

CHAPTER I

INTRODUCTION

In this chapter, the research focuses on the background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

Speaking is one of language skills that have to be mastered by students besides listening, reading, and writing. It is the macro-skills of language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue, and monologue. Chaney in Kayi, (1998:13) states, “Speaking itself is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” Speaking is a productive skill; it consists of short, often fragmentary utterances, in a range of pronunciation (Brown and yule, 1983:26). Furthermore, Byrne, (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. This is in line with Widdowson (1996:59) who said that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as listening. While productive aspect of speaking referred to as saying. Receptive and productive participation usually happen in conversation. In other words, speaking is interactive and requires the ability to cooperate in the management of speaking turns (Scott, 2005:1).

Therefore, speaking is crucial part of foreign language that has to be mastered by students in order that they can communicate with others.

Speaking is also a skill taught in junior high school level. In teaching speaking, teachers can use standard competence and basics competency as guidance. Standard competence and basic competence are the basic which are used to develop material, arrange learning activities and competence indicator for assessment. In other words, the teacher should arrange teaching and learning activity based on it, in which the students should be able to use language in transactional, interpersonal and functional competence. It is in line with Nunan statement that teaching speaking in junior high school level must be reach at transactional and interpersonal competence. Nunan, (2003:56) stated that transactional speech involves communicating to get something done, including the exchange of goods and or services. Then, interpersonal communication is the process used to communicate our ideas, thoughts, and feelings to another person.

Moreover, in junior high school teaching and learning English is targeted to reach functional level in which the students should learn language as communication tool through speaking. According to Burkart's (2004: 1) the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the messages due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules applied in each communication situation. To help students develop communicative

efficiency in speaking, teacher can use balanced activities that combine language input, structure output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passage, the language heard and read outside of class. It gives learners the material they need to begin producing language by themselves. In a structured output students may have options for responses. In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing idea, or creating a video.

However, speaking is not easy thing for both teacher and students. In fact, there are many problems faced by students of VIII D class at MTs N Ngantru. Based on the result of interview, the students felt that speaking is difficult skill and they were afraid of making mistakes, although Harmer (1998: 62) stated that mistakes are natural process in their language learning. The mistakes can be caused by some factors. According to Harmer (2005:96) the first factor is that students may have not quite grasped the new information and consequently making errors. The next, might be their language gets in the way because the way English expresses an idea or uses grammatical construction is different with the first language. Those are all common problems in teaching and learning speaking that faced by students. It is important for teacher to convince the students that speaking is not as difficult as they think.

In teaching speaking there are many techniques or strategies which can be used to improve students speaking skill. Lie (2002 : 4) differentiates some techniques in teaching speaking such as, make a match, think fire share, numbered

heads together, two stay two stray, paired storytelling, and talking chips. In this research the researcher uses Numbered Heads Together (NHT). It is a technique that consists of some stages. It is used to review the fact and basic information which has function to make interaction between students (Lie, 2002:63). Numbered Heads Together (NHT) Technique is one of the oldest form of cooperative learning. Kagan (2009:6.30) stated that: "Numbered Head Together (NHT) Technique is one application of cooperative structure by students, numbering and the students able to processing information, communication, developing thinking, review of material, and checking prior knowledge.

To use this technique, the teacher need to assign each student in small heterogeneous groups consisting of at least one each high, average, and low achieving students. The teacher gives every student in a group number from 1-5. The teacher would ask a question to the whole class. About 30 seconds is given for groups to formulate their answers after which the teacher would say "All number (1, 2, 3, 4, or 5) who know the answer, raise your hands". One student would be called on to answer. Following that student's response, the teacher would ask the other students with the same number if they agreed with that response and then she or he would provide feedback.

In NHT, there is cooperative learning strategy that holds each student accountable for learning the material that helps each other and freely shares their ideas rite. By having students work together in a group, this strategy ensures that each member knows the answer to the problem or

question asked by teacher. Therefore, this technique has advantages in training students to express their idea freely and share information.

Referring to the description above, the research is intended to investigate The Effectiveness of Using Numbered Heads Together (NHT) Technique towards Students' Achievement in Speaking of The Eight Grade Students at MTsN Ngantru.

B. Research Problems

Based on the background of study, the research questions are formulated as follows:

1. How is the students' achievement in speaking before being taught by using Numbered Heads Together (NHT) technique?
2. How is the students' achievement in speaking after being taught by using Numbered Heads Together (NHT) technique?
3. Is there any significant difference score on students' speaking before and after being taught by using Numbered Heads Together (NHT)?

C. Objectives of the Research

Based on the research questions above, the objectives of the research are as follows:

1. To know the students' achievement in speaking before being taught by using Numbered Heads Together (NHT)

2. To know the students' achievement in speaking after being taught by using Numbered Heads Together (NHT)
3. To find out the whether there is significant difference score of students' speaking before and after being taught by using Numbered Heads Together (NHT)

D. Research Hypothesis

In this study there are two formulated hypothesis, Null Hypothesis (HO) and Alternative Hypothesis (HI)

1. Null hypothesis (Ho)

There is no significant differences score of students' speaking before and after being taught by using Numbered Heads Together (NHT) technique

2. Alternative hypothesis (Ha)

There is significant differences score of students' speaking before and after being taught by using Numbered Heads Together (NHT) technique

E. Significance of the Research

The result of this study is expected contributive for the teacher, the students and for the researcher.

For the teacher, the result of this research is expected to give contribution to the teaching of speaking, particularly at MTs N Ngantru where the research is conducted. The teacher can use the result of this research as a reference in

teaching speaking. Besides that, the teacher can motivate students to increase their ability in speaking through Numbered Heads Together (NHT) technique.

Meanwhile for the students, the researcher hopes that Numbered Heads Together (NHT) technique can be used as good technique in motivating them to be more active in speaking class. Moreover, by using that technique hopefully the students are able to increase their speaking ability and more attractive in learning English without having feeling.

Finally for the further researchers, they can use the result of this study as reference to conduct a further research related to Numbered Heads Together (NHT) technique

F. Scope and Limitation of the Research

The researcher limits the scope of this research in order to avoid misunderstanding about this research. The research was conducted at MTs N Ngantru, focuses on the effectiveness of using Numbered Heads Together (NHT) technique in teaching speaking. The material that was taught to students is about descriptive objects orally. The materials were taken from the instructional books and other relevant sources.

G. Definition of Key Terms

In order to avoid the ambiguity and misunderstanding of the terms used, in this study they need to be defined as follows:

1. Effectiveness

Effectiveness is the extent to which an activity fulfills its intended purpose or function (Analytic Quality Glossary)

2. Numbered Heads Together (NHT)

Numbered Heads Together (NHT) is technique which consist of some stages, it is used to review the fact and basic information which has function to make interaction between students (Lie, 2002 :63)

3. Teaching speaking

According to Hornby (1995: 37) teaching means giving the instruction to a person, give person knowledge, skill, etc, while speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

4. Speaking ability

Speaking ability is active and productive skill to use sentence orally well in social interaction (Hornby, 1985:827).