

CHAPTER 4

DISCUSSION

This chapter explains about the analysis of the data that had been collected by the researcher. Then, this chapter presents the data that had been analyzed related to the statements of the problem that had been decided by the researcher. Next, in this chapter the researcher also would like to explain the data that was obtained from observation, documentation, and interview result. The subject in this research were the seventh graders of Islamic Junior High School who are the '*santriwan*' and '*santriwati*' at the boarding school and a tutor of English course that has been having cooperation with Ak-Mubarak Islamic Boarding School. This research is descriptive study and the research method in this study is qualitative. Then, here the researcher describes and tells what happened at the class just the way it was.

This study had been conducted twice specifically it had been conducted on 25th August 2018 and 08th September 2018. The English club or course is always conducted on Saturday evening at 08.00 p.m. to 09.00 p.m. Then, the reason why the research was conducted in August and September was caused the English course is always scheduled once in two weeks. It can be described that the students should go home in weekend one and the students must join the course in weekend two. Here the researcher got the data about the use of Numbered Head Together technique in teaching grammar by the observation sheet and documents during teaching learning process.

4.1 The Implementation of Numbered Head Together (NHT) in Teaching Grammar

This study was conducted by the researcher at Al-Mubarak Islamic Boarding School on Jl. Tahunan - Batealit KM. 04 Batealit Jepara in academic years 2018/2019. Specifically it was conducted at seventh graders B in which there were 30 students in a class, actually, but there was an addition one student, so one class became 31 students. The researcher did the research twice in two meetings and the researcher got the answer of the statement of the problem

about how the implementation of Numbered Head Together technique in teaching grammar was. Here there are the explanation of the two meetings, they are:

4.1.1. First Meeting

The first meeting was conducted on Saturday, 25th August 2018 at 08.30 p.m. to 09.30 p.m. Normally, the English course is usually begun at 08.00 p.m. but there was an unexpected agenda for all the students at the boarding school. That was the second meeting for the English tutor and the students after the new academic but it was the first meeting for the researcher. In the first meeting, the researcher prepared the observation sheet about the activities that would be done by the English tutor. The English tutor was Annisa Sihabul Millah who is the English tutor from Angkringan Bahasa Inggris (ABIJe) Course and has been teaching in English club at Al-Mubarak Islamic Boarding School since last year.

Before going to the class, the researcher also had a little discussion with the English tutor and talking about the materials that would be explained to the students. Then, the English tutor also gave the lesson plan of the meeting to the researcher as the document. The first meeting of the research, the English tutor was explaining about 'Parts of Speech and Personal Pronoun'. Here, the researcher was trying to understand the material whether the material was explained in teaching learning process and material that was written in lesson plan was same.

In this part, the researcher describes the result of the data that had collected and analyzed. The description is described below:

4.1.1.1. Observation Result of Tutor

Table 4. 1 Tutor Observation Sheet of the First Meeting

No	Aspect of Observation	Check Mark	Explanation
1.	The tutor prepares the materials before teaching.	√	The tutor has brought some papers as the materials that are going to be explained to the students.
2.	The tutor prepares media for teaching.	√	The tutor brings several stuffs such as cut color papers as the preparation in doing teaching process.
3.	The tutor makes a good situation in the class.	√	The tutor greets and stimulates the students to keep spirit by giving a little joke.
4.	The tutor engages students.	√	The tutor gives easy questions to the students related to the materials that are going to learn.
5.	The tutor explains the materials.	√	The tutor explains the materials in detail and always repeats the explanation clearly.
6.	The tutor uses NHT technique same as what is written in lesson plan.	√	The tutor puts the Numbered Head Together technique in the middle of teaching learning process after giving the explanation of the materials to the students and it is same as in lesson plan.
7.	The tutor applies NHT technique procedures.	√	The tutor applies and modifies the Numbered Head Together technique by asking students to put their right hands up to

			answer the questions.
8.	The tutor uses the media prepared.	√	The tutor utilizes the stuffs that have been bringing.
9.	The tutor is able to manage the class.	√	The tutor can be the learning center when the students are on messy situation.
10.	The tutor gives chance for students to ask questions.	√	The tutor always lets the students to ask questions related the materials that have been explained.
11.	The tutor gives good feedback for students.	√	The tutor always answers the students' question clearly.
12.	The tutor appreciates students.	√	The tutor always gives applause and good words when the students have a brave to ask questions.
13.	The tutor gives good conclusion.	√	The tutor reviews the materials from the first explanation for the students.

