THE EFFECT OF NUMBERED HEADS TOGETHER STRATEGY TOWARD STUDENTS' SPEAKING SKILL

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Abstract

Teacher needs better strategy to help students in teaching speaking of spoken text. Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning materials in order to improve students' speaking skill. The purpose of this research was to find out the effect of Numbered Heads Together strategy toward the students' speaking skill of spoken text. This research was quasi-experimental research. The population of this research was the eleventh grade of senior high school located in Bengkulu province. Two classes were randomly selected as sample, namely XI IPS B as experimental class and XI IPS A as control class. The reseacher used speaking test to collect the data. The data were analyzed by using t-test. The result shows that Numbered Heads Together (NHT) strategy gives better result than Pair Work (PW) strategy on teaching speaking of spoken text.

Keyword: *Numbered Heads Together Strategy, Pairwork Strategy, and Speaking Skill*

1. INTRODUCTION

Speaking is an active language action to express ideas or thought orally. Nunan (1998: 39) states that speaking is one of some important aspects in learning a second or foreign language, and the success is measured in the term of the ability to carry out a conversation. Speaking skill for senior high school is proposed to make the students able to do numerous presentations and performances. One of them is spoken text. It often have identifiable generic structures and the language used is more predictable. Richards (2008: 27) proposes some features of spoken text, namely: (1) it focuses on both message and audience, (2) it is predictable organization and sequencing, (3) it focuses on both form and accuracy, (4) language is more like written language and, (5) it is often monologic.

Therefore, the success of teaching speaking of spoken text is influenced by some factors. One of them is teaching strategy (Protheroe and Clarke, 2008). The appropriate strategy does not only provide the definition for a particular technique, it includes the reasoning behind the strategy and it is possible to works in class (Nickols, 2016). Therefore, teachers need to investigate some strategies in order to know which one is appropriate and unappropriate.

Based on interview and observation, the reseacher found that the teacher used cooperative learning typed Pairwork strategy in teaching speaking including teaching spoken text. Pair work is an important component of the communicative approach, and a form of cooperative learning. Harmer (2001: 122) proposes procedures of pair work. There are three stages namely before, during and after. The first stage the teacher follows the engage – instruct – initiate. It encourages students to feel enthusiastic about what they are going to do.The second stage, the teacher is as the observer. He/she keeps his eyes on what is happening, nothing who appears to be stuck or disengaged. He/she can decide whether to go over and help his/her students. The last stage, teacher calls students to perform the language that they have been made. After that the teacher needs to organise feedback. Moon (2000) states that Pairwork strategy is one of the interaction patterns used in the modern language classroom. This strategy emphasizes students to have more opportunities to practice. Nevertheless, Otinoeh'study (2015) states that Group discussion models are better to teach speaking materials which need many ideas such as spoken text. Group discussion models give many interactions opportunities. By having more interactions, it will treat students in getting more speaking practices and it will make students better in spoken text. Furthermore, four of five students also give many ideas than two students.

There have been various models of grouping strategies in cooperative learning such as Jigsaw strategy, snowball throwing strategy, and Numbered Heads Together strategy. Numbered Heads Together strategy is chosen in this study because the concept of this strategy promotes individual and group accountability. The group consists of 3 – 5 students. They support each member 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 answer or informations and ensure that each member knows the answer well. It is because no one knows which number will be called.

This strategy was developed by Kagan in 1989. It is developed from cooperative laerning strategy which comes from constructivism theory. This strategy 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 cultivate their habit of sharing information and ideas. Kagan (2009: 3) states that there are some steps in teaching using Numbered Heads Togethers (NHT) strategy. They are; (1) students are grouped of four and give a number from one to four. 2) Pose the materials (issues, question, or story problem to solve) that will be discussed. 3) Students in each group write their ideas and discuss with their group to choose the right answer and make sure everyone in their group understands and can give an answer or solution. 4) Ask the question and call out the number randomly. For example number one. 5) All of students who have number one raise their hands. 6) The student answers for his or her team. 7) The other strudents can give additional information or some suggestion related to the students' answer. 8) The teacher continues to the next question. There are some modified rules in calling students. Kagan (2009: 4) states that the rules in calling students can be used dice, small paper, or teacher herself/himself.

Therefore, this strategy is not only appropriate to teach language involving reading, listening, writing and speaking skill (Maman and Rajab, 2016; Nurudin, Sekjen and Artini, 2013; Sazwani, 2016) but it can be used to teach social studies (Munawaroh, 2015; Miaz, 2015) and science studies (Asra, 2013; Yustitia, 2017). The result of their studies state that Numbered Heads Together strategy gives better result on students' outcome in teaching and learning process. Additional advantage of this strategy, it can be applied in every students' levels involving elementary level (Wahyudin, 2017; Sukmayasa and Sariyasa, 2013), junior high school (Muryanti, 2016) and senior high school (Nursyamsi, 2016; Alifiani, 2017). Furthermore, this strategy also leads students to get possitive affective including: student's motivation (Sutipnyo and Mosik, 2018; Novienza, 2016), student's self-regulated learning (Wijayanti, Roemintoyo, and Murwaningsih, 2017), and student's self-confidence (Putri, Budiyono, and Saputro, 2016).

Based on the pedagogical justifications mentioned above, the mutualism relationship between Numbered Heads Together strategy and students' speaking skill is supported from empirical perspective. Therefore, the reseacher wants to find out about the effect of Numbered Heads Together strategy toward students' speaking skill of spoken text.

