

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the result of the research and discussion toward the result of the research

#### A. The Description Of Data

Data presentation was done to show the result of research that has been carried out to the subjects of the research. The subjects of the research were 42 students of VIII D students at MTs N Ngantru. To obtain the data, the test was given to that class. The researcher presented and analyzed the data through two kinds of tests that are pretest and posttest. The data for the students' score before and after being taught by using Number Head Together can be seen in appendix 5. The students' score were categorized in the following classification.

**Table 4.1 Classification of Standard Performance**

<b>Points</b>	<b>Standard performance</b>
80-100	Excellent
70-79	Very good
60-69	Good
1-59	Need improvement

## 1. Pretest

The pretest was given by asking students to describe certain objects related to descriptive material. It was done before giving treatment. This test was to know the student's speaking skill achievement before being taught by the treatment. The data descriptions of pretest were presented in the following table.

**Table 4.2 Reliability of Pretest**

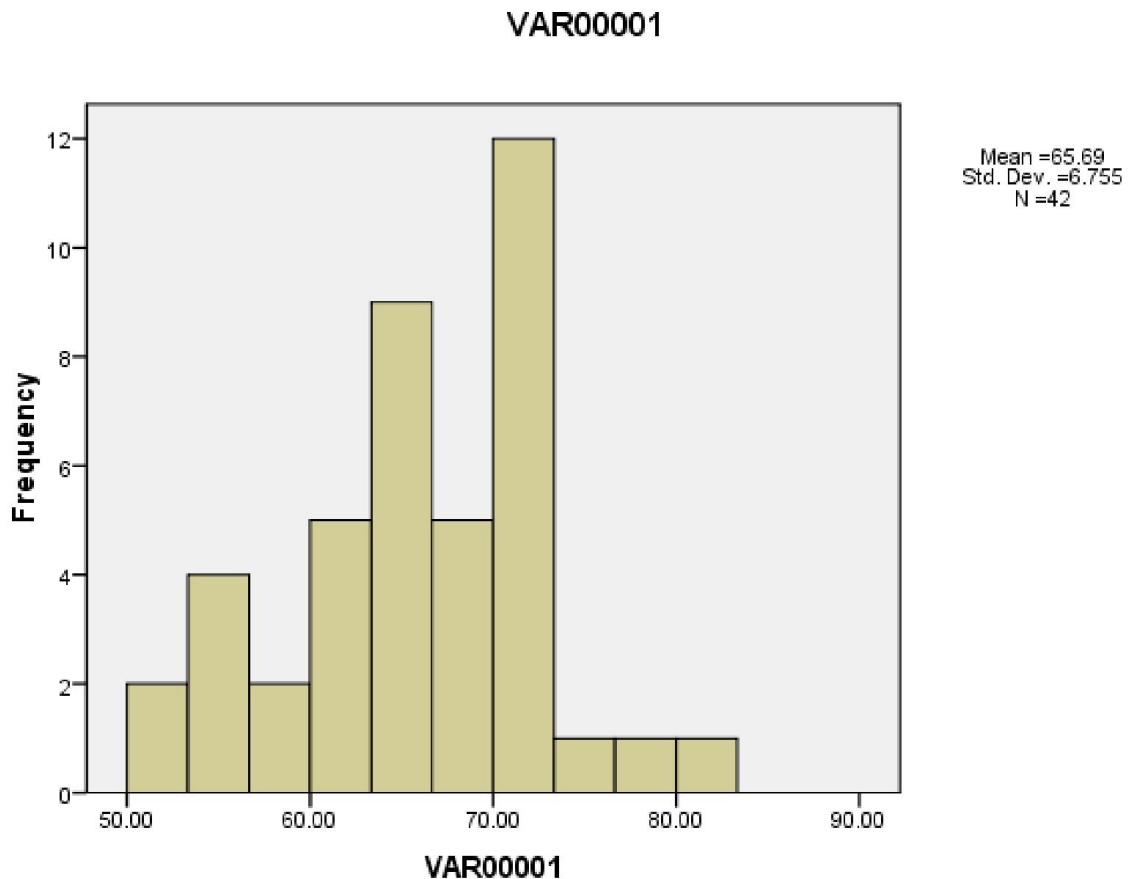
<b>Correlations</b>			
		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.953**
	Sig. (2-tailed)		.000
	N	42	42
VAR00002	Pearson Correlation	.953**	1
	Sig. (2-tailed)	.000	
	N	42	42

The table shows that the value of correlation of pretest is 0.95. Based on the rules of correlation coefficient, it is known that  $\geq \pm 0.8$  is very strong. Therefore, it is obviously to say that 0.95 is very strong, means the pretest is reliable.

**Table 4.3 Descriptive Statistic of Pretest**

		VAR00001
N	Valid	42
	Missing	0
Mean		65.6905
Median		66.0000
Mode		65.00 <sup>a</sup>
Std. Deviation		6.75526

The table 4.1 shows that there were 42 students who participated in the test. The mean score that students got is 65.6905. It means that the average students got 65 score. Thus the median score is 66. It shows that there is equal score above and below 66. Lastly, the mode score is 65, it means many students got that score because it is the most frequent score.

**Table 4.4 frequency of Pretest**

Based on the histogram, it can be seen that 50 is the lowest score. There were eight students who got score above 50 and below 60, means that it still needs improvement. Thus, for score of > 60, there were 19 students that got it. It means that there were 19 students who have gotten good score. For score above >70, 14 students has gained it. That score showed that there were 14 students who got very good score. Lastly, for the highest score (80) which was categorized as excellent score, there is only 1 student who got it.

## 2. Posttest

The posttest was given by asking students to describe certain objects related to descriptive material again, but in different topic. There were 42 students as respondent or subject. It was done after the treatment. This test was intended to know the students speaking skill after using number heads together technique. The data descriptions of posttest were shown below.

**Table. 4.5 Reliability of posttest**

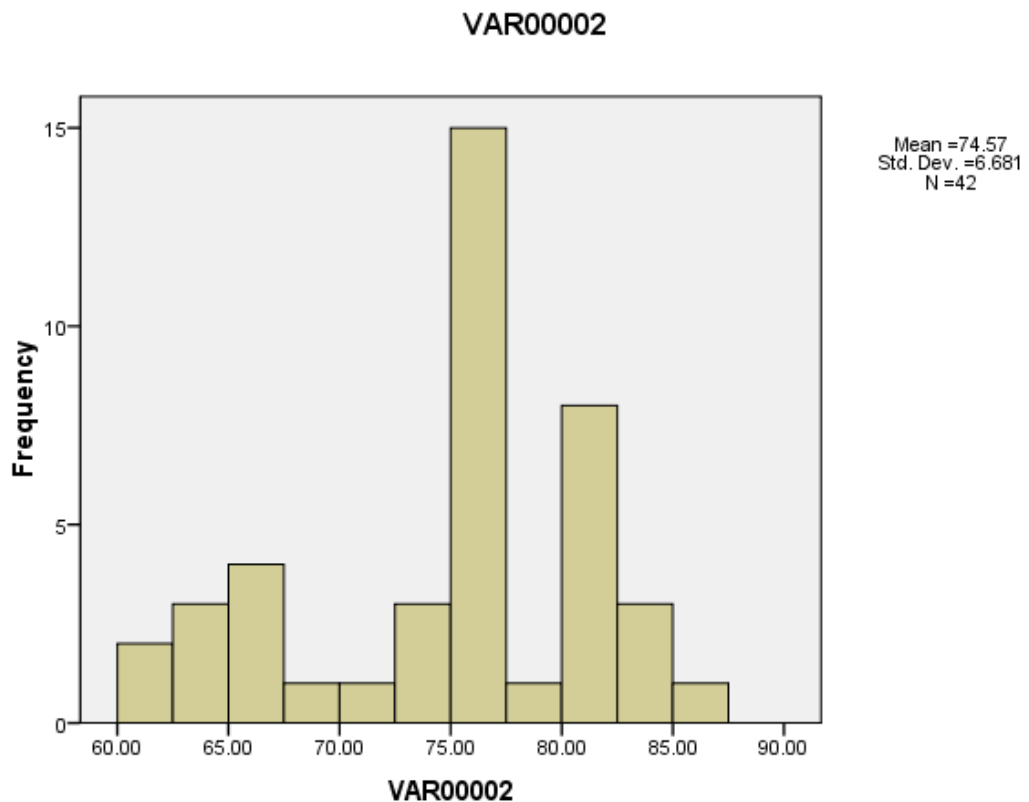
	VAR00001	VAR00002
Pearson Correlation	1	.970**
VAR00001 Sig. (2-tailed)		.000
N	42	42
Pearson Correlation	.970**	1
VAR00002 Sig. (2-tailed)	.000	
N	42	42

The tables showed that the value of correlation in posttest was 0.97. So, it was obvious that the value was in the category very strong and it is reliable.

**Table 4.5 Descriptive Statistic of Posttest**

		VAR00002
N	Valid	42
	Missing	0
Mean		74.5714
Median		75.0000
Mode		75.00
Std. Deviation		6.68140

Based on the table 4.3 it can be seen that the mean score is 74.5714, means that the average score of 42 students got 74. This score showed that most of students got very good score. Also, from data presented above, it was known that there was rising in mean score of posttest, means that the students' ability in speaking skill also increased. Then, the median score is 75, the score above and below the value is the same. Lastly, the mode score is 75. It means the most frequent score is 75. Therefore, many students got very good scores.

**Table 4.6 frequency of Posttest**

Based on table 4.6 above, there were 5 students got >60 score and 5 students got > 65, it means there were 10 student who got good score. In addition, > 70 score was gotten by 4 students and >75 score was gotten by 16 students. Those scores showed that 20 students have gained very good score in posttest. Then, > 80 score was gotten by 11 students and > 85 score was gotten by 1 student. It means that there are 12 students who got excellent scores.

Therefore there are differences of data presentation between before taught by using Number Heads Together technique and after taught by using Number

Heads Together. The data present that the score after taught by Number Heads Together technique is higher than before taught by Number Heads Together.

## B. Hypothesis Testing

The hypothesis testing of this study as follows:

- a. If the significant level is less than 0.05, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means that there is significant differences score of students' speaking before and after being taught by using Numbered Heads Together (NHT) technique
- b. If the significant level is more than 0.05, the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means that there is no significant differences score of students' speaking before and after being taught by using Numbered Heads Together (NHT) technique.

To know whether the significant level is less or more than 0.05 the researcher analyzed the data by using SPSS statistics 16.

**Table 4.7 Paired Sample Test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VAR00001 - VAR00002	-8,880 95	3,06198	,47247	-9,83513	-7,92677	-18,79 7	41	,000



**Table 4.8 Paired Sample Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	65,6905	42	6,75526	1,04236
	VAR00002	74,5714	42	6,68140	1,03096

Based on table 4.7, the Sig. (2-tailed) is 0.000. If Sig. (2-tailed) > 0.05, Null hypothesis ( $H_0$ ) is accepted, while if Sig. (2-tailed) < 0.05, Null hypothesis ( $H_0$ ) is rejected and Alternative hypothesis ( $H_a$ ) is accepted. Based on the result of paired sample test, it can be seen that the Sig. (2-tailed) is 0.000. It means the significance level is less than 0.05 ( $0.000 < 0.05$ ). Therefore, Alternative hypothesis ( $H_a$ ) that states there is significant differences score of students' speaking before and after being taught by using Numbered Heads Together (NHT) technique is accepted. While, null hypothesis that states there is no significant differences score of students' speaking before and after being taught by using Numbered Heads Together (NHT) technique is rejected.

In addition, Table 4.8 shows that the mean score before and after being taught by Numbered Heads Together (NHT) technique is different. There is improvement of mean score. It can be seen in variable 1 (pretest) the mean score is 65.6905. It means that most of students got good score. Thus, variable 2 (posttest) shows that the mean score is 74.5714. It means that most of them got very good score. Therefore, there is difference between students' speaking score of the second grade students at MTs N Ngantru before being taught by using

Numbered Heads Together (NHT) technique and after taught by using Numbered Heads Together (NHT) technique.

### **C. Discussion**

Based on the data analysis, the Sig. (2-tailed) is 0.000. It means that the significance level is less than 0.05 ( $0.000 < 0.05$ ). Thus, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Therefore, it means that there is a significant difference of students' speaking score before and after being taught by using Numbered Heads Together (NHT) technique. In other word, Numbered Heads Together (NHT) technique gives significant effect to students' speaking ability.

Those effects was known from the treatment activity in the class. In the first meeting some students felt that speaking is difficult and they hard to produced the words/utterances. However, Numbered Heads Together (NHT) technique has been succeed to make them participate in speaking activity although some of them still difficult in expressing their ideas.

In the second meeting, the students started to enjoy the treatment. They tried to be active in speaking although there were some mistakes in producing words or utterances. Besides that, they seem enthusiasm in doing treatment activity. Those finding was strengthened with Kielven's ( 2001 : 13) statement that stated Numbered Heads is one of simplest and useful of group strategy, means the teacher can use this strategy to make students active in learning process.

Number Heads Together technique is one of cooperative learning activity. According to Kagan's Articles (2001) cooperative learning is a method of organizing the interaction of individuals in a classroom. Step-by-step procedures are used to present, practice, and review material. Some regulate interaction between pairs, some are best for teamwork, and others involve the entire class. By using this technique, the students were able to share their ideas with their friends. It is also in line with Peter (2011: 89) statement who said that Numbered Heads Strategy is an effective strategy to increase the concept of accountability because each student is aware of their responsibilities to the group and is given the opportunity to share within their group.

In addition there are many advantages that students can get from Number Heads Together technique. First is positive interdependence, in which students are able to learn from each other. So, the students can learn to speak with each other. The second is individual accountability. This technique makes students accountable to each other for sharing ideas and every student must be able to give the group response the question. The next is simultaneous interaction in which there are high degrees of interaction at any moment all of students will be actively engaged in purposeful speaking and listening. Those advantages also have gotten by VII B students of Mts N Ngnatru. It can be seen from the way they share their idea with their friends and response to the question or problem that teacher gave. In conclusion, NHT technique indirectly trains students to actively participate, shares information,

listens and speaks carefully so that the students are more productive and active.

So, the effect of using Number Heads Together technique in teaching speaking can be seen from the improvement of their participation in the class, knowledge of language component, and communication skill. It was reinforced with the computation of paired sample t test which showed that the mean score of pretest is lower than mean score of posttest; the mean of pretest is 65.6905 and the mean of posttest is 74.5714. The improvement of the mean of students' score showed that Number Heads Together technique was really effective in teaching speaking. It means that teaching speaking by using Number Heads Together technique can create positive classroom activity, in which all students can give their participation in speaking class in order to achieve the teaching and learning objective related to standard competence and basic competence of school based curriculum.

Based on explanation above, it can be said that Number Heads Together technique gave contribution to the teaching speaking in MTs N Ngantru. The effectiveness of using Number Heads Together technique also proved by the result of the previous study which conducted by Angraeni (2013), with the title "The Application of Numbered Heads Together in Teaching Speaking to the Ninth Grade Students of SMPN 3 Gunung Jati". In her conclusion she stated that Numbered Heads Together technique is effective to improve students' speaking skill. In conclusion the use of Numbered Heads Together

technique is effective in teaching speaking of eight grade students at MTs N  
Ngarantru.