From the table 4.2 above can be described that the tutor had already prepared all of what her needs for teaching learning process such as learning materials and stuffs or media. Especially, in applying Numbered Head Together technique the tutor had made some properties to make sure that the technique was applied related to the plans and procedures. The tutor could also be able to handle the class situations or conditions. Then, the tutor utilized the stuffs or media that had been prepared before doing teaching and learning process too.

From that description above the researcher got the point where the first meeting was conducted goodly.

4.1.1.2. Observation Result of Student

Table 4. 2 Student Observation Sheet of the First Meeting

No	Aspect of Observation	Check Mark	Explanation
1.	The students are engaged by the teacher.	√	The students are stimulated to answer the tutor question about their condition.
2.	The students give good responses.	√	The students are listening to the tutor's explanations.
3.	The students follow NHT technique rules.	√	The students do the instructions that are given by the tutor.
4.	The students are interested in following the class.	√	The students want to be called to go in front of the class.
5.	The students are active more.	√	The students want to be the fastest to answer the questions from the tutor.

From the table 4.3 above can be explained that the students had big enthusiasm to join the English teaching learning process. It was proved by the action of the students to do what the tutor instructed to them and the students paid attention to the explanation of the tutor carefully. Then, the students were also interested in joining the class, especially in following the rules of Numbered Head Together implementation.

Based on the implementation, almost all that the English tutor applied was same as what was written in lesson plan. Between the both, the researcher could get the steps in doing teaching by using Numbered Head Together. First of all, the tutor said '*salam*' and greeted the

students. Then, the tutor asked students' condition and students' attendance list and opened the class. Second, the tutor stimulated the students to be more active by giving the some questions related to the materials that were going to learn. By stimulating them, the tutor wanted the students to be able to criticize. It was like 'building knowledge of field' that could make the students' brain were warmed up. Third, the tutor introduced and explained the materials in detail about the 'Parts of Speech and Personal Pronoun' to the students. It was like 'Modeling of Text' in teaching process. Fourth, the tutor checked the students' understanding by recalling and giving them chance to ask questions. After that, the tutor divided the students into six groups in which every single group had five members and they must get together with their group. In this segment, the Numbered Head Together technique was applied as the 'Join Construction of Text' in teaching process or cooperative approach.

The steps to apply Numbered Head Together technique related to the tutor were: **a)** the tutor gave five numbers for each group which every single student had a number. The numbers were started by number one to number five and every group had different numbers' color. There were six groups and it was meant that there were six different colors, blue, orange, yellow, purple, gray and white. The numbers were used as identity for the students that had been completed the tutor by using double tape and the colors were as the name of the groups. Then, the numbers could be stuck on the students' body; **b)** the tutor told the rules in applying the Numbered Head Together technique. The rules were, the tutor was going to choose a number. The students who brought the number must go in front. Then, the tutor gave a question for a number that was chosen. For example the tutor says "the question is for the number three" so all students who was bringing the number three in every group must go in front; **c)** the next rule was, the students must

answer the question that was read aloud by the tutor after the tutor said one, two, three and go. The students must put their right hands up fast, but if there was a student who put his or her hand up before the tutor saying one, two, three and go, the student was not allowed to answer the question and he or she was disqualified or going back to his or her group; **d)** the tutor would give a point to the student who could tell the right answer. If there was a student who put his or her hand up fast, but he or she could not tell the right answer, so the answer was given to another fast student; **e)** after the question was answered, the tutor asked the students to go back to their group. Then, the tutor called another number and so on.