2. RESEARCH METHOD

This research is a quasi experimental research. The population of the research was the grade XI students of senior high school located in Bengkulu province. The population consisted of three classes. Cluster random sampling technique was used to take the sample. XI IPS B was choosen as the experimental class which was taught by using Numbered Heads Together strategy and XI IPS A as the control class which was taught by using Pairwork strategy. In data collection, the researcher used speaking test. To ensure the validity of the data, speaking test was tested by using content validity and inter-rater reliability. Speaking score was analyzed by using Liliefors test for normality and Variance test for homogeneity. Furthermore, hyphotesis testing was used t-test formula.

3. RESULT AND DISCUSSION

This study was an attempt to examine the effect of Numbered Heads Together toward students' speaking skill. After giving preferential treatment in the sample, the reseacher obtained some results

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toward students speaking skill of report text in the experimental class which is taught by using Numbered Heads Together strategy and control class which is taught by using Pairwork strategy. The result can be seen in the following table:

Table1. Descriptive Statistics of Students' Speaking Skill in Experimental Class and Control Class

Score	Students' Speaking Skill		
Sample	N	Sum	Mean
Experimental class	30	2069	69
Control Class	30	1856	62

Table above shows that total score of of students' speaking skill in experimental class (2069) is higher than those in control class with 1856. Certainly, mean score in experimental class (69) is higher than control class (62). Furthermore, students' speaking scores of experimental class and control class were used to test the research's hyphothesis. The result of hyphotesis testing can be seen in chart 1.

Chart 1. Hyphothesis' result

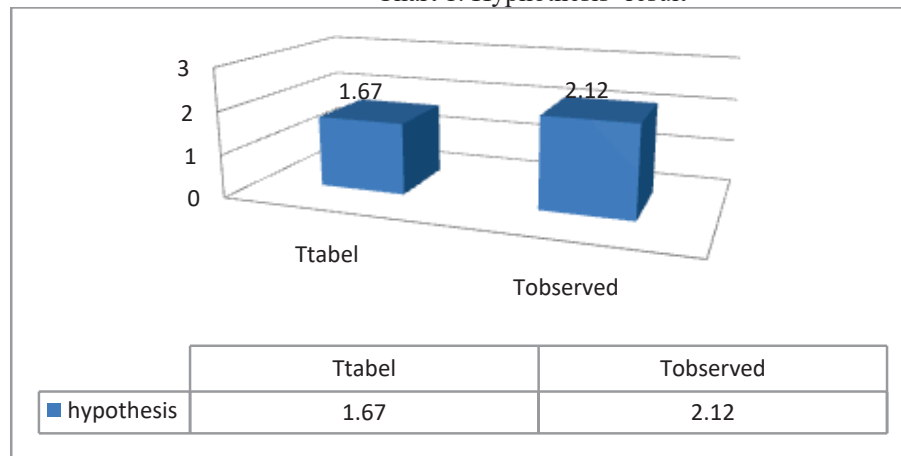|	Ttabel	Tobserved
■ hypothesis	1.67	2.12

Chart 1 describes that alternetive hypothesis is accepted if the score of $t_{observed}$ was bigger than the score of t_{table}, and null hyphotesis is accepted if the score of $t_{observed}$ was lower than the score of t_{table}. Based on the chart above, the result of this study is Numbered heads together strategy produces better achievement on students' speaking skill of spoken text than pairwork strategy. The result of hypothesis above indicates that Numbered Heads together strategy is more effective than Pairwork strategy. This could be attributed to the presence of four main stages of Numbered Heads Together strategy which can develop students' cognitive ability and students' possitive affectives. Cognitive aspect is developed from the concept of Numbered Heads Together strategy which focuses on giving students' opportunities to search information related to the clue which is given by the teacher. They think and develop their ideas in good composition. Furthermore, students share the information in a group and discuss it. They evaluate the information in all aspects such as grammar, pronounciation, and words choice (technical vocabularies). The important thing is all students in a group should understand well about what will be said. Therefore, students are ready and have full preparation before speaking practice (speak with the full calculation). This concept develops students possitive affectives such as students' motivation, students' confidence and students' self-actualization.

Interestingly, difference result is shown in Pairwork strategy. Statistical analysis shows that Pairwork strategy can not produce better achievement toward students speaking skill of spoken text than Numbered Heads Together strategy. Some previous studies state that students who are taught by using

Pairwork strategy are less confident than students who are taught by using group work strategy especially in large classes (Otienoh's 2015). It means that Pairwork is appropriate to teach speaking in small classes and Pairwork in large class is less viable. Pairwork is less viable when low student was paired with low one. They can not get point in their discussion procces. The second was students' behaviour. Pairwork does not work well when good or low students are paired with a distrubing person as their partner. He/she does not listen when and will be making noise and shouting because he knows that the teacher will not hear because he is not near. Otienoh's (2015) also gives another reason why Pairwork can not give many interactions. It is because in pairwork just consist of two students. It means that there are two optional ideas. Meanwhile in group discussion, there are five ideas which need to be discussed. Certainly, five ideas need many interactions activities during discussion than two ideas. Therefore, Pairwork is not appropriate to teach speaking of spoken text. This finding is streghten by Cordeiro (2017: 27) in her study about Pairwork for developing speaking skill. She states that Pairwork strategy is appropriate to teach speaking especially for interactional and interpersonal type.

4. CONCLUSION AND SUGGESTION

Numbered Heads Together is appropriate strategy to teach spoken text. This strategy trains students to share information, listen carefully, speak with the full calculation. Not all strategies can help students in learning speaking. Pair work strategy is one of strategy which is less unappropriate to teach speaking of spoken text especially for large class. Therefore, the English teachers should be more creative in choosing teaching strategy. By having many appropriate strategies, teacher is easier in helping students in achieving their goals in learning process.

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