. The result shows that improving speaking skill through NHT could make the students active in learning and significantly improve their speaking skill.

Second, Nursyamsi Sy & Corebima (2016), this study uses quasi-experimental design. The design of this study is Pretest-Posttest Non-equivalent Control Design. The data from essays test and the data analyzed using Ancova. The result shows that the students' retention of the NHT learning strategy is 23.83% higher than that of conventional learning.

Third, Verawaty (2016), this research was a Classroom Action Research (CAR) study and was done in 2 cycles. After implementing the NHT technique, the students had positive responses in their speaking class. Based on the analysis from the questionnaire, this technique helped them to study happily together, comprehend the lesson and motivated them. They also developed respect for each other and learnt to do activities like speaking in front of the class. The result in this study is the use of NHT improved the speaking skills in ESL of the students. The results from the research showed that the NHT technique gave better results in improving the students' speaking skills.

Fourth, Amirullah et al. (2017), this research used one group pretest-posttest. The results indicate that the students' score was improved. The students' average in the pretest was 75.4 and in the posttest was 80.7. It suggests that the implementation of NHT improved students' speaking ability. It can be concluded that NHT can give positive contribution to help students to develop their speaking ability.

Based on previous research above they show that there are effective results in giving the NHT method to improve student's speaking ability. However, this research is different from previous research. The previous research focuses on the improvement of student's



speaking with NHT method using quantitative research, while this research does not only focus on the improvement, but this research centers on teaching speaking accuracy in term of grammar and vocabulary by using NHT technique supported by picture. Additionally, this research uses qualitative method case study.