Sixth, the tutor asked the students to go take a sit to their own chair. After that, the tutor reviewed the materials at the meeting that was started from the start. Then, the tutor gave chance the students to ask questions related to the materials. Next, the tutor gave feedback to the students and appreciated them all by saying good, excellent, great, nice, or by giving applause. The tutor said that by giving the students feedback and good responses, it could make them feel interested in and love English. The last, it was like usual, the tutor said '*salam*' and left the class.

4.1.2. Second Meeting

The second meeting of conducting research was on Saturday evening, 08th September 2018 at 09.00 p.m. and the meeting was ended at 10.00 p.m. From that description, it could be meant that the time to do learning process was late because normally the learning process is scheduled at 08.00 p.m. to 09.00 p.m. or an hour for the duration. In this part the researcher describes about what happened in the class during teaching learning process in the second meeting.

4.1.2.1. Observation Result

Table 4. 3 Tutor Observation Sheet of the Second Meeting

No	Aspect of Observation	Check Mark	Explanation
1.	The tutor prepares the materials before teaching.	-	-
2.	The tutor prepares media for teaching.	√	The tutor brings several stuffs such as cut color papers as the preparation in doing teaching process.
3.	The tutor makes a good situation in the class.	√	The tutor greets and stimulates the students to keep spirit by giving a little joke.
4.	The tutor engages students.	√	The tutor gives good interaction such as asking a help students to share the numbers.
5.	The tutor explains the materials.	-	-
6.	The tutor uses NHT technique same as what is written in lesson plan.	-	-
7.	The tutor applies NHT technique procedures.	√	The tutor applies and modifies the Numbered Head Together technique by asking students to put their right hands up to answer the questions.
8.	The tutor uses the media prepared.	√	The tutor utilizes the stuffs that have been bringing.
9.	The tutor is able to manage the class.	√	The tutor can be the learning center when the students are on messy situation.
10.	The tutor gives chance for students to ask questions.	√	The tutor always lets the students to ask questions related the materials that have been explained in

			the last meeting before.
11.	The tutor gives good feedback for students.	√	The tutor always answers the students' question clearly.
12.	The tutor appreciates students.	√	The tutor always gives applause and good words when the students have a brave to ask questions.
13.	The tutor gives good conclusion.	√	The tutor reviews the materials from the first explanation for the students.

From the table 4.4 above can be described that the tutor had already prepared all of what her needs for teaching learning process. From the table above there are three columns that are blank. It is caused in the second meeting the tutor did not continue for the next materials but in the same last materials that had been already explained. The tutor planned to use one lesson plan to one meeting, but the time was not enough, so the tutor decided to do and finish what was written in lesson plan in meeting two. That was why the tutor did not explain the materials in detail but only reviewed the materials.

4.1.2.2. Observation Result of Student

Table 4. 4 Student Observation Sheet of the Second Meeting

No	Aspect of Observation	Check Mark	Explanation
1.	The students are engaged by the teacher.	√	The students were helping the tutor to give the numbers to the other students.
2.	The students give good responses.	√	The students were listening to the tutor's explanations.
3.	The students follow NHT technique rules.	√	The students did the instructions that were given

			by the tutor.
4.	The students are interested in following the class.	√	The students wanted to be called to go in front of the class.
5.	The students are active more.	√	The students wanted to be the fastest to answer the questions from the tutor.

From the table 4.5 above can be explained that the students had big enthusiasm to join the English teaching learning process. Then, the students were also interested in joining the class, especially in following the rules of Numbered Head Together implementation. This second meeting was more joying than the first meeting because the meeting was focused on implementing Numbered Head Together technique. It made the students felt no bored in the class during teaching learning process.

For the second meeting, there was no new material that was explained by the tutor. Here there were some steps in the second meeting. Firstly, the tutor came and greeted the students like usual. Secondly, the tutor asked the students' condition, checked the students' attendance list and opened the class. Third, the tutor reviewed the last material about 'Parts of Speech and Personal Pronoun' to make sure that the students still understood about the last materials. Fourthly, the students gathered to their groups like the last meeting, as the same team.

Fifth, after the students got together with their team, the tutor continued to apply the Numbered Head Together technique. The rules were same as the last meeting, in which, the groups were given some numbers started from the number one to the number five. Then, every student in a group had a different number. The colors were same, so if the last meeting a group was in yellow color, in this meeting the group was also in that color team. Next, the tutor told the rules again in

applying the Numbered Head Together technique. The rules were same, which the tutor was going to choose a number. The students who brought the number must go in front. Then, the tutor gave a question for a number that was chosen. If there was a student who put his or her hand up fast, but he or she could not tell the right answer, so the answer was given to another fast student. After the question was answered, the tutor asked the students to go back to their group. Then, the tutor called another number.

After applying the Numbered Head Together, the tutor continued to review all of the materials and gave the students chance to ask questions. Again, the tutor gave feedback and appreciation to all of the students in joining the class. After that, the tutor stimulated the students to guess what the next material would be and the students said “Possessive Pronoun” compactly. Finally, the tutor ended the meeting, closed the class, said ‘*salam*’ and left the class.

From that description above the researcher got the point where the second meeting was conducted well and good enough. It was shown by the good preparation of the tutor and the way the tutor used the media and managed the class. The tutor made sure that the technique was applied related to the plans and procedures. The tutor could also be able to handle the class situations or conditions. Then, the tutor utilized the stuffs or media that had been prepared before doing teaching and learning process too.

4.1.2.3. Interview Result

In doing interview, the researcher used **structured interview**, in which the researcher did an interviewer to get information from subject by asking some questions that had been prepared by the researcher before interviewing. In this part, the researcher had prepared some questions as the instrument of doing interview.

In this part, the researcher also interviewed tutor and some students that had been chosen by the researcher. Then, for the students, the researcher had been choosing students who had multiple number of five such as 5, 10, 15, 20, 25 and 30 in which the researcher interviewed once in one meeting, specifically in the last or second meeting. Here there are some interview results below:

Table 4. 5 Interview Sheet of Tutor

No	Question	Answer
1	Are the students interested in English Grammar during learning process? Why?	I think so because these two meeting I use technique of Numbered Head Together.
2	Are the students difficult to manage during learning process? Why?	Not really because the students of IBS are active. As we know that the IBS students are active and smart.
3	According to you, are you successful in applying NHT technique? Why?	90% percent yes because I ever applied this technique in eighth students. It means that it is not the first experience for me to use this technique.
4	What are the difficulties in applying NHT technique?	I think about voice. You have known that the students like screaming in the class, so I have to be louder than them. But over all, it is common. It means that they like the way I teach them.
5	Do the students give good responses? What are the proofs?	Yes, of course, especially in this second meeting. In this meeting they remind me to give questions. They mean in using NHT. They also help me to give the numbers to other students. They also make a group without waiting for the instruction from me. They are awesome.
6	Is NHT technique suitable to apply in teaching grammar?	I think so because so far, it is fun to use in teaching grammar.

	Why?	
7	How do you motivate the students to be more active in the class?	I always tell them to be brave. It means not afraid to do the right things. If you can, why not? If you know the answer of the question, just tell us.
8	Do you like NHT technique? Why?	Yup, because so far, it helps me to make the situation and condition in class is on fire, during teaching learning process.
9	Will you apply NHT technique again to teach the students? Why?	Maybe, yes, I will because this technique can make the students be more active and have good communication and interaction for the students. Especially for the IBS students. As we know they must join many activities in school and boarding school, so this technique is good to lose their weary feelings.
10	What technique do you apply the most to teach English for the students?	I like giving games because I losing the weary feeling of the students is my big homework, now.

From the table 4.6 above means that Miss Annisa Sihabul Millah as the tutor, sometimes she used the Numbered Head Together technique because it was a fun technique that was able to make the students felt happy and interactive. Then, from the table above can be described that the students were interested in joining English grammar because the tutor used Numbered Head Together technique in last two meetings in a row. The reason why the tutor used Numbered Head Together was caused, so far it was a fun technique to use in teaching grammar. It was also caused the tutor ever used the technique in eighth graders, so that in applying the technique for the seventh graders B was

90% success. The tutor told that in using the technique, she got a little difficulty. It was the tutor must speak loudly because the students screamed in the class because they were very enthusiastic.

