

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Previous Research

In this research, the writer would like to know the use of Number Head Together Technique to improve students speaking skill of eighth grade at MTs. Darul Ulum Purwogondo. In Adhini (2017: 125) of the journal that discuss about *The Use Of Numbered Head Together Technique On Students' Reading Ability In Narrative Text*. In this journal, the researcher gave students material about *Narrative Text* to improve students' reading skill. The type of research was experimental research. The method to collected the data, there searcher used pre-test, treatment, and post-test. The result of this research is the writer wants to improve students' reading ability, so they do not have to use dictionary. The students will receive an assist from their friends, and they also can discuss about the answer or unfamiliar words together.

The second study was conducted by Sahardin, Hanafiah, & Aceh, (2015: 136) that discuss about *A Study on Improving Students' Reading Comprehension Using The Numbered Heads Together Technique*. From this title, the researcher wants to improve the students reading skill by using Number Head Together (NHT) technique, because the researcher knows that this technique is the best technique with several ways to get students attention in learning process. The methodology of this research used an experimental quantitative research method. For research design, the writers applied a one-group time series design. After conducted the experiment by implemented NHT technique in teaching reading of narrative texts, the writers found that the students' reading comprehension could be improved. In addition, t-test was applied in order to know whether the differences between in the pre-test and post-test was significant and clearly.

The third research was conduct by Nasrun, (2016: 116) the researcher was discussed about *The Use of Cooperative Learning With Number Head*

Together Model to Improve the Students' Mathematics Subject. This research was done to achieved the subjects of Mathematics in the standards of competency and this learning activities was apply by Number Heads Together (NHT) technique. The application of learning models of Number Heads Together (NHT) technique was improved learning outcomes of the students class V SD Negeri Inpres Mallengkeri Makassar. As for know everything that occurs during learning activities, researcher made the observation sheets for the students and teachers for collecting data. The instrument that the researcher used was questionnaire. Based on the results of the study, it showed that the learning achievement was increased.

The last research was conduct by Risnaldi, Usman, & Diana, (2016: 114) that discuss about *Numbered Head Together Technique on Improving Students' Reading Comprehension.* This research was investigated the impacts of the implementation of Numbered Heads Together technique in the students reading comprehension and the impacts and the difficulties of the implementation of Numbered Heads Together technique for the teachers. Descriptive qualitative study design was undertaken by using purposive sampling. The instruments of this study were questionnaire items and interview guide. The main instruments in this research were Questionnaire and interview. There searcher as the primary data collector. The most difficulties is not all of students involved in group working. From the result of the interview with the English teachers concerning the impacts of the implementation of Numbered Head Together tehniqe on their students' reading ability, there were several positive impacts for the teacher to noticed and perceived from the implementation of this technique on students' reading ability.

The differences between several researches with this research is the previous research is about reading and mathematic by using Number Head Together (NHT) technique. While, this present research is for speaking skill. The writer uses a good technique of teaching speaking to make an easiest and simplest one to minimize teacher activities in the class.

2.2. Related Theories

This part consists of some theories that would support this proposal. The writer took many references from many sources that will be discussed.

2.2.1. The Understanding of Speaking Skill

Speaking skill is one of basic language skill that has an important part than the other skills, and this is significant to do communication. (Gudu, 2015:2) According to many researchers, the reasons for poor speaking skills could emanate from lack of emphasis on speaking skills in the curriculum since it is not examined in national examinations, teachers' own limited English proficiency, class conditions that do not favor oral activities and limited opportunities outside class for practicing using English language. So, the best way to improved students' speaking skill are from their dialy activities. According to (Richards, 2011:29) Goals for a successful speaking lesson/course is activities address specific aspects of oral skills – e.g., *talk as interaction, transaction, or performance*, sufficient language and other supports for tasks, and balance of accuracy and fluency activities. To know how important speaking skill is, it needs to know the definition of speaking, definition of speaking skill, how to teach speaking skill, what is the goal of speaking skill, and the types of speaking activities. It will be discuss in this following point.

2.2.1.1. Definition of Speaking Skill

Speaking is use to someone who wants to communicate with other people in dialy life such as school, work place, etc. Speaking is significant process and experience to someone. If there is no one speak in the world, communication will not run smoothly. Of course with misunderstanding eah other, because it will be not communicate well.