It was also caused the characteristic of the students that were really active and smart. The tutor told that it was common for the tutor about the characteristic of the students. In conducting teaching learning process by using Numbered Head Together the tutor told that the students were really spirit to learn. It was proved by some students who cared helping the tutor to give and stick the stuffs for other students. Then, the students also did the things like making groups before the tutor gave instructions. Next, during teaching learning process the tutor used to motivate the students to be brave and not afraid to do the right things. Because of the motivation, the students may not be afraid to answer the question from the tutor. Whether it is right or false, the tutor used to give good appreciation to the students by saying beautiful words or doing applause.

The last, when the tutor was interviewed about the use of Numbered Head Together technique for the next meetings, she told that maybe she will use it again because so far, the technique can make the students be more active and have good communication and interaction for the students. Especially for the IBS students. As people know that they must join many activities in school and boarding school, so this technique is good to lose their weary feelings, because losing it is a big homework of her, up to now.

Table 4. 6 Interview Sheet of Student 1

No	Question	Answer
1	Are you interested in	Yes, I am, because I love English.

	learning English Grammar process? Why?	
2	Do you like the way the tutor teach today? Why?	Yes, because it is fun.
3	Did the tutor ever use this technique (NHT) before today?	Yes, Miss Annisa used this technique two weeks ago.
4	Does the tutor always bring media to teach English?	Yes.
5	Do you like the technique (NHT) has been applied by the tutor just now? Why?	Yes, because it can make the class be crowded (Laughing).
6	Do you want the tutor to use the technique again in teaching grammar? Why?	Yes, just want her to use it again.
7	Does the tutor give instruction clearly?	Yes
8	What do you feel about the teaching technique today?	Fun.

The table 4.7 was an interview with **Anindya Tama Excel Azzura**, a male student who had number 5 (five) in students attendance list. The researcher had given eight questions which are answered by Azzura on seriously. When he was being interviewed by the researcher he told that he was interested in learning grammar because he loved English. He liked the way the tutor taught by using Numbered Head Together technique because it was fun. Not only that, but also the tutor could make the class be crowded by using the technique. The tutor also brought media to support the technique. Azzure also told that he wanted the tutor to use the technique again in teaching learning process because it gave him fun impression.

Table 4. 7 Interview Sheet of Student 2

No	Question	Answer
1	Are you interested in learning English Grammar process? Why?	Yes, because I like watching Hollywood movies. I want to be able to speak English like my favorite actor, Paul Rudd. (Laughing)
2	Do you like the way the tutor teach today? Why?	Yes. Miss Annisa always makes us happy.
3	Did the tutor ever use this technique (NHT) before today?	Yes, last meeting.
4	Does the tutor always bring media to teach English?	Yes.
5	Do you like the technique (NHT) has been applied by the tutor just now? Why?	Yes, because it makes me happy to learn English.
6	Do you want the tutor to use the technique again in teaching grammar? Why?	Yes, I like the technique.
7	Does the tutor give instruction clearly?	For me, yes.
8	What do you feel about the teaching technique today?	Fun.

The table 4.8 was an interview with **Dhea Zahara Aulia**, a female student who had number 10 (ten) in students attendance list. The researcher had given eight questions which are answered by Dhea on seriously. When she was being interviewed by the researcher she told that she was interested in learning grammar because she liked watching Hollywood movies. She wanted to be able to speak English like her favorite actor, Paul Rudd, the actor of Deadpool character. She liked the way the tutor taught by using Numbered Head Together technique

because it made her happy. The tutor also brought media to support the technique. Dhea also told that she wanted the tutor to use the technique again in teaching learning process because it gave her fun impression.

Table 4. 8 Interview Sheet of Student 3

No	Question	Answer
1	Are you interested in learning English Grammar process? Why?	Yes, because I ever went to Pare to learn grammar.
2	Do you like the way the tutor teach today? Why?	Of course yes, because Miss Annisa always keeps smiling every she teaches in the class.
3	Did the tutor ever use this technique (NHT) before today?	Yes, I think two weeks ago Miss Annisa also used this technique.
4	Does the tutor always bring media to teach English?	Yes.
5	Do you like the technique (NHT) has been applied by the tutor just now? Why?	Yes, I love this technique so much. I cannot sleep when Miss Annisa uses this technique. In fact, I love sleeping in the class, but this evening and last meeting I cannot sleep because my friends make a crowd. They like screaming.
6	Do you want the tutor to use the technique again in teaching grammar? Why?	Yes, but maybe it is better if Miss Annisa applies new technique.
7	Does the tutor give instruction clearly?	Yes.
8	What do you feel about the teaching technique today?	Fun. It is like I am in a competition. (Laughing)

The table 4.9 was an interview with **Keysa Najiyya**, a female student who had number 15 (fifteen) in students attendance list. The researcher had given eight questions which are answered by Keysa on

seriously. When she was being interviewed by the researcher she told that she was interested in learning grammar because she ever went to Pare to learn grammar. She liked the way the tutor taught by using Numbered Head Together technique because the tutor always kept smiling. The tutor also brought media to support the technique. Keysa told that Numbered Head Together technique was loved by her very much because it could not be able to make her sleeping. not being able to sleep was also caused her friends like screaming when the technique was used. Keysa also told that she wanted the tutor to use the technique again in teaching learning process because it gave her fun impression, but it was better if the tutor applied a new technique.

Table 4. 9 Interview Sheet of Student 4

No	Question	Answer
1	Are you interested in learning English Grammar process? Why?	Yes. My teacher in elementary school used to teach me grammar in fun way. So that is why now I like English and grammar.
2	Do you like the way the tutor teach today? Why?	Yes, because Miss Annisa good at teaching.
3	Did the tutor ever use this technique (NHT) before today?	Yes, last meeting.
4	Does the tutor always bring media to teach English?	Yes.
5	Do you like the technique (NHT) has been applied by the tutor just now? Why?	Yes. It is fun.
6	Do you want the tutor to use the technique again in teaching grammar? Why?	Maybe, yes. But I do not like a crowd.
7	Does the tutor give instruction clearly?	Yes.

8	What do you feel about the teaching technique today?	I am happy because I can scream although I do not like a crowd. (Laughing).
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The table 4.10 was an interview with **Muhammad Daniez Julio Darmawan**, a male student who had number 20 (twenty) in students attendance list. The researcher had given eight questions which are answered by Danis on seriously. When he was being interviewed by the researcher he told that he was interested in learning grammar because his teacher when he was in elementary school used to teach him grammar in fun way, so it was why Danis likes English up to now. He liked the way the tutor taught by using Numbered Head Together technique because the tutor was good at teaching. The tutor also brought media to support the technique. Danis told that Numbered Head Together technique was loved by him because it could make him screaming, although he did not like a crowd. Danis also told that the tutor had given clear instruction when the tutor was applying the technique. Then for the next, if the tutor use the technique again in teaching learning process will be okay, because it gave him fun impression.

Table 4. 10 Interview Sheet of Student 5

No	Question	Answer
1	Are you interested in learning English Grammar process? Why?	No, because It makes me dizzy. (Laughing)
2	Do you like the way the tutor teach today? Why?	Yes. Miss Annisa is good when she explains the materials.
3	Did the tutor ever use this technique (NHT) before today?	Yes.
4	Does the tutor always bring media to teach English?	Yes.
5	Do you like the technique (NHT) has been applied by	Yes. It is fun.

	the tutor just now? Why?	
6	Do you want the tutor to use the technique again in teaching grammar? Why?	Yes. Eh, no. I want to know other way when Miss Annisa teaches us. (Laughing)
7	Does the tutor give instruction clearly?	Yes.
8	What do you feel about the teaching technique today?	Not too bad.

The table 4.11 was an interview with **Putri Bilqis Tatsnia**, a female student who had number 25 (twenty five) in students attendance list. The researcher had given eight questions which are answered by Bilqis on seriously. When she was being interviewed by the researcher she told that she was not interested in learning grammar because it made her dizzy. She liked the way the tutor taught by using Numbered Head Together technique because the tutor was good at teaching. The tutor also brought media to support the technique. Bilqis also told that the tutor had given clear instruction when the tutor was applying the technique. Then for the next, if the tutor use the technique again in teaching learning process will be okay, but actually she wanted the tutor to use another way to teach English.

Table 4. 11 Interview Sheet of Student 6

No	Question	Answer
1	Are you interested in learning English Grammar process? Why?	No, because it is difficult to understand. But I love listening to English music.
2	Do you like the way the tutor teach today? Why?	Yes, because Miss Annisa is beautiful.
3	Did the tutor ever use this technique (NHT) before	Yes, the last meeting, two weeks ago, I think.

	today?	
4	Does the tutor always bring media to teach English?	Yes.
5	Do you like the technique (NHT) has been applied by the tutor just now? Why?	Yes, because I can stick the number on my forehead. Then, I can get motivation to remember the material because I should be able to answer the question for my team. Because if I cannot answer, my friend said that I am going to be pinched.
6	Do you want the tutor to use the technique again in teaching grammar? Why?	Yes, It is so fun.
7	Does the tutor give instruction clearly?	Yes.
8	What do you feel about the teaching technique today?	I am happy because my team is the runner up.

The table 4.11 was an interview with **Sekar Ayu Aryani**, a female student who had number 30 (thirty) in students attendance list. The researcher had given eight questions which are answered by Sekar on seriously. When she was being interviewed by the researcher she told that she was not interested in learning grammar but she loved listening to English song. She liked the way the tutor taught by using Numbered Head Together technique because the tutor was beautiful in teaching. The tutor also brought media to support the technique.

Sekar told that she liked NHT technique because she could stick the number on her forehead. Then, she could get motivation to remember the material because she should be able to answer the question for her team. She explained if she could not answer, her friend said that she was going to be pinched. Sekar also told that the tutor had given clear

instruction when the tutor was applying the technique. Then for the next, if the tutor use the technique again in teaching learning process will be happy.

From those descriptions, the researcher could get some points that the Numbered Head Together technique was good to use in teaching grammar at seventh grade B of Al-Mubarak Islamic Boarding School. The technique could also give impact in improving student skills like making them became active and interactive more. Not only that, but also the technique could make the student loving English and grammar unconsciously.

4.1.2.4. Documentation

Here, the researcher tried to find out data by taking pictures or video. Next, the researcher tried to get some documents such as theme plan, lesson plan of tutor and students' attendance list. Here, the researcher did documentation twice in two weeks. Actually, the tutor had a plan to use one lesson plan for one meetings in different materials. In fact in realization, the tutor used one lesson plan for two meetings because the time was not enough, so the tutor did and finished one materials or one lesson plan in two meetings. It was meant that the meetings were conducted in 120 minutes or two hours in applying Numbered Head Together technique.

Then, for the document such as theme plan, lesson plan, students attendance list of seventh grade B and teaching learning process in applying the Numbered Head Together technique pictures, it can be looked at *appendix 12, 13, 14* and *appendix 15*.

4.2 Situation and Condition of the Class

After the way the Numbered Head Together was implemented, here the researcher describes the situation and condition of the class during teaching learning process that happened.

4.2.1. First Meeting

Actually, the Numbered Head Together was ever applied by the tutor during teaching learning process in English club at Al-Mubarak Islamic Boarding school. Specifically was at the students who are now in eighth grade. Then, for this seventh graders, it was the first time for them. Because it was the first time to the seventh graders, it was little messy.

The situation was untidy. The students were in whole class for the first, and they were spread and they became small groups. There was a female student, who complained to the tutor because she was not with her close friend. The tutor gave smooth explanation that it was the rules that must be accepted. After giving smooth explanation, that student finally wanted to be spread by the tutor.

The condition of the students before the Numbered Head Together was applied, were little bit sleepy because remembered the time was too late that was caused many activities at the boarding school. Then, when the tutor was giving instruction about the way to apply the Numbered Head Together for the first group in first question, it made them confused by the sign that the students did not do the right thing and their body movement looked like on quandary. Next, the tutor directed the students again so the students could get understanding and because of this happen could make other students understood well about the rules and practiced the Numbered Head Together perfectly.

The students looked really enthusiastic by the sign when their members were called to go in front to answer the question, the other members were screaming and made the tutor had to speak loudly. The tutor was trying to make the condition better by giving claps. Then, when the tutor told the question for the students who were in front, before the tutor said one, two, three and go, there were students who put their right hands up. Because of that the students should go back to their groups.

There were 23 questions that had to be answered by the students but because the time was up, so the tutor was just able to give three questions. The students asked the tutor to continue but a board of the boarding school just gave an hour and no more. Because of that, other questions would be continued for the next meeting.

4.2.2. Second Meeting

The second meeting was begun by the screaming of the students that wanted to continue the Numbered Head Together. The students reminded the tutor continue it. Without being given instruction the students made groups by themselves directly. Here the tutor looked really proud of the students because of their actions. There were also some students who helped the tutor to give the numbers to their friends. They also helped their friends to stick the numbers to their friends' body.

The class situation in this meeting was not messy like the last meeting. The students were more orderly and organized. The students knew more what they had to do during the Numbered Head Together was being applied. The tutor also did not do many activities, except telling questions. The tutor also did not give many instructions because the students had understood about what to do.

Next, about the condition in the class, the students looked really happy and had fun. When the tutor wanted call new number, the students used to scream and asked the tutor to call their numbers. Once, there was a male student who went in front although his number was not called. There was also a male student who went in front and he borrowed his friend's number because he wanted to answer the question that was told by the tutor. The tutor knew about what the students did, so the tutor asked the students to be waiting for their turns patiently.

This second meeting ran so fast because the students could enjoy the Numbered Head Together technique. The students also were able

to answer the 20 questions in 40 minutes. It was meant that there were still 20 minutes. The tutor wanted to continue the next materials but the students did not want it. The students asked the tutor to play music by English songs. The tutor accepted the students' request, played the music and the tutor let the students to do everything they wanted to do but in one requisite, they were not allowed to go out of the class. From these two meetings, the researcher could think that the Number Head Together was used and applied goodly.

4.3 Advantage and Disadvantage of the Technique

Every single thing is made with its goodness and badness. In education also has good and bad side. For example is in applying strategies for teaching as well as approaches, methods or techniques. Here, in implementing the Numbered Head Together technique there were also good side and bad side or it was called advantage and disadvantage of the technique. Here they are:

4.3.1. Advantage of the Technique

Related to the data that had been analyzed by the researcher, there were several advantages of implementing the Numbered Head Together in teaching grammar. First, it could make the students of seventh grade B happy. It was proved by the interview result in which six of six students told that the technique was fun. Then, two of six students felt happy to learn grammar even they did not like English. Second, the advantage was, the Numbered Head Together technique made the students were active more. It was proved by the observation and interview results in which the students wanted to go in front for answering the questions from the tutor, although it was not their turns.

Third, the Numbered Head Together technique could make the students were competitive. It was proved by the interview result with Sekar. She told that the technique gave her motivation to learn grammar and remember the materials, so that she could help her team to get a score.

Forth, NHT technique could make students had good interaction and communication with others. It was proved by the observation and interview results, in which the students were enthusiastic to follow English learning process. The students help the tutor to give the learning tools to their friends and to help their friends in sticking the tools on their body. Then, it was also proved by the students in which were ready to make groups without waiting for the tutor to give instruction.

4.3.2. Disadvantage of the Technique

There was a disadvantage in implementing Numbered Head Together technique in teaching grammar at seventh grade B. Related to the data that had been collected and analyzed by the researcher, the disadvantage was the condition was too fun, so it made the students like speaking loudly and screaming. It could make the students who did not like a crowd felt disturbed. It was proved by the interview result with a student as well as in the explanation above (please, look at the explanation of interview result). Then, related to the interview result with the tutor, she needed to speak louder. It was caused the class was crowded.