Torky, (2006: 14) state that speaking is one of the four language skills (reading, writing, listening and speaking). It means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition,

people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Based on opinion given above, the writer purpose speaking is form of communication. The communication is succeeded when someone who speak with us know the meaning and can give response for what we are asking about.

Dewi, et all (2014) state that speaking skill is one of productive skills which enable for people to communicate effectively in spoken English as the objective ofteaching English as a foreign language. In line with Sayin, in Richards (2015: 827) state that the mastery of speaking skills in English today is a priority for the majority of foreign language learners. As a result of this, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have to improved their spoken language proficiency.

Different with Dewi and Sayin, Kaminskienė & Kavaliauskienė, (2014: 41) state that the effectiveness of the speaking skill can be learnt by practicing before presenting short talks or presentations. Students should plan and prepare their talks, practice and rehearse, learn to cope with nerves, control their body language, volume of their voice, pitch and speed of the speech. The last journal from Torkey, (2006: 27) state that Developing of the speaking skill suitable for the first year of secondary students. These included grammatical, discourse, pragmatic, and fluency. The first is grammatical competence, in this term includes the following skill of demonstrating intelligible pronunciation, following grammatical rules accurately, using relevant, adequate and appropriate range of vocabulary. The second, discourse competence is includes the Structuring discourse coherently and cohesively, managing conversation, and interacting effectively to keep the conversation going. After that is pragmatic competence includes Expressing a range of functions effectively

and appropriately. The last is fluency that means speaking fluently demonstrating a reasonable rate of speech.

From statements above, the writer conclude that speaking skill is activity for asking permission with the other people, getting communication and response with the others, and speaking skill is a process to turn a word become a sentences that has a meaning. Students not only can speak English, because this term is students have to know that English is a complex system. Students need long time to be the master of speaking by practicing every day.

2.2.1.2. Teaching Speaking

As a teacher, we want to make our students understand for our explanation when we are teaching or giving materials. It is not easy to do this job. Teachers should have broad insights, good material understanding, the patience to provide materials to students, and actively providing new material and can make students more pro-active in teaching learning. Especially if the teacher give materials to the young learner. A great responsibility to make them understand and interested are two things that must be mastered in teaching speaking. (Liu, 2010) state that there are kind of description about how the teacher observe students speaking skill is stress (words and phrases), has two points is primary stresses, secondary stresses. After that rhythm (suprasegmental stress patterns) has three patterns is the relationship between stressed and unstressed syllables, patterns of combination of stressed and unstressed syllables, and the liaison or other phonological structures (assimilation, deletion,). Then Intonation (suprasegmental melody) has two pints, there are patterns of pitch contours, and more scientific ways to understand the intonation of English. The last is Intonation units and break index (suprasegmental melody) devided into two points is patterns of IU, break index, mismatch patterns and declination, and practice the intonation units & contours.

Melendez, et all (2014: 548) state that various oral activities including strategies are implemented in the classroom is difficult to

monitor each student's progress. For the reason it was decided to invite the students to develop extracurricular sessions. During these sessions, the students will practicing the use of speaking strategies like fillers, circumlocution, asking for clarification, express something, and expres not understanding. Main objective was to train the students on these basic speaking strategies, so the students will use regularly. The methodology to develop the sessions consisted in three stages, the first is a pre-task to know the participants' previous knowledge of speaking strategies, the second is the training sessions, were give the formal instruction and practice in oral tasks and, the last is a post task to show if the frequency of strategy use increased after instruction. In order to analyze the progress of the participants, a questionnaire to collect previous knowledge about the students' oral strategies, and a check list to analyze the video recorded sessions were used. The results from the post task showed there was an increase in the use of the strategies. Satisfactorily, the students showed more confidence when communicating or expressing themselves orally.

In the meaning of teaching speaking above, the teacher must pay attention of some important aspect include sentences, stressing, fluency, rhythm, and intonation.

2.2.1.3. The Goal of Teaching Speaking

In many countries, English as a foreign language that use to study. Melendez, et all, (2014: 549) state that the goal of teaching speaking as individuals we have the need to communicate. We have learnt to communicate in many different forms for instance, at the early ages pictures were ways of expressing ideas.

Fitriana, (2014: 12) state that teaching speaking in the classroom is for communication that use communicative competence. It include speaking components. According to (Way, 2012; 5-6) Communicating is more than just words. The manner in which we use is a voice, facial expression, and body language affects the messages that we are trying to give. The students not always aware that their posture or the way they

approach another person speaks volumes in itself. By creating awareness around the expressive nature of the way a person uses their body and voice, teachers can help students to express themselves in an effective manner. With use of voice, the students use of intonation and pauses that convey meaning and attitude. After that using volume, it depends on the needs of the situation, purpose and audience. There are times when loud voices are required such as in a play, or during assembly. There are also times when students have to quiet their voices, it is use of speaking in the library. Generally speaking should be loud enough that the intended audience can hear and understand the message being delivered. The use of varying volume will help to create emphasis or drama when recounting events, telling a story or persuading an audience. Then intonation is important to indicate the changes in speech, a downward intonation indicates that a message is complete, while an upward intonation indicates a question. Pitch: Pitch is useful to use when expressing emotion. Our pitch rises when we are excited and lowers when we are sad. Pauses also moments of silence between phrases, used to separate ideas and also used for holding attention. This is particularly useful when giving formal presentations such as an oral report or telling a story. Besides pauses, there is pronunciation that refers to the way words are said. Some younger students may have difficulty in pronouncing the sounds in some words and will benefit from hearing those words modeled in meaningful contexts. Pronunciation varies across regions. It is important that student knows the accepted pronunciation of words in Standard English. After that proximity, is the amount of personal space between people who are talking each other. The relationship between them, their personalities, and their culture or whether the situation is personal, social or public will all affect the amount of proximity needed. The important thing is eye contact, is the use of the eyes or gaze in face to face communication. The level of eye contact often depends on the relationship between the communicators and affects both the speaker and the listener.

Based on statements from the researchers about the goal of teaching speaking, the writer summarize students are able to use language is not just pattern of grammar with vocabulary items, but also involves language functions of asking, inviting, agreeing, disagreeing, and suggesting. In the end of graduated students will be able to use words and phrases fluently without open the dictionary.

2.2.1.4. The Type of Speaking Activities

Today, teachers need to be more active. They need to be creative in teaching, preparing media and material. Making technique and conduct a teaching activities. There are many speaking activities in order to increase students ability in spoken language. Speaking activities give positive feedback to the teacher and the students. (Miller, 2010) It is like the following activities, the teacher are help the students focus on their attentionis to Introduce the content of the task. Tap learners' background knowledge. After that the teacher set up the activity to explain the purpose of the activity. Then the teacher explain the process for completing the task include Model the task for the class. Next, the teacher let the learners do the activity (whole class, pairs, groups) is to observe their progress, and Note their successes and challenges. After that the teacher ask the students to repeat the activity (with new partner, with additional readings of the oral text, etc.). Next, the teacher evaluate the activity is to provide an answer sheet if appropriate, and Elicit learner feedback: Provide feedback on learner performance. The last is the teacher provide follow up to use the listening and/or speaking activity as a lead-in to the next classroom activity, as the basis for a homework assignment, and as the next day's warm up.

From the description above, it can be inferred that as a teacher that we should make a communicative classroom where students can get the uportunity to speak as many as possible. It is important to do because it can help them to express their thoughts, so they will be used to the communicative situation that may occur in the future. To improve the

ability, knowledge, activity, confidence, motivation, and learning style, teachers must work hard to help them achieve the maximum results. So students can express themselves through speaking skill.

2.2.2. Number Head Together (NHT) Technique

2.2.2.1. Definition of Number Head Together (NHT) Technique

As a technique Number head Together (NHT) gives new experience to the students of their study in a class. According to (Slavin, in Adhini, 2017) state that Numbered Head Together (NHT) is basically a variant of group discussion, this is have only one student represent the group, but not informing the group in advance whom its representative will be. Based on the explanation, Numbered Head Together is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to solve the problem or question asked by the teacher. It can be said that it helps the students in order to learn easy, fun, creative and dynamic, and can increase competition and cooperation among the students.

Arends in Risnaldi et al., (2016) state that As a cooperative learning technique, Numbered Heads Together is an approach to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. Numbered Head Together is to give more opportunities to students to cooperate with one another for positive purposes. It means that the students are allowed to help each other during the learning process in order that all of them can reach the learning objective easier.

From the statements above, the writer conclude that Number Head Together (NHT) technique is a technique in English teaching which bring the students more pro-active to communicate in order to develop student's speaking skill. This technique help the teacher to resolve the problems in students speaking that can learning fluently, effectively, and have the mutual attitude of cooperation with other friends.

2.2.2.2. The Purpose of Number Head Together (NHT) Technique

Cooper in Agustin et al., (2013: 201) state that the purpose of NHT technique it is to provides an incentive from students to take an advantage the students interest in socializing to academic agenda, to invest the learning of their teammates and to work hard themselves. There are some strengths of using NHT Technique in teaching reading, they are increase the students' motivation, promote positive competition, and promote discussions in both individual and group accountability. Considering above the strengths, NHT Technique provides the students' opportunities to work cooperatively to achieve the goal of their group. The group success depends on the individual success, because students have the same responsibility to solve the problem given and support their group to achieve the goal. It means that the individual and group accountability is required. In this state, students should be cooperatively in working in the groups. Not only for individual result, but work in the group more effectively to understand the material with asking each other with their friends.

The purpose is Based on the results of the evaluation in the form of student achievement test obtained with the application of learning instructional improvement model of Number Heads Together (NHT). It is mean that student learning outcomes on the second cycle of the application of learning with application of learning models Number Heads Together (NHT) is high. The teacher then distributes Worksheet the students to work in groups to interact to disciple others, in addition to the students working, this researcher monitored during learning activities take place under the guidance of observation. Teachers then provide questions to the students by calling out the same number of students for each group, and each group of answers was later the teacher asked students to give each opinion on the material already in the group, which is about the story and drama texts saying child. Here, students shoul be active to give their own opinion.

From the statement above, the writer elaborates the purpose of Number Head Together (NHT) technique as a technique that is helpful for teaching processes. This is good for students' emotional and participation in a group. Generally, the aim of NHT technique for a foreign language teaching may be an efficient practice to perform some information. Using NHT technique is to develop students' communication skill by putting the realistic theme and interesting media. Using NHT technique can be a new innovation on teaching speaking.

2.2.2.3. Teaching Speaking Through Number Head Together (NHT) Technique

Andari, (2012) states that Number Head Together (NHT) technique can be classified into four, they are namely pre-speaking, whilst-speaking, post-speaking and closing. The first, Pre-Speaking is the opening activity the teacher came to the class and began the lesson. Firstly she started the lesson by greeting and praying. After that, the teacher reviewed of the topic which is going to discuss by the students. The teacher also reminded the students about the last topic that they learned by giving a simple example and some questions related to the topic. The second, Whilst-Speaking is the activity, after the teacher gave the students short explanation, then the teacher divided the students into several groups consisting of five members in each group. After grouping the teacher told the students about the role playing of this grouping activity. It is to know the rule of learning process of speaking class. Based on the observation, the writer found some differences between the theories and the implementation of the method applied by the teacher in the speaking classroom activity. The third, Post-Speaking, In these activities, teacher gave the analysis of the students work in front of the class. The teacher gave the correct answer to the students and the teacher asked the students to correct their group work, and the teacher explain the conclusion of this topic. Then the teacher told the students whose group that became a winner. The last is Closing. Before the teacher end the lesson, the teacher

did not forget to suggest the students kept practicing English speaking skill at home, to read a lot of books to improve their vocabulary and their knowledge and gave them homework. Actually the process of teaching speaking using Numbered Heads Together technique is one of an exacting technique because it can make the students more active. However, not all the English teacher in this school used the method.

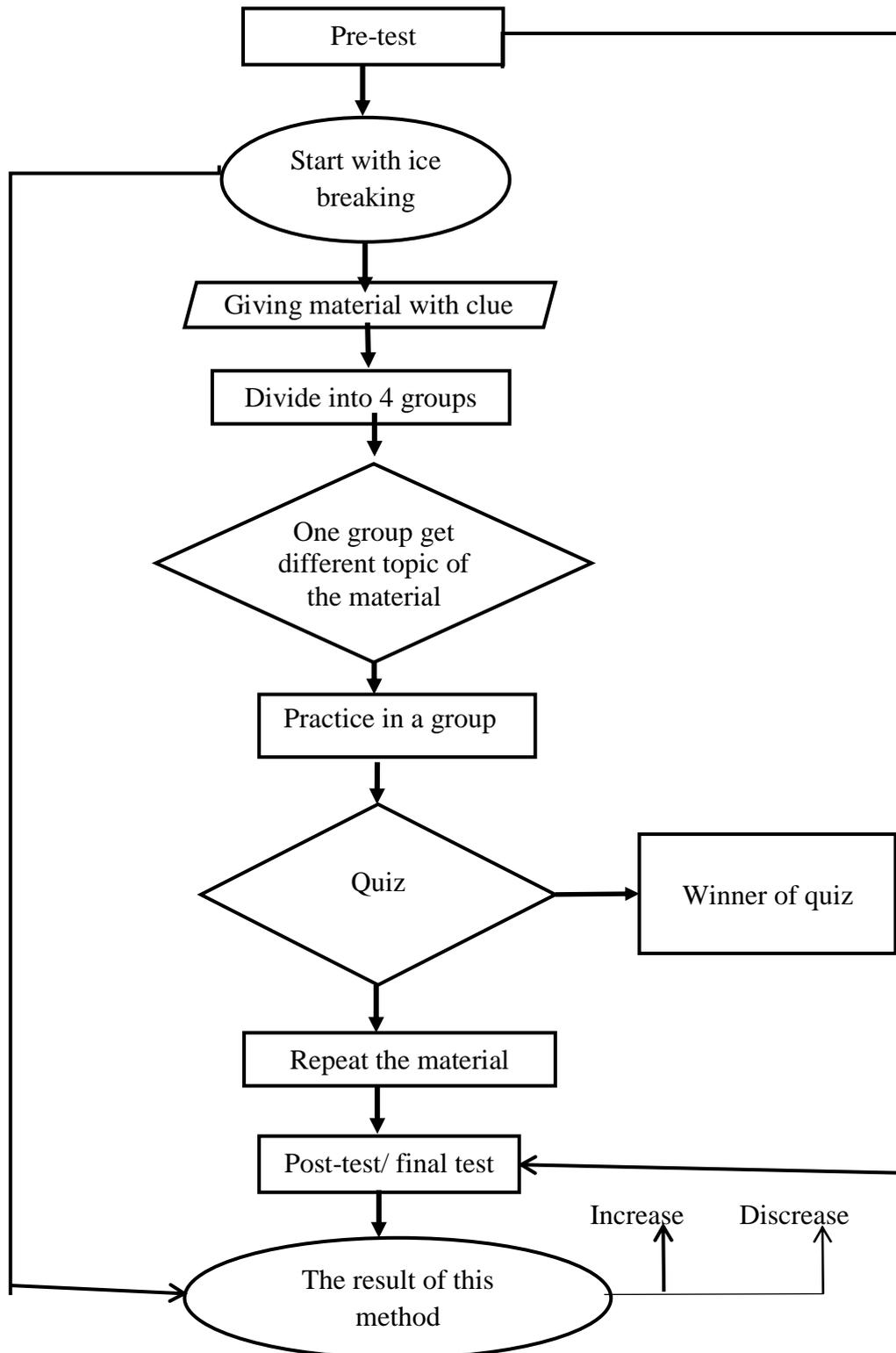
2.3. Theoretical Framework

This theoretical framework is written to give understanding about theory that is used in this study. The writer focuses on speaking skill of the students. The writer wants to prove whether it will give positive impact to the student's habit on their study. According to Florez in Torkey (2006: 15) there are highlights in speaking skill, they are using grammar structures accurately, the next is assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives, after selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs, and then applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension, the last is paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

The positive result will be known with giving pre-test to the students, so we know the difference before treatment using Number Head Together (NHT) technique. After that start the lesson with ice breaking, then students feel relax and ready to accept materials. Give the materials, teacher also can stimulate students with clue, it can be with picture, sound, or books. Then, making four groups, one group consist of some students depend on the total of the students. After that, the teacher will give different themes for the groups to discuss with. After students finish their worksheet with their groups, all of the member present in front of the class. Teacher will prepare quizzes for

students, then are able to do the quizzes by giving responses. The group will be answer after the teacher counts 1 to 3. Then the first group that raised their hand can answer it. After informed the winner of this quiz, teacher review the materials. In the end of this lesson, the writer will give post-test to know the impact of the technique that has been applied at MTs Darul Ulum Purwogondo for Eight Grade which is Number Head Together technique. With Quantitative research the writer wants to show whether this technique give benefit and increase the speaking skill of the students who received the material.

2.3.1. Theoretical framework of this study



2.4. Hypothesis

- Ho : There is not effective using Number Head Together (NHT) technique in students' speaking skill at eighth grade of first semester.
- Ha : There is an effectiveness using Number Head Together (NHT) technique to improve students' speaking skill at eighth grade of first semester